Tools for developing pupil self-narratives and sense of identity:

Exploring Digital Storytelling and an Identity Education Programme

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D.Ed.Psy. Educational and Child Psychology

Thesis Volume 1, 2024

University College London

Abstract

In this thesis, two educational tools are explored for their role in developing pupils' sense of identity and the corresponding self-narratives and outcomes this may yield. First, a systematic review of qualitative evidence examines the identity-related processes and outcomes of using Digital Storytelling (DS) in educational contexts. Employing thematic synthesis, a qualitative evidence synthesis of 15 studies was conducted and GRADE-CERQual was applied to asses for confidence in the review findings. The findings identified that DS in educational contexts can function as a tool of identity, creating a space for agency, collaboration and reflection for pupils to construct, reconstruct and/or enact identities. The effects of these identity-related outcomes included the construction of counter-stories to life experiences, hope for the future and an enhanced sense of belonging and confidence.

In the empirical study, an Identity Education programme was developed and explored using an embedded experimental mixed methods design. For the quantitative strand of the study, a quasi-experimental matched school design was used. 46 participants (23 female, 23 male) were allocated to the programme delivery group and 27 participants (12 female, 15 male) were allocated to a wait-list comparison group. Pre and post programme delivery data based on four wellbeing and belonging questionnaires yielded no significant between group main effects. For the qualitative strand of the study, observations and semi-structured interviews with teachers and pupils were conducted. Reflexive thematic analysis identified that participants perceived the programme to create a space to uncover, recognise and voice their own, as well as their peers' identities and stories. Participants perceived

that the programme fostered an increase in areas of personal development including self-understanding and a sense of belonging.

The impact of the systematic review and empirical study are discussed, including impact for the field of educational psychology. Consideration is made for disseminating the research findings.

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Acknowledgements

Firstly, I would like to thank the schools that participated in the research. Their time and contributions are hugely valued. Thank you to my thesis supervisors Professor Sandra Dunsmuir and Dr Jessica Dewey for their support in helping me develop and carry out the research and for providing invaluable advice and feedback. This extends to Professor Konstantinos Petrides who provided helpful guidance during data analysis and Dr Sinead Neal whose initial idea evolved into this end product.

Finally, thank you to my friends, family and Alice for the never-ending support. I will be forever grateful.

Chapter 1: Introduction to the Thesis

1.1 Introduction

Chapter 1 provides an introduction and overview of the thesis. First, the rationale for selection of the thesis topic will be provided including the conceptual links between the review paper (Chapter 2) and empirical paper (Chapter 3). Next, the researcher's values, epistemological consideration's and theoretical perspectives will be discussed. Finally, an orientation to the thesis will be provided.

1.2 Rationale for topic selection

When attempting to engage with the question as to what constitutes a 'good education', Biesta (2009, 2020) proposed three domains of educational function; the qualification function, the socialisation function and the subjectification function. Biesta (2009) argued that we find ourselves in a measurement culture, focused primarily on the 'qualification' function of education - the transmission of knowledge and skills. However, the socialisation function of education remains ever increasingly important, particularly in a postdigital age (Knox, 2019) and with the rise of Artificial Intelligence (UNESCO, 2022). Namely due to the revolutionary and disruptive potentials that technology and Artificial Intelligence may have for education (Knox, 2019).

The socialisation function is concerned with the ways in which, through education, people become members of social, cultural and political orders (Biesta, 2009) and develop ways of (re)presenting the world. Biesta (2020) argued that this will take place either explicitly or implicitly through, for example, the 'hidden curriculum' (Biesta, 2020), and so it is vital that

education grapples with the messages it intends to impart. In turn, the qualification and socialisation functions feed into the subjectification function of education - 'how to be a self' (Biesta, 2020). Therefore, if the constitutes of a 'good education' are oriented towards the socialisation functioning (Biesta, 2009), then pedagogy focused on social and emotional functioning becomes increasingly important. Recognising the importance of this in 'Reimagining our futures together: a new social contract for education', UNESCO (2022) outlines foundational principles that includes the right to an education imbued with meaning and value (UNESCO, 2022).

One overarching approach to achieving an education that is imbued with meaning and value, and oriented towards the socialisation function, could be through identity and self-narratives. That is, a sense of identity conceived through internal narratives, or an individual's narrative identity (Renshaw 2019). Principally, narratives are a form of discourse that 'encode(s) and encrypt(s) the norms, values, and ideologies of the social order' (Freidman, 1998, p.8) and instil the values of individuals and cultures (Zander, 2007).

