

Repositioning Out-of-School Learning

Emerald Studies in Out-of-School Learning

Series Editors: Professor Tim Jay, Loughborough University, and Dr Jo Rose, University of Bristol.

Emerald Studies in Out-of-School Learning focuses on the thinking and learning that children engage with outside of school, mainly in primary age groups from 4 to 11 years. Books in the series emphasize the ways in which such out-of-school learning does and does not align with children's classroom learning, and the potential barriers to, and opportunities for, synergy between these two contexts. A key feature of the series is the problematization of out-of-school learning in terms of its alignment (or otherwise) with classroom learning.

The series will examine some of the complexities of researching out-of-school learning, and the need for new conceptual and methodological approaches and provides a space for work that looks at both informal and formal learning outside of the classroom, and will help to scope and shape this growing discipline.

Repositioning Out-of-School Learning: Methodological Challenges and Possibilities for Researching Learning Beyond School

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About the Editors

Janet Goodall is an Associate Professor in the School of Education at Swansea University. Her main area of research is family and parental engagement in young people's learning. She has researched, written and lectured widely on this topic, working with schools, families, local authorities and charitable bodies in the United Kingdom and further afield.

Tim Jay is Professor of Psychology of Education in the Centre for Mathematical Cognition, Loughborough University. His research focuses on young children's thinking and learning about mathematics. Tim takes an interdisciplinary approach, drawing on theory and methods from psychology, education, computing and design, and aims to carry out research that can improve children's experience of mathematics both in and out-of-school.

Laura Mazzoli Smith is an Associate Professor of Education at Durham University. Her research focuses on issues around educational identities, progression and contexts, with an anti-reductionist stance. She has a particular interest in narrative and auto-biographical approaches, as well as fostering dialogue that can support integrated theorising across domains and methodologies, as one route to linking social, philosophical and policy concerns in education. Funded projects have focused on developing real-world applications of this research to foster inclusive learning opportunities across the life course.

Jo Rose is Associate Professor in Social Psychology of Education at the University of Bristol. Her research interests lie in the areas of educational partnerships and collaborative work, particularly in the context of supporting young people from disadvantaged backgrounds. She particularly enjoys tangling with the myriad of ways that research methods can be combined, to understand the complexity of collaboration in the context of education.

Liz Todd is Professor of Educational Inclusion and Director of the Institute for Social Science at Newcastle University. Her research has a strong social justice agenda and she is known for her work on the interaction between communities and schools, involving young people in decision-making, and respectful democratic approaches to change. Her books *Beyond the school gates: can extended schools overcome disadvantage?* and *Partnerships for inclusive education* were highly commended.

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About the Contributors

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