Making a Social Difference
Welcome!

I am delighted to bring you the Winter 2018/19 issue of our newsletter, highlighting just some of the staff and student activities over recent months in the School of Social Sciences, Education and Social Work at Queen’s University.

Our aim of making a social difference is at the core of all our teaching, research and engagement with practitioners and policy makers at national and international levels. We continually seek to connect the Northern Ireland community with globally recognized experts and to share the recognised excellence in Northern Ireland schools and agencies with the wider world.

I hope you and your colleagues find something of interest in our newsletter. 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 Carl Bagley PhD FRSA
Head of School of Social Sciences, Education and Social Work

UNCRC Day of General Discussion

Our Centre for Children’s Rights (CCR) has established itself as the leading international research centre for children’s rights and participation.

Laura Lundy and Michelle Templeton co-ordinated children’s participation at the UN Committee on the Rights of the Child’s Day of General Discussion (DGD) in Geneva in September on ‘Children Human Rights Defenders’. DGDs occur every two years on key children’s rights issues and make recommendations to governments and others. Our colleagues worked with Child Rights Connect and an international advisory group of 21 children who developed child-friendly materials and made the DGD the most participatory one ever. All sessions were co-moderated by children and there were child speakers at every session and interactive dialogue. The child advisers provided key insights on consulting with children across the world on their experiences as human rights defenders. This involved a partnership with global children’s organisations and reached almost 3000 children in 53 countries. The report of the global Children Human Rights Defenders consultations is available at http://bit.ly/2pyAtBl.

Other CCR activities include: a Council of Europe study of disabled children’s experience of their digital rights; consulting children in the five UN regions, with GlobalChild, to develop indicators for monitoring implementation of the Convention on the Rights of the Child; Participation for Protection, a European Commission project developing training focused on what matters to children who have experienced violence; a world-wide consultation with children who have been deprived of their liberty, to inform a UN study. Laura Lundy travelled to Taipei in September, to advise the government of Taiwan on key children’s rights issues and to receive training. Laura Lundy and Michelle Templeton worked with GlobalChildren Human Rights Defenders. DGDs occur every two years on key children’s rights issues and make recommendations to governments and others. Our colleagues worked with Child Rights Connect and an international advisory group of 21 children who developed child-friendly materials and made the DGD the most participatory one ever. All sessions were co-moderated by children and there were child speakers at every session and interactive dialogue. The child advisers provided key insights on consulting with children across the world on their experiences as human rights defenders. This involved a partnership with global children’s organisations and reached almost 3000 children in 53 countries. The report of the global Children Human Rights Defenders consultations is available at http://bit.ly/2pyAtBl.

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Graduate Profile: Ryan Patterson

Tell us a little about yourself.
After successfully completing my A Levels at Omagh Academy, I studied Mathematics at undergraduate and then Master's level at Queen's University Belfast where I very much enjoyed the 'university life'. I then enrolled in the University’s PGCE Mathematics 2017/18 programme at the School of Social Sciences, Education and Social Work (SSESW).

Why did you choose this particular course?
I have a real passion and desire to work with young people. Coupled with my lifelong love of Maths, this meant the PGCE was my obvious choice after graduation from my Master’s course. My decision to study at Queen’s was largely based on positive recommendations from friends who had already studied there. Moreover, having been born without my right hand the additional support that Queen’s offered me was beyond anything I had expected.

What was your experience of the course?
As much as I enjoyed my years as an undergrad, my postgraduate experience on the PGCE has been, without doubt, my favourite year at university. I had the opportunity to study alongside an incredible group of aspiring teachers who helped and encouraged each other through a very intense year of coursework and school experience. My subject coordinator in SSESW went well beyond the call of duty, to be a constant source of experience, advice and support. However, it was the opportunities offered through the teaching practice placements, getting into schools and interacting with their young people, that made the year so special. Finishing my PGCE year by winning two GTCNI STAR awards was an unexpected but equally tremendous way to end my time at Queen’s and boost my CV.

How did you find student life in Belfast?
Moving to Belfast was a big change for me, having grown up on a small farm in the County Tyrone village of Seskinore. However, the University (and the city itself) offers so much that you can get involved in. I have loved every minute of it and continue to enjoy life in Belfast’s university area as I begin my professional career.

Where are you in your career at the moment?
Just before the end of my PGCE training, and largely due to the support therein, I managed to secure a full-time permanent post at Belfast Royal Academy. I entered my early teaching career with equal amounts of apprehension and excitement. I am very much enjoying getting to know and work with the school’s staff and students, hopefully having a positive impact on their lives at an academic and social level.