There are explicit advantages in school supporting pupils to develop positive self-narratives. Narratives help children and young people to make sense of their world (Landrum et al., 2019) and create a learning environment and culture where teachers and students learn from each other's lives and cultures (Camplejoin, 2019). Moreover, narratives are a means for an individual to make sense of their own internal world and life experiences. Indeed, all individuals ultimately construct a narrative identity, which consists

of creating an internal 'life story' that makes meaning of past, current and future experiences and actions (Renshaw, 2019).

The narrative, or narrative identities, learners construct about themselves have direct implications for social and emotional wellbeing. Bauer et al. (2008) suggests that the stories we tell ourselves about our lives is related to wellbeing and, the stronger an individual's life story is, or narrative identity, the higher the degree of wellbeing an individual will experience. Furthermore, research in adolescents and adults has evidenced that a strong sense of self-understanding can lead to heightened sense of belonging (Kabir, 2014) and life satisfaction (Stirratt et al., 2008) for example.

Although an integrated, comprehensive narrative identity typically emerges in adolescence (Adler, 2019), the stories children tell about themselves and their experiences lay the foundations for their narrative identity (Adler, 2019). Children begin by developing self-narratives through, first developing autobiographical memory, then theory of mind, story grammar and, finally, beginning to structure stories temporally by ages 9 to 11(Adler, 2019). Therefore, the ability to form narratives related to self are laid in childhood and continue to mature into adolescence (Adler, 2019). Following this line of thought, Eaude (2020) argues that, due to the foundations of identity being formed in pre-adolescence, targeted scaffolding of children's positive identity development should be considered at this early stage.

Overall, narratives and developing a sense of identity fulfil the primary functions of a 'good education' beyond the 'qualification function' (Biesta, 2009). Through developing self-narratives pupils can begin to find value and

meaning (UNESCO, 2022) and understand 'how to be a self' (the subjectification function of education) (Biesta, 2020). Narratives can guide individuals to become members of social, cultural and political orders (the socialisation function of education) (Biesta, 2009), with a stronger sense of belonging (Kabir, 2014) and overall wellbeing (Bauer et al., 2008). Consequently, this has been identified as the central theme of this thesis, due to the potential power that self-narratives, and enhancing a sense of identity, may have for pupils.

In the current thesis, two educational tools are examined, Digital Storytelling (DS) and an Identity Education Programme. DS (a story comprised of multiple digital modalities) (Robin & McNeil, 2019) has been previously identified as having potential in providing positive educational outcomes not only in academics and conceptual thinking, learning attitudes and engagement, critical and creative thinking and collaboration and communication but also in promoting identity-related outcomes (Wu & Chen, 2020). Therefore, a systematic review of qualitative evidence was conducted (Chapter 2) in order to examine the identity-related processes and outcomes of DS when used in educational contexts. Similarly, Identity Education (IdEd) (Schachter & Rich, 2011) identifies the role that education can have in specifically targeting pupil identity development and the various positive outcomes this may have, including improved social emotional wellbeing and a sense of belonging (Schacter & Rich, 2011). Therefore, an IdEd programme was developed to be delivered to Key Stage 2 pupils with the aim of strengthening their sense of identity, self-narratives and, in turn, their wellbeing and belonging (Chapter 3).

Identity Education and DS may be vital in ensuring that pupils are receiving an education where they can uncover their identities and find meaning and value in the process. Furthermore, UNESCO (2022) advocates that teachers must become facilitators of change processes and, therefore, teachers need tools to achieve change. Both DS and the IdEd programme discussed in this thesis could be tools for teachers to facilitate positive change in the area of pupil identity.

For educational psychologists (EPs) the use of educational tools to support the development of self-narratives could be helpful as a universal educational approach (for instance, for all pupils on a whole class level), or targeted to specific groups or populations. EPs are well positioned to introduce relevant educational tools to empower school staff in supporting the development of pupil's identities and self-narratives and to achieve the socialisation function of education (Biesta, 2009).

1.3 Epistemological considerations and theoretical perspective

1.3.1 Epistemology and ontology

In educational research, there are no simple dichotomies but a continuous interaction between ontologies, epistemologies and our axiology, the values and beliefs we hold (Cohen et al., 2018). Underpinning all research practice is an interaction between these researcher-held philosophies and they inform a theoretical perspective which, in turn, informs the methodology and methods applied in research (Crotty, 1998).

