

Impact case study (REF3)

**Institution:**

Middlesex University, Department of Education

Unit of Assessment:

UoA23 (Education)

Title of case study:

Impact case study (REF3)



- Holding open conversations and considering multiple perspectives on terrorism and extremism does not make students more susceptible to these extremist narratives.
- Teachers planned through a range of case studies to teach underlying political concepts.
- Subject knowledge could be challenging for teachers, and some students still appeared to be confused about some key concepts relating to democracy and liberty.

One article focused on the students' views (4) and demonstrated that:

- Students wanted their teachers to teach them substantive knowledge about Islamophobia, media literacy, and multiple political perspectives so they could understand terrorism and extremism more thoroughly.
- They were also able to deal with multiple perspectives on acts of terrorism and resist adopting simplified narratives.

Another article reflected on new theoretical considerations for controversial issues pedagogy (5) and argued that:

- Teachers need to be supported to identify what counts as controversial, otherwise they find themselves teaching hypocritically (as though an issue were open to contention, but actually is not).
- Teachers may also hold negative views of their local communities' views and thus engage in stereotyping.

A second element of our work addressed the impact of the policy on student teachers and the teachers with whom they work. This project, published in 2017, included interviews with 20 teachers and questionnaires with 88 student teachers across several training providers (6). At Middlesex this research was led by Linda Whitworth, and one of the key findings concerned the potentially distorting effects of the word 'British' in the FBVs, a theme which has emerged quite strongly in subsequent smaller case studies.

Phase 3: development project and further research

The research from phase 2 indicated very clearly that there was a risk that the Prevent policy could turn into a narrow project related to restricted forms of cultural identity; but that young people felt they needed schools to tackle this area explicitly and consistently to build their knowledge and critical understanding. The evaluation of the teaching demonstrated some of the strategies that were successful as well as some of the problems that could arise. Lee Jerome (leading for the Education Department at Middlesex) worked with ACT and the English Speaking Union (ESU), to embed these lessons learned into a new curriculum development project-4(.424 31Th)4(e r)-89Depiferttive leass

(2) Jerome, L., Elwick, A. & Kazim, R. (2019) The impact of the Prevent duty on schools: A review of the evidence. *Journal of British Educational Research*, 45(4), 821-837. <https://doi.org/10.1002/berj.3527>

(3) Jerome, L. & Elwick, A. (2016) *Building Resilience*. London: ACT. www.teachingcitizenship.org.uk/act-building-resilience-project

(4) Jerome, L. & Elwick, A. (2019) Identifying an Educational Response to the Prevent Policy: Student Perspectives on Learning about Terrorism, Extremism and Radicalisation. *Journal of British Educational Research*, 67(1), 97-114. <https://doi.org/10.1080/00071005.2017.1415295>

(5) Jerome, L. & Elwick, A. (2020) Teaching about Terrorism, Extremism and Radicalisation: Some Implications for Controversial Issues Pedagogy. *Journal of British Educational Research*, 46(2), 222-237. <https://doi.org/10.1080/03054985.2019.1667318>

(6) Elton-Chalcraft, S., Lander, V., Revell, L., Warner, D. & Whitworth, L. (2017) To promote, or not to promote fundamental British values? Teachers' standards, diversity and teacher education. *Journal of British Educational Research*, 43(1), 29-48. <https://doi.org/10.1002/berj.3253>

(7) Jerome, L., Liddle, A. and Young, H. (2020) *The Deliberative Classroom*. London: ACT & Middlesex University. <https://leejerome.wixsite.com/leejerome/the-deliberative-classroom>

Awards, prizes and grants:

	Phase 2	Phase 3	Phase 3
Grant awardee	ACT	ACT, Middlesex, ESU	Lee Jerome (PI)
Title	Building Resilience	The Deliberative Classroom development project	The Deliberative Classroom research project
Sponsor	Home Office	Department for Education	British Academy
Dates	1/3/16-31/8/16	1/12/16-30/9/18	1/4/18-1/10/19
Amount	£57,300	£52,425	£9,360
Notes	Lee Jerome employed as evaluator (£3,000)	Lee Jerome on Steering Group and contributing author	Small Research Grant SRG\170492

The article Jerome, Elwick & Kazim (2019) has been highly commended by the editorial team at BERJ and selected as one of best three articles from 2019. www.bera.ac.uk/publication/british-education-research-journal

4. Details of the impact

The problem being addressed and our impact

The Prevent policy was initiated in the Home Office as a security policy to counter extremism and terrorism, and has been translated as a security policy into education (e.g. Panjwani, 2016). Empirical work shows that teachers have largely implemented Prevent as a safeguarding policy and commonly teach the fundamental British Values' (FBVs) uncritically (Busher & Jerome, 2020). Lee Jerome and colleagues in the Education Department at Middlesex University have worked collaboratively with external partners to shift the discourse towards critical citizenship education and treating Prevent as a controversial issue in the classroom. Our impact is evident in the endorsement of the DfE and the take-up by practitioners in schools.

Impact 1: Influencing policymakers

The critical educational case for framing the Prevent Duty as a controversial issue was developed by Lee Jerome (Middlesex Department of Education) working with colleagues at ACT and the ESAG for Citizenship. Initially this approach was met with scepticism from