More information about the PGCE is available at www.qub.ac.uk/ssesw

Boosting Literacy Skills for Children in Care

School of Social Sciences, Education and Social Work (SSESW) colleagues Karen Winter and Jennifer Roberts worked with the University’s Widening Participation Unit (WPU) and the South Eastern Trust to develop a paired reading scheme to support P5 children in care in boosting their literacy skills. The scheme, called Reading Together, provides pupils with one-to-one support from a Queen’s student acting as a mentor. Mentors were recruited via a Queen’s job site for students and interviewed by staff from WPU, the Trust and a Trust-based care-experienced intern. Successful applicants received training from Jennifer Roberts, who was a primary school teacher before joining SSESW.

Pupils were selected in close consultation with social workers, managers, foster carers and schools. The programme’s design and delivery, informed by Karen Winter (a qualified social worker with 16 years’ experience working with children in care), involved mentors meeting with the same child once weekly for eight weeks in schools throughout the spring semester 2018 and reading, playing games and chatting.

Children said they enjoyed the time spent with their mentor and, regarding their reading, one child said: ‘I love reading now. Love it. I want to see what happens at the end of the story.’

One student mentor commented on the role: ‘It was a joy to watch [the child] develop in literacy but, more significantly, in [their] appreciation of the books and their value.’

Commenting on the impact of the scheme on their perception of children in care, one mentor said: ‘They just want to be treated like everybody else. [The child] genuinely wanted to do well with reading, just like any other pupil would.’

With funding from Queen’s University, the South Eastern Trust and a benefactor in business, plans are underway to continue the scheme.
Inequality, Education and the Working Classes

Our Sociology team hosted a seminar in September, on the theme of inequality, featuring the distinguished Sociologist of Education, Professor Diane Reay (now emerita) from the University of Cambridge. Her talk drew on material from her recent and well-received book *Miseducation: Inequality, Education and the Working Classes* (ISBN 978-1447330653), which draws on over 500 qualitative interviews conducted over a number of years and has reignited academic, political and popular discussion around the issue.

The talk at Queen’s focused in particular on the emotional dynamics and consequences of class-based inequalities in education in the UK. Powerful and, at times, poignant, the seminar showcased the importance of Sociology, and the Sociological Imagination, for understanding and explaining how the structures and policies of today’s increasingly competitive educational regime may actually perpetuate and deepen, rather than ameliorate, social inequality and how such structures are experienced as lived, felt and embodied realities, particularly (but not only) by the working classes.

These emotional impacts (such as shame, anxiety, anger, lack of confidence) may have profound effects on children and young people, and their parents and families, not only in terms of their educational attainment, participation and aspirations, but at the deepest levels of their selves and psyches, their identities, sense of self and self-confidence.

This hugely popular seminar packed out the beautiful Council Chamber at Queen’s University and brought together academics, professionals, practitioners, teachers and students at all levels in areas such as education, health, youth agencies, social work, early years, widening participation and higher and further education.

Supported Decision Making

The report of the Supported Decision Making Project was launched at the School of Social Sciences, Education and Social Work (SSESW) on 29 June. The project was a collaboration between Praxis Care, Mencap and SSESW. It was funded through Disability Action as part of the Disability Research on Independent Living and Learning (DRILL) Programme. The project consulted people with mental health and learning difficulties on their experiences of decision making processes and the support that should be made available in the future.

The work aims to inform the Code of Practice for the new Mental Capacity Act (Northern Ireland) 2016 which is to be implemented in 2020/21. The research project was led by Paul Webb, Research Manager at Praxis Care and Visiting Research Fellow at the School of SSESW, and included SSESW researcher Aisling McLaughlin and several colleagues from our Disability Research Network: Rebecca Irvine, Lorna Montgomery, Berni Kelly and Gavin Davidson.

The project was informed at key points by an international advisory group, including Dr Nancy Hansen (University of Manitoba). One particularly successful aspect of this project was the role of four peer researchers (two with learning disabilities and two with experience of mental health problems) as part of the research team. The peer researchers were involved in all aspects of the research process including the presentation of the research as part of the Knowledge Exchange Seminar Series at the Northern Ireland Assembly and at the Decisions, Assessment, Risk and Evidence in Social Work Conference. The findings from this exploratory, qualitative study will inform the development of a training intervention for those who may be supporting people to make their own decisions. The full report is available at https://bit.ly/2PcTFN0
New Postgraduate Degree: MSc Higher Education

In January 2019, our new MSc Higher Education will engage its first intake of local and international participants with the diverse challenges and growing opportunities in higher education globally by conducting research, implementing strategies and evaluating innovations.