Ontology is a philosophical discipline which deals with the nature and structure of 'reality' (Guarino et al., 2009). It is concerned about what exists in

the human world that knowledge can be acquired about (Moon & Blackman, 2014). In social science research, ontology helps researchers to recognise how certain they can be about the nature of what they are researching (Moon & Blackman, 2014). Moon and Blackman (2014) outline that this includes considering the questions; what truth claims can a researcher can make about reality? Who decides the legitimacy of that? And, what if there are conflicting ideas of reality?

Within the field of ontology lies a spectrum between realism and relativism (Moon & Blackman, 2014). Realism pertains to the idea that one single reality exists, that reality can be studied, understood and experienced as a 'truth' and that this real world exists independent of human experience (Moon & Blackman, 2014). Relativist ontology argues that reality is constructed within the human and so no one true reality exists, instead 'reality' is relative or created according to each individual who experiences it at any given time or place (Moon & Blackman, 2014).

Within realist and relativist spectrums lies further spectrums (see Figure 1.1). Within realism lies the ontological positions of Naïve realism (one true reality exists that can be understood if the correct methods are applied), Structural realism (although there is one true reality, the structures around how that is defined can change, at which point the nature of reality changes) and critical realism (one reality exists, but can never be understood perfectly because of basic flaws in human intelligence and claims about reality must be subject to critical examination) (Moon & Blackman, 2014). Within the relativist spectrum lies bounded relativism (one shared reality exists within a bounded, such as

cultural or moral group, but different realities exist across different groups) and true relativism (no realities exist, each individual mentally constructs their own unique reality) (Moon & Blackman, 2014).

Figure 1.1. The ontology spectrum extracted from Moon & Blackman (2014)

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In the current thesis a critical realist ontology is encompassed. Critical realism argues that there is a distinction between a real world and a conceptual one, between our descriptions of it and factual reality (Danermark et al., 2019). Consequently, empiricism is to be criticised for its reduction of reality (Danermark et al., 2019). In the current research, Chapter 2 comprises a systematic review of qualitative research and Chapter 3 comprises an embedded experimental mixed-method study (Creswell & Plano Clark, 2011).

The current thesis takes a critical realist perspective because, through using quantitative and qualitative methods, a critical examination of a 'reality' can be made that does not fall into the trap of empiricist reductionism (Danermark et al., 2019). Likewise, Braun and Clarke (2022) describe reflexive thematic analysis, the approach used in Chapter 3 to analyse qualitative data (and similar in principle to the thematic synthesis approach utilised for qualitative evidence synthesis in Chapter 2), is typically underpinned by realist ontology. This is due to its concern in exploring the 'truth' of participants contextually situated experiences, perspectives and behaviours (Braun & Clarke, 2022). Chapter 3 uses an embedded experimental mixed method design due to encompassing the critical perspective that quantitative methods alone may be reductionist and not an accurate description of reality. As a result,

qualitative methods were also embedded in order to inform a more critical perspective of realities constructed.

Epistemology is the philosophical field concerned with how knowledge is created (Moon & Blackman, 2014) and asks critical questions around what is the relationship between the knower and what is known? How do we know what we know? And, what counts as knowledge? (Tuli, 2010). Epistemological perspectives also find themselves on a spectrum (Moon & Blackman, 2014) (see Figure 1.2). Objectivist epistemology assumes that reality exists independent, or outside, of the individual mind (Moon & Blackman, 2014). Constructionist epistemology argues that there is not an objective truth waiting to be discovered but that truth, or meaning, comes into existence in and out of our engagement with the realities in our world (Moon & Blackman, 2014). That is, knowledge is constructed as humans engage with and interpret the world and meaning is created from an interplay between the subject and the object (Moon & Blackman, 2014). Therefore, different humans may construct meaning of the same object or phenomenon differently based on cultural, historical and social perspectives (Moon & Blackman, 2014). Subjectivist epistemology argues that meaning exists within the subject and the subject imposes meaning onto an object (Moon & Blackman, 2014). In other words, what makes up knowledge depends on how people perceive and understand reality and people impose meaning and value on the world and interpret it in a way that makes sense to them (Moon & Blackman, 2014).

Figure 1.2. The epistemology spectrum extracted from Moon & Blackman (2014)

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In the current thesis a constructionist epistemology was adopted. This means that the researcher adopted the understanding that meaning is created from an interplay between the subject and object and meaning from the researcher may vary from meanings constructed from others engaging with the same material (Moon & Blackman, 2014). Braun and Clarke (2022) identify that constructionist epistemologies are compatible to thematic analysis (TA) (as utilised in Chapter 3) and thematic synthesis (Chapter 2), a comparable approach methodologically (Thomas & Harden, 2008). In constructionist TA, language is conceptualised as active and symbiotic, as creating rather than simply reflecting meaning (Braun & Clarke, 2022). Furthermore, Braun and Clarke (2022) reflect that constructionist epistemologies and approach to TA is compatible with critical realist ontologies. In regard to Chapter 3, the mixed method design is considered epistemologically in terms of the interplay between the meaning created from the quantitative and qualitative studies and data from both sides are intended to inform meaning making and to not take a reductionist view to reality (e.g. critical realism) or methodology (e.g. pluralism - see below) (Moon & Blackman, 2014). The reflexive element of TA (Chapter 3) and thematic synthesis (Chapter 2) in this instance is vital. Through reflexive principles, the researcher is able to consider the influence of the researchers experiences on the meaning being constructed from the qualitative data (Braun & Clarke, 2022). Reflexive processes such as social identity mapping (Jacobson &

Mustafa, 2019) and reflexive journaling (Braun & Clarke, 2022) were essential in this process.

1.3.2 Theoretical Perspective

A theoretical perspective is the underlying philosophies that represent a system of values that guide researcher actions (Moon & Blackman, 2014). Fundamentally, theoretical perspectives reveal the assumptions that researchers bring to their research and these assumptions lead to the choice of methods used (Crotty, 1998). The perspective is underpinned by the researcher's ontology and epistemology and influences how a researcher creates knowledge and meaning from data (Moon & Blackman, 2014).

A theoretical perspective is often informed by a wide-ranging pluralism which reflects the complex evolution of philosophy over time (Crotty, 1998). Therefore, all ontologies, epistemologies and theoretical perspectives are characterised by this pluralism and it is common for a researcher to consider and utilise more than one theoretical perspective and for their ontologies and epistemologies to shift over time (Moon & Blackman, 2014).

Pragmatism seeks to find a compromise between empiricism and rationalism (Moon & Blackman, 2014). Indeed, Pring (2015) cautions against a false dualism between positivism and social constructionism as this suggests a dichotomous choice of paradigm which over-simplifies the real world and its complexities. Pring (2015) suggests how research is pursued should depend on what the research is about.

In the current thesis, pragmatism as a theoretical perspective is encompassed. This is due to taking an approach that sees the value of

knowledge judged with respect to how well it serves the research purpose (Moon & Blackman, 2014). The researcher believes that using a diversity of methods is best suited to understand a given phenomenon (Moon & Blackman, 2014). This resulted in the researcher using differing methodological approaches across the review paper and empirical research to best understand the specific research questions. This included employing thematic synthesis as an approach in Chapter 2 and an embedded experimental mixed-method approach in Chapter 3. In mixed methods research, the research goes beyond quantitative and qualitative exclusivity and affiliation and instead operates in a pragmatist paradigm (Cohen et al., 2018). Pragmatism can be loosely interpreted to be a 'what works' approach and the research is driven by the research questions and the methods that most suitably addresses those questions (Cohen et al., 2018). Therefore, the theoretical approach to the current research is pragmatism.

1.3.3 Methodology and methods

Following from the theoretical perspective of pragmatism a different methodological approach was identified for the review paper (Chapter 2) and the empirical paper (Chapter 3). In Chapter 2, the researcher identified that, based on an epistemological position of constructionism, prior research studies sought to gather an understanding of the interplay between DS in educational contexts and participants experiences of it and the meaning constructed in relation their identity. Therefore, a qualitative methodological approach to synthesising the evidence was required in order for the researcher to make sense of the interplay between DS and participant

experiences. Consequently, a thematic synthesis was carried out as the method to synthesise the qualitative evidence.