Coordinated by SSESW academic Dina Belluigi, this three year, part-time, blended programme aims to foster a learning culture of leadership and development for both institutional enhancement and the professional advancement of those supporting and driving academic matters. Focal areas include transformation, access, quality and the digital in higher education.

A unique feature is its emphasis on the relationship between the areas of educational development and scholarship for all those working in higher education, from policy makers to academic staff, managers, officers, advisers and evaluators of institutions, non-profit organisations and governmental agencies concerned with learning, research and civic engagement in higher education.

This qualification aims to strongly position participants to take the lead in discussions about issues impacted by the local and global in higher education, and to model excellence by showcasing innovative and enhanced strategies and policies using rigorous and valid evidence-based practices.

**More information** about the MSc in Higher Education is available at https://bit.ly/2PhJsoQ

New BA Degree Options: Criminology, Social Policy, Sociology

Our new **Quantitative Methods Exit Pathway** is designed to give students skills and training that will give them a head start in the employment market. The new pathway is available on our BA degree programmes (Criminology single honours, Sociology single honours, Criminology and Sociology joint and both our Social Policy joint degrees).

In an increasingly technologically advanced society gathering large amounts of data about how people think and act, and providing illuminating and practical information about how the social world works, employers need staff who can analyse and apply social data to solve real world problems.

There is a shortage of and growing demand for university graduates who can apply these skills to topics such as health behaviours, online dating, criminal activities and many others. Our social sciences programme and new exit pathway focus on working with and interpreting quantitative data, with a strong emphasis on applying a social science framework in practical ways.

The programme is designed to **maximise student choice** by allowing students to try a range of classes without committing to a particular degree.

To action the Quantitative Methods Exit Pathway students simply take the required number of modules offered in year 2 and year 3 of the Criminology, Sociology and Social Policy degrees.

**More information** about the MSc in Higher Education is available at https://bit.ly/2PjSJU2

A step-change in quantitative social science skills

Funded by the Nuffield Foundation, ESRC and HEFCE
Staff Profile: Laura Dunne

Dr Laura Dunne is a Chartered Psychologist and a Senior Lecturer in Education. She is our Research Impact and Public Engagement Champion. She tweets at @lauradunne_QUB.

I am a Fellow of our Centre for Evidence and Social Innovation and the UKCRC Centre of Excellence for Public Health, based at Queen’s University. I began my research career as a psychologist but now consider myself, in broader terms, a social scientist. My research interests lie in three main areas: child health and wellbeing; early child development; and programme evaluation.

My research informs my teaching. I teach at Doctoral level on Early Child Development and at Master’s level on Assessment Issues in Teaching and Learning in Classrooms.

Through my varied interdisciplinary experiences over the last fifteen years, I became interested in taking a more holistic view of the child, conducting both quantitative and qualitative research to best answer the research questions in hand. I have a strong relationship with colleagues in Public Health at Queen’s and have learned much from them in terms of extending my theoretical and methodological view.

I am interested in generating evidence about what works for children and young people. To this end, I have conducted a number of randomised controlled trials of school and community-based programmes over the last ten years.

Most recently, I have been privileged to be on the core management team of the LINKS global research network, funded by the National Institute of Health Research and led by Professor Paul Connolly (Queen’s University). This work explores the potential of early childhood development programmes for social cohesion and peacebuilding in six low and middle-income countries affected by conflict. To develop and evaluate programmes we work closely with research teams and UNICEF offices in Egypt, Kyrgyzstan, Mali, Tajikistan, Timor-Leste and Vietnam.

The Queen’s team also works alongside our strategic partners: UNICEF, Harvard, Yale, NYU and Early Years Northern Ireland. This project has awakened an earlier interest in anthropology and makes use of my skills in education, psychology and public health.

I am always keen to take on new administrative challenges and led the School of SSESW to win its first Athena SWAN Bronze award in 2016. In my current role as Research Impact and Public Engagement Champion, I am excited to learn more about how our work can make a real difference in improving outcomes across society.

One of my favourite aspects of my work is supervising doctoral students. I really enjoy embarking on the journey together and watching the research, and the student, grow and develop.

Sociology of Emotions Conference

The present day can seem like the ‘age of emotions’, given the increased importance of emotion to all aspects of our personal and professional lives. An international conference in August on the Sociology of Emotions looked at this topic in various ways: from the emotional politics of Trump and the rise of populism across Europe, to the emotional experiences of unemployment; from the role of shame, anger and inequality in young men’s accounts of self-harm and suicide, to an analysis of the emotional assumptions and dimensions of primary school mindfulness programmes in the UK (such as ‘Paws B’).