In the empirical paper (Chapter 3) a mixed-method methodology was used. The decision to use a mixed methods research design was underpinned by the pragmatic and pluralist notion that different research methods suit different research questions (Barker & Pistrang, 2005). In the research paper, research question 1 was concerned with a more objective construction of meaning, that is, the Identity Education programme will result in increased feelings of wellbeing and belonging as measured by questionnaires. Research question 2 was concerned with the participant experiences of the Identity Education programme, that is, how did the programme lead teachers and pupils who engaged in the programme to construct meaning about identities, wellbeing and belonging. As a result, different methods were used to collect data. For the quantitative element of the research, questionnaire measures were used and for the qualitative element of the research, semi-structured interviews and observations were used.

1.3.4 Values

Axiology can be considered as the nature of ethics and what we value (Biddle & Schafft, 2015). Axiology plays an important role in the selection and formation of research questions and drives a researcher's interests in particular issues or areas of study over others (Biddle & Schafft, 2015). How far a researcher engages with their axiological position can depend on the context in which they are conducting research in. For example, some approaches to research encourages acknowledgment of axiological position,

for instance, reflexive TA (Braun & Clarke, 2022), while others may not do so, such as objectivist approaches like randomised control trials (Biddle & Schaftt, 2015). Considering axiological position is done to mitigate against validity-threatening biases such as strategically incorporating researcher values and experiences into the research process (Biddle & Schafft, 2015).

Biddle and Schafft (2015) argue that consideration of axiology is paramount, particularly when a pragmatic theoretical approach is utilised in research. For example, the pragmatist pursuit of 'what works' sometimes overshadows questions of 'what works for what populations and to what end?' (Biddle & Schafft, 2015).

In the current thesis, the researcher grounded their axiology through reflexive practices and consideration of the question 'what works for what populations and to what end'. The researcher identified that, in regard to their values, they wanted to explore pedagogical approaches that move beyond an education focused on academic attainment, or the qualification function of education (Biesta, 2009). The researcher placed value on establishing 'what works' to help groups of pupils develop a stronger sense of identity, wellbeing and belonging because this goal was important to the researcher. In terms of researcher bias, the researcher maintained reflexivity throughout the research and considered how their axiology impacted the research through reflexive journaling and a social identity map (Jacobson & Mustafa, 2019) (see Appendix 5 & 17).

1.4 Thesis Orientation

The current thesis is comprised of three further chapters. Chapter 2 includes a review paper, Chapter 3 includes an empirical paper and Chapter 4 includes information on planned dissemination and impact of the thesis. The conceptual link of this thesis and Chapters 2 and 3 is narrative and narrative identity.

Chapter 2 explores the identity-related processes and outcomes of educational digital storytelling through a systematic review of qualitative evidence. Chapter 3 comprises of an exploratory study aiming to understand the effectiveness and teacher and pupil perspectives of a newly developed Identity Education programme designed to increase a sense of identity, wellbeing and belonging in pre-adolescent children. Chapter 4 focuses on the dissemination and impact of the findings from Chapters 2 and 3. It begins by presenting an examination of evidence-based practice and practice-based evidence in relation to their role in knowledge transfer. This is followed by analysing the academic, economic and social beneficiaries of the research across Chapters 2 and 3. Finally, a specific plan for dissemination of Chapters 2 and 3 is presented, including specific timelines and the journals that will be approached for publication.

1.5 Distinctive Contribution

The current thesis provides distinctive contributions within the areas of psychological knowledge and educational practice. For example, in Chapter 3, an Identity Education (IdEd) framework (Schachter & Rich, 2011) is used as the theoretical foundation for the development of an IdEd programme. To

the best of the researcher's knowledge, this is the first time this has been attempted. Therefore, Chapter 3 is distinctive for the novel approach in employing Schachter and Rich's (2011) IdEd framework to develop a specific IdEd programme. Moreover, due to the IdEd framework emerging in the research field, this thesis acts as the bridge between theory, research and applied educational and/or educational psychology practice.

In Chapter 2, a distinctive contribution of the systematic review is the specific focus on thematically synthesising the identity-related processes and outcomes of DS. Although there are prior systematic reviews that identify DS plays a role in identity development (Wu & Chen, 2020), Chapter 2 is the first systematic review to thoroughly thematically analyse journal articles related to DS and identity and produce a thematic map and understanding of the identity-related processes and outcomes of DS.

These distinctive contributions are relevant at different levels of educational and educational psychologist practice. For instance, understanding of the identity-related effects of DS and the IdEd programme developed could impact school level pedagogy, targeted intervention for specific population groups and/or practice at an individual case level.