Conference panels covered themes such as: emotions, power and the state; the digital sociology of emotions; emotional inequalities; migration, asylum and emotion; and emotions in family and intimate relations.

The conference was co-organized by SSESW academic Jonathan Heaney, who chairs the European Sociological Association’s Sociology of Emotions Research Network (RN11) and the British Sociological Association’s Sociology of Emotions Study Group. It was hosted at the University of Edinburgh and included a one-day workshop for PhD students who also had the opportunity to present their work at the main conference.

The conference featured leading emotion scholars from within and beyond Europe, including the UK, Ireland, Germany, Sweden, Switzerland, Finland, Poland, Portugal, Spain, Austria, Turkey, Hungry, Latvia, the USA and Australia. More than 70 delegates heard keynotes from Professor Ian Burkitt (Bradford) on the reflexive and emotional self, and Professor Karin Wahl-Jorgensen (Cardiff) on the emotional politics of Donald Trump.

Further details are available at https://socemot18.weebly.com

Global Undergraduate Awards Commendation

For the second year in a row, an SSESW undergraduate student has been Highly Commended in The Global Undergraduate Awards (UA), the world’s largest academic awards programme, identifying the world’s leading creative thinkers and problem-solvers through their undergraduate coursework. Angela Rogan’s paper was assessed by an international panel of expert judges from world leading academic institutions and was ranked in the top 10% of submissions.

UA received 4,887 submissions from over 300 universities around the world. It provides top performing students with support and opportunities to raise their profiles at a Dublin summit where they can network with world-renowned speakers, academics and potential employers and attend workshops designed to help them share research and begin their path after undergraduate study.

Speaking of her commendation, Angela said: ‘It’s a fantastic experience to be highly commended. I am excited about the summit, where I hope to expand my knowledge across multiple disciplines in conjunction with discussing my own areas of study within Criminology and Sociology. This represents a perfect boost for this academic year.’
Research Impact

Academics and researchers in the School of Social Sciences, Education and Social Work continue to lead local, national and international collaborative networks. Underpinning our work is a commitment to driving positive change and making a social difference for educators, learners, practitioners and the wider community. See below for an update on just a few of our specialist areas of activity.

Centre for Behaviour Analysis

The Centre had a vibrant presence at the European Association for Behaviour Analysis (EABA) conference in Germany in September. Catherine Storey presented on early reading programmes with colleagues from Ulster University and Bangor University. Katerina Dounavi was part of a team presenting on ‘Organizational performance standards in special education units for ASD: The development and piloting of an assessment tool’. Doctoral students Amy Tanner, Jenny Ferguson, Emma Craig and Elena Clò presented on a broad range of topics. PhD student Nicole Pfaller was awarded the prestigious BF Skinner Foundation Award by Professor Erik Arntzen, EABA President. A conference reunion of current and former students attracted interest from potential Master’s and PhD students as they marked the success of our vibrant research and teaching programme that contributes to quality behaviour analytic research and services with an international impact.

PhD students Jenny Ferguson and Emma Craig, with supervisor Katerina Dounavi, published a systematic literature review in the Journal of Autism and Developmental Disorders on delivery, to professionals and families of individuals with autism, of behaviour analytic interventions through telehealth i.e. the use of technology for behaviour analytic interventions through telehealth i.e. the use of technology for remote training and supervision.

Centre for Children’s Rights

The Centre was delighted to host Mikiko Otani, a member of the United Nations Committee on the Rights of the Child. During her visit in October, Mikiko gave a presentation on children as human rights defenders.

Claire Dwyer, Siobhan McAlister and Mary-Louise Corr have received funding from the Commission for Victims and Survivors to explore the transgenerational legacy of the Northern Ireland conflict. The project adopts a child-rights based approach to examining the legacies of the conflict, and their impacts, on children and young people in Northern Ireland and the border regions of Ireland.

The Centre hosted the 6th Children’s Rights Research Symposium for doctoral researchers and their supervisors on 4–5 October on the theme Children’s Rights: theories and methodologies.

Doctoral student Amy Brown presented her study on silence and voice in education at the European Educational Research Association Conference in Bolzano, Italy, in September.

Laura Lundy and Bronagh Byrne gave invited presentations at the annual Children’s Human Rights Summer School at Swansea University in September. Laura’s focus was on the participation rights of children and young people while Bronagh spoke about the participation rights of disabled children and young people.