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Chapter 2: Review Paper

The Identity-related Processes and Outcomes of Digital Storytelling in

Education: A Systematic Review of Qualitative Evidence

2.1 Abstract

Over the past three decades, Digital Storytelling (DS) has risen in prominence and, since its conception, it has been applied in a variety of contexts, including social and health care. In education, DS has been innovatively utilised to develop pupils' academic abilities, language learning and to give voice to marginalised groups. Previous systematic reviews have synthesised knowledge regarding the general trends and outcomes in educational DS, academic achievement and its use in marginalised groups. However, there is yet to be a systematic review synthesising knowledge regarding DS in educational contexts and explicitly how this has affected identity.

Employing thematic synthesis, this review conducted a qualitative evidence synthesis of 15 studies and applied the GRADE-CERQual approach to the review findings. The findings identified that DS in educational contexts can function as a tool of identity (high confidence), creating the space, agency, collaboration and reflection (high confidence) for pupils to construct, reconstruct and/or enact identities (high confidence) related to place (moderate confidence), culture (high confidence), themselves as learners (moderate confidence) and their futures (high confidence). The effects of these identity-related outcomes included the construction of counter-stories, a sense of belonging, confidence and hope for the future (moderate confidence). This review contributes to a more holistic understanding of how DS can be utilised in education and specifies the rationale for educational psychologist to utilise DS in the field. Implications include the recognition that

DS could be utilised with a wide range of vulnerable groups and applied on a

whole class, group or individual level.

2.2 Introduction

Prior to written systems, storytelling was the predominant tool for individuals and their communities to pass down their beliefs, traditions and historical culture to future generations (Wang & Zhan, 2010). Storytelling is culturally universal (Landrum et al., 2019), one of the oldest known human activities (Sherman, 2015) and is one of the most common modes of communication (Weiglhofer, 2015). Neurologically, increases in the neurochemical oxytocin is a reason why storytelling may engage attention better than other modes of information (Zak, 2015) and human brains have evolved to process lived experiences sequentially in scripts, much like the narrative of a story (Hazel, 2008). More traditional forms of storytelling involve written, pictorial and oral storytelling (Sherman, 2015), however, due to technological advancements at the end of the 20th century, Digital Storytelling has risen in prominence.

2.2.1 Digital Storytelling

Digital Storytelling (DS) originated out of the Centre for Digital Storytelling (CDS) in Berkley, California in the early 90s (Lambert, 2018). In the following decades, the CDS has facilitated the production of over 15,000 digital stories and DS has become internationally utilised (Lambert, 2018). Following the CDS definition, a digital story simultaneously combines multiple digital modalities, for example, voice, image, printed text and/or music to tell a short (typically 3 to 5 minutes) focused story (Robin & McNeil, 2019). As part of the creation of the CDS, seven core elements of DS were constructed (Robin, 2008) (see table 2.1) and there are at least three major types of digital stories; stories which instruct or inform the audience about a specific topic,

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stories which examine a historical event and, perhaps most commonly,

stories which express a personal narrative (Robin, 2008).

Table 2.1. The seven elements of digital storytelling. Adapted from Robin (2008).

Centre for Digital Storytelling's Seven Elements of Digital Storytelling	
1. Point of view	What is the main point of the story and what is the perspective of the author?
2. A dramatic question	A key question that keeps the viewer's attention and will be answered by the end of the story.
3. Emotional content	Serious issues that come alive in a personal and powerful way and connects the story to the audience.
4. The gift of your voice	A way to personalise the story to help the audience understand the context.
5. The power of the soundtrack	Music or other sounds that support and embellish the storyline.
6. Economy	Using just enough content to tell the story without overloading the viewer.
7. Pacing	The rhythm of the story and how slowly or quickly it progresses.

In considering the difference between DS and prior modes of storytelling,

Choo et al. (2020) identified four key differences between DS and Oral

Storytelling; the use of technology, the role of the storyteller (there is an

increased emphasis on authorship in DS), the approach of the process and

product (oral storytelling is process-based, DS is product-based) and the

engagement of the audience (the audience are more engaged with the visual

elements in DS) (Choo et al., 2020).

Since its conception, DS has been applied in a variety of contexts including in

social work (Chan & Sage, 2021) and the health care professions (Stargatt et

al., 2022). In health care, DS has been used both as a method in health

research (Park et al., 2021; Rieger et al., 2018; West et al., 2022), health

professional education (Mojtahedzadeh et al., 2021), as an intervention of

public health perceptions and behaviour (McCall et al., 2019), for adults with dementia (Rios Rincon et al., 2022) and in Mental Health (Moreau et al., 2018). Application of DS in these contexts has been wide ranging and potential benefits have been observed. This includes supporting well-being in adults (Stargatt et al., 2022) and increasing awareness of patients' health related experiences in health care contexts (Park et al., 2021). However, not all research has identified benefits. For example, a systematic review from Rios Rincon et al. (2022) found the effectiveness of using DS for adults with dementia was low.

More broadly, DS has also been innovatively utilised in community settings with marginalised groups, including the preservation and promotion of indigenous oral wisdom (Cunsolo et al., 2013), for use with refugees (Lenette et al., 2019), transferring local history across generations (Conrad, 2013), after bereavement (Rolbiecki et al., 2021) and in authoring identity (Davis & Weinshenker, 2012). Within these contexts, DS was found to foster a sense of community (Conrad, 2013), come to terms with loss after bereavement (Rolbiecki et al., 2021) and provide agency to marginalised groups or individuals in how to author personal narratives (Davis & Weinshenker, 2012).

2.2.2 Digital Storytelling in Education

In education, DS is considered to have pedagogic value (Robin, 2008; Robin, 2016). Robin (2008) offered a theory for the integration of DS technology in the classroom, suggesting that DS can be used to engage and motivate both teachers and students. When integrated in schools, DS can be viewed as a highly versatile tool (Schuch, 2020), effectively integrating existing curriculum

requirements. To this end, DS has been effectively applied in primary, secondary, higher education (Wu & Chen, 2020) and preschool contexts (Yuksel-Arslan et al., 2016) and DS guides for educators have been established (Frazel, 2010).

Application of DS in schools includes using it in language education (Moradi & Chen, 2019), global citizenship education (Truong-White & McLean, 2015) and to explore culture and cultural heritage (Rizvic et al., 2019). Moradi and Chen (2019) argue that through using DS in language learning, students become actively involved in their own learning process, the student's cognitive development can be fostered and collaborative learning and teaching practices can be enhanced. Likewise, through engaging students with the DS process, pupils can learn about their local contexts as well as broader global difficulties, supporting global citizenship education (Truong-White & McLean, 2015).

2.2.3 Outcomes of Educational Digital Storytelling

As a result of using DS in educational contexts, research has evidenced that some of the outcomes of using DS can include increased learner motivation, writing abilities, language abilities, and creative thinking and visual memory skills. For example, Yamac and Ulusoy (2016) found that DS enhanced primary-aged pupils' ideas, organisation, word choice, sentence fluency, and conventions in terms of writing quality and story elements. Likewise, Rong and Noor (2019) found increased writing performance in secondary aged pupils after they engaged with DS, contributing to an evidence base that pupil writing abilities can improve through the use of DS (Quah & Ng, 2022). Moreover, pupils' perceptions of their writing abilities can be shaped through

DS, with Tanrikulu (2021) finding that students perceive DS as an approach that can improve their writing skills. Sarıca and Usluel (2016) suggest that this may extend to visual memory skills, with average scores of visual memory capacity higher in a DS group compared to a control. However, this needs further clarification and replication.

Pupils' motivation has been seen to increase when using DS (Hava, 2021; Tahriri et al., 2015) and general perception of using DS as a pedagogical tool was favourable, with parents and pupils seeing DS activities as entertaining, appealing and promoting positive attitudes (Saritepeci, 2021). Effects on pupil motivation have also been recognised in pre-school contexts. Yuksel-Arslan et al. (2016) found that the application of DS in preschool classes included many benefits, including the enhancement of young children's motivation.

When utilised as a tool for improving language skills, DS can be effective in raising English Language learners reading, writing and creative skills, in part because of high engagement in the process (Nassim, 2018). Similarly, research has identified authentic and meaningful learning opportunities that can be facilitated by DS. This includes, fostering proficiency in language learning, creative thinking abilities (Yang et al., 2022) and improving the oral skills of English Language learners (Razmi et al., 2014). DS can be utilised for helping primary aged pupils to develop appropriate social skills (Sawyer & Willis, 2011) and, for children with additional needs