Disability Research Network

The Disability Research Network (DRN) continues to work on a range of research projects ranging from access to justice for deaf people to supporting people with learning disabilities who have experienced sexual violence and supporting people with mental health problems to get involved in physical activity.

Bronagh Byrne was part of an invited panel at Stormont Buildings in June. The Expert Panel Discussion on Special Educational Needs was organised by the All Party Groups on Children and Young People, Disability and Learning Disability and discussed ongoing challenges in the area.

In June, Berni Kelly gave a keynote presentation at the annual UK conference of the Disabled Children’s Research Network at the University of Nottingham on the theme of Safeguarding Disabled Children and Young People. Key themes arising from the conference include the need for greater cooperation across child and disability services, more early intervention services and practice tools for assessing the complexities of risks for disabled children.

In September, Berni Kelly presented at the CoramBAAF Practice Forum on Foster Care and Adoption for Disabled Children. The presentation highlighted concerns about the over-representation of disabled children in the care system and the need for more family-based placements offering permanency. Practice developments in this area include alternative approaches to recruiting adopters for disabled children and greater use of social media.

In October, Bronagh Byrne gave a keynote presentation at the launch of the Children and Young People’s Plan for the Donegal Children and Young People’s Services Committee. Bronagh presented on the theme Reimagining Disability - from accepting diversity to true inclusion.

The DRN had a very productive conference season:

- Bronagh Byrne presented a paper entitled ‘Rights in the Digital Environment: The Views of Disabled Children and Young People’ at the Lancaster Disability Studies conference.
- Doctoral student David Jackson-Perry presented at the same conference on ‘Not doing it properly? Tracking assumptions of healthy couple intimacy through an exploration of narratives of ‘non-sociable’ autistic sexualities’.
- Doctoral student Gillian Curran presented a poster at the 10th All Ireland Doctoral Conference at Queen’s University on ‘Missing Voices: The Educational Experiences of girls with Asperger Syndrome’.

Find out more: www.qub.ac.uk/ssesw
Centre for Shared Education Update

In October, Joanne Hughes and Rebecca Loader from our Centre for Shared Education (CSE) travelled to Israel to meet colleagues involved in shared education in the region. During their visit, they met a group of teachers who are embarking on shared education as part of a project coordinated by the Abraham Fund, an NGO dedicated to peacebuilding. Inspired by the experience of Northern Ireland schools, the Shared Learning Programme involves 15 partnerships of Arab and Jewish schools.

Through the programme, teachers and pupils from each partnership come together for 8-10 joint classes with a mutually agreed curriculum focus. These classes are team-taught by Arab and Jewish teachers and alternate in location between the two schools.

Joanne and Rebecca gave a presentation to the group of teachers outlining the development of shared education in Northern Ireland, research into its implementation and impact, and the CSE colleagues’ experience of introducing such initiatives to other countries, including the Former Yugoslav Republic of Macedonia.

Joanne and Rebecca also met Dr Dafna Yitzhaki from Tel Aviv University and Dr Shany Payes and Myriam Darmoni Charbit from the Centre for Educational Technology (CET) in Tel Aviv, who are leading a project to promote the shared teaching of English between Arab and Jewish schools.

Our Centre for Shared Education colleagues had an opportunity to speak to teachers involved in this project, as well as to discuss with academic contacts plans for joint research in this area. CET and the Abraham Fund have been awarded a grant for $1 million from USAID to progress shared education in Israel, and the Centre for Shared Education looks forward to working with and learning from them as they develop this important work.

For more information contact
Dr Rebecca Loader at r.loader@qub.ac.uk or tel +44 (0)28 9097 1363

Supporting and Celebrating Language Learning

Our Northern Ireland Centre for Information on Language Teaching and Research (NICILT) is funded by the Department of Education to enhance and support language teaching and learning in Northern Ireland.

On 26 September NICILT celebrated European Day of Languages (EDL) by attending colourful events in Mount Lourdes Grammar School and Erne Integrated College in Enniskillen where they delivered language workshops to 120 pupils. NICILT is the EDL relay for Northern Ireland schools and this year dispatched resource packs to language teachers containing over 2000 wristbands, pencils and stickers. The NICILT colleagues were also delighted to be invited to address a colourful EDL assembly (above) at Botanic Primary School where they were greeted by Primary 2 pupils singing songs and saying hello in their native languages.

NICILT were invited to outline their work at a Welcome and Induction Day for incoming Modern Language Assistants. They also gave a presentation to our new cohort of Postgraduate Certificate in Education (PGCE) students and introduced PGCE Modern Language students to the NICILT resource centre and facilities.

In November, NICILT will host two film days for A-level pupils at Queen’s Film Theatre. The films, shown in Spanish and German, will be followed by interactive workshops delivered by lecturers from Queen’s University and University College Dublin, the aim of which is to enhance students’ understanding of the language and themes.

NICILT are running several Languages and Employability workshops for Year 10 pupils, before they make their GCSE choices, to highlight how learning a language helps develop important life skills which can boost career options and employability.

For more information visit the NICILT Facebook page or www.qub.ac.uk/schools/nicilt
Staff Profile: Shadd Maruna

Shadd Maruna is the new Professor of Criminology at the School of Social Sciences, Education and Social Work (SSESW). He tweets at @criminology. I was delighted to return to Queen’s University to join SSESW in August 2017. With its array of complementary academic fields, the School nicely captures my own decidedly cross-disciplinary (some would say ‘mongrel’) academic pedigree and orientation.

Having previously studied undergraduate philosophy and English literature at Illinois State University (on the grounds that I never wanted to have to do a proper job), I eventually found my way into postgraduate training in something called ‘Human Development and Social Policy’ in the School of Education and Social Policy at Northwestern University (Chicago, USA). Something about that long-winded and definitely cross-disciplinary (some would say ‘mongrel’) academic orientation.

With its array of complementary academic fields, the School nicely captures my own decidedly cross-disciplinary (some would say ‘mongrel’) academic pedigree and orientation.

However, on completing a PhD on the role of the criminal justice system in the transition from adolescence into adulthood, I soon found an academic home in criminology, a field that was famous for welcoming interdisciplinarity - drawing on sociology, law, psychology, social work, medicine and much more. Criminology has been good to me and afforded me some remarkable opportunities at previous universities like Cambridge, Manchester and the State University of New York. I was, briefly, the Dean of the Rutgers School of Criminal Justice, one of America’s oldest and largest criminology programmes. My book Making Good was awarded a major book prize from the American Society of Criminology. I am one of the three editors of the Oxford Handbook of Criminology, sometimes called the ‘bible’ of UK criminology. I am primarily interested in real world engagement (public criminology) and my work with ex-prisoner organisations has been recognised with impact prizes from the Howard League for Penal Reform and the Economic and Social Research Council.

However, in order to retain its vibrancy as a ‘rendezvous discipline’, it is important that criminology not allow itself to become too insular and isolated. As such, I am delighted to be working with our outstanding SSESW criminology team that is very much integrated into our wider group of social scientists, social workers and educationalists. I am biased, but I would argue that the questions we ask in criminology – about the aetiology of criminal involvement or the role of state actions in perpetuating this criminality – can only be understood if they are situated in the wider sciences of human development and social policy, each of which themselves draw on the tools and theories of sociology, biology, economics, politics, history and much more. As such, I look forward to continuing to learn from my colleagues at SSESW.

Find out more: www.qub.ac.uk/ssesw

Prestigious University Teaching Award for Katerina Dounavi

A Queen’s University Teaching Award 2018 was presented to School of SSESW academic Katerina Dounavi, Director of our very popular Master’s in Applied Behaviour Analysis. The Queen’s Teaching Awards Scheme encourages and rewards the development of learning and teaching practice that has led to particularly effective and worthwhile learning.

Engaging Students in Anti-Poverty Practice Framework

As part of International Day for the Eradication of Poverty (17 October), the School hosted a seminar which was organised in partnership with the Department of Health (DoH). The focus of the event was to present the Anti-Poverty Practice Framework for Social Work in Northern Ireland to students on our Social Work degree programme. The event gave students a chance to engage with policy makers and academics alike, in a community of active learners. The event marks a continuation of the close relationship Social Work at Queen’s has with policy makers.

Facilitated by SSESW academic Paul McCafferty, the event included a presentation about the Framework by Sean Holland (Chief Social Work Officer: DoH). Sean’s key point was that social workers must practice in a manner that embraces the values of social justice and inclusion. By practicing in this way, Sean feels that social workers can engage more collaboratively with those in poverty and therefore practice in a more nuanced and empathic manner.

Other speakers included Aine Morrison (Professional Officer: DoH), who talked in detail about the Framework’s implications for social work practice. Aine engaged students in a participatory workshop to develop a deeper understanding of practice issues in relation to poverty. Building on this, the students then developed a set of pledges, which they hope to develop practically during their practice placements.

SSESW academic Lisa Bunting also presented her findings from The Child Welfare Inequalities Project. This key piece of research has informed the Anti-Poverty Practice Framework for Social Work in Northern Ireland. Other SSESW colleagues involved in this research included Gavin Davidson and Claire McCartan.

Read more about Katerina’s teaching and research at http://bit.ly/2OD6Ug0

Find out more: www.qub.ac.uk/ssesw
PGCE Partnership Schools

Our strong relationship with schools in Northern Ireland is at the core of the continued success of our Postgraduate Certificate in Education (PGCE). In order to give PGCE students the training necessary to become competent teachers, we rely on partnership schools to host them on extended teaching practice placements.

These placements allow students to experience real life in a school and to learn from experts in the classroom. The dedication and hard work of the teacher tutors lead to effective placements and ensure that PGCE students graduate with sound subject knowledge and real world experience in the teaching profession.

Joanne Montgomery from Ballyclare High School said of the partnership teacher training model: ‘At Ballyclare High we value the professional development of placement students. To ease the transition of putting theory into practice we have a support network which groups Student Teachers with our Beginning Teachers, to offer relevant training opportunities.’

PGCE students report that they value enormously the skills, confidence and expertise they gain in schools. They find their extended teaching practice placements fulfilling and rewarding, especially since host schools often seek new recruits from the graduating PGCE cohort to join their staff.

Jennifer Roberts, Deputy Director of the PGCE course, said: ‘We are very lucky to work alongside some of the best teachers and schools in Northern Ireland to ensure our beginning teachers are well equipped for the teaching profession. We really value the collaboration between SSESW and the host schools and the expertise they bring to the programme.’

For more information please see http://bit.ly/2C6qs5T or contact Jennifer Roberts (j.roberts@qub.ac.uk) or James Nelson (j.nelson@qub.ac.uk).

Presentation of PGCE Certificates and Prizes

One of our academic year highlights, the Presentation of Certificates and Awards for our Postgraduate Certificate in Education (PGCE) students, took place at Riddel Hall in August. An evening of celebration marked another very successful PGCE year and launched the careers of these beginning teachers who will make a big impact on the education community.

This annual presentation recognises the dedication and enthusiasm that PGCE students invest in their time at Queen’s and in their teaching practice placements in schools around Northern Ireland. The graduates were addressed by Professor Carl Bagley, our Head of School (back row, second left), whose words of encouragement included a reminder to the new teachers to continue investing in their professional development with further studies at higher degree level.

Guest speaker for the event was retiring principal of Hazelwood Integrated College, Kathleen O’Hare (front row, right), who inspired the PGCE graduates with welcome insight from her many years of experience in different education roles.

Gerry Devlin, Senior Education Officer at the General Teaching Council for Northern Ireland (GTCNI), presented both of the prestigious GTCNI STAR awards to PGCE Mathematics graduate Ryan Patterson (back row, left) who has taken up a teaching post at Belfast Royal Academy.

The School prizes were awarded by outgoing PGCE Director, Alison MacKenzie:

- The Elizabeth M Fulton prize for the top student in each subject: Ryan Patterson (Maths), Patrick McAnea (English), Lisa McDonough (RE), James Butler (IT), Sarah Hodgett (Social Science), Ashton Turner (Modern Languages) and Kate Cameron (Science).
- Excellence in Teaching prize: Jennifer Johnston (Social Science) (front row, centre).

For more information see http://bit.ly/2C6qs5T

Find out more: www.qub.ac.uk/sesesw

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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 www.qub.ac.uk/ssesw

Undergraduate (2019/20 entry)

• 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
• BSW (Hons) Social Work (3 year Undergraduate Route)
• BSW (Hons) Social Work (2 year Relevant Graduate Route)

Postgraduate (2019/20 entry)

Taught Programmes
Applied Behaviour Analysis
Applied Social Studies
  • Childcare
  • Dual Diagnosis
  • Mental Health
Autism Spectrum Disorders
Children’s Rights
Cognitive Behavioural Therapy Programmes
Educational Leadership
Educational Studies
Higher Education
Higher Education Teaching (PGCHET)
Inclusion and Special Needs Education
Social Science Research
Systemic Practice and Family Therapy
Teaching English to Speakers of Other Languages (TESOL)
Youth Justice
Initial Teacher Education (PGCE)
  • English
  • Information Technology/Computing
  • Mathematics
  • Modern Languages
  • Religious Education
  • Science (Biology, Chemistry, Physics)
  • Social Science
Research Programmes
Doctor of Philosophy in Education
Doctor of Philosophy in Social Policy/Sociology
Doctor of Philosophy in Social Work

Open Learning Short Courses

Open Learning short, part-time day and evening courses offer all adults the chance to try something new for leisure or personal development 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 www.qub.ac.uk/ol

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International Links for Technology-Enhanced Learning

School of Social Sciences, Education and Social Work (SSESW) academic Pamela Cowan (second left), Convenor for our PGCE in Computing and ICT, hosted a group of Japanese professors who visited Northern Ireland in September to experience other educational systems, with a particular interest in technology-enhanced learning, active learning in classrooms, programming across compulsory education and robotics in third level education settings.

The Japanese group (L-R Professor Matsumoto, Professor Okazaki and Professor Naruse) also have links to Northern Ireland through the South Eastern Regional College and the Education and Training Inspectorate however they wanted to extend their partnerships with Northern Ireland by linking up with Pamela Cowan to include the higher education perspective of innovative technologies for teacher education.

Northern Ireland schools are recognised leaders in the area of technology-enhanced learning so the visitors spent time at two of our partnership schools, Ballyclare High and Ballyclare Secondary schools, to view innovative teaching practices underway in the classroom. Of particular interest to the Japanese visitors was the fact that Ballyclare High is one of three schools in Northern Ireland that have recently achieved prestigious Digital Schoolhouse status.

With appropriate funding secured from their government the Japanese visitors hope to facilitate annual visits for their teachers enrolled on their Master’s in Educational Technology programmes, to extend the sharing of expertise between Japan and Northern Ireland.

As a follow up to this year’s visit by the professors at the University of Toyama, SSESW will be co-hosting the 3rd ESTEL Conference on Teaching and Learning comprising virtual presentations from invited staff at SSESW and key universities in Japan.

Connecting Local and Global Expertise

In addition to our wide ranging seminar series, (see www.qub.ac.uk/schools/ssesw/Events) SSESW colleagues lead important network activities in their respective fields, contributing to improving practice in local and global arenas. The following are a sample of just a few events over recent months:

- Criminology colleagues Michelle Butler, Shadd Maruna and Siobhan McAlistar presented at the European Society of Criminology Conference in Sarajevo in August. The conference theme was ‘Crimes Against Humans and Crimes Against Humanity’. The team gave papers on topics including: comparative youth justice; the minimum age of criminal responsibility; employment and reintegration; imprisonment.

- SSESW colleagues welcomed to Queen’s University nearly 50 delegates from the Department for Communities (DFC, Belfast) and the Department of Employment Affairs and Social Protection (DEASP, Dublin) for a very successful annual Social Welfare Summer School. The week-long residential event in August is a joint initiative between DFC and DEASP, alternating annually between Belfast and Dublin. This year’s summer school was entitled ‘Welfare, Work and Well-Being: Challenges for the 21st Century’. At various locations across Queen’s, the event’s extensive programme connected staff from both departments, and other related bodies, and facilitated important discussion on social policy issues and sharing of best practice.

- As part of a research project funded by the Society for Research into Higher Education and supported by the Malaysian Educational Technology Association, Ibrar Bhatt visited Malaysia in September to give several guest lectures and meet with potential collaborators for further research, to extend the parameters of the project globally. His project examines the digital literacies of undergraduate students in different disciplines and how they deploy campus technologies, produce knowledge through written work and discern the quality of information online.

- A paper presented by Catherine Storey at this year’s British Educational Research Association (BERA) conference in Newcastle was nominated for a prestigious BERA award. Entitled ‘The Impact of Gamified Literacy Instruction for Children Receiving Specialist Literacy Support’, her paper was nominated for the 2018 Best EdTech Paper Award.

- Shared Education colleagues Tony Gallagher, Gavin Duffy and Gareth Robinson visited Lebanon during Shared Education week (8–12 October) to highlight how education is used as a mechanism for transformative change in conflict-affected societies. They were accompanied by a group of teachers and education officials from Northern Ireland, who participated in a series of workshops with their counterparts in Lebanon to exchange ideas around teaching history and citizenship in divided societies. A follow-up workshop series will be hosted at Queen’s University Belfast in February 2019.

Find out more: www.qub.ac.uk/ssesw
School of Social Sciences, 
Education and Social Work

Queen’s University Belfast 
69-71 University Street
BELFAST
Northern Ireland
BT7 1HL

E ssesw@qub.ac.uk
T +44 (0)28 9097 5941/3323/5117
www.qub.ac.uk/ssesw

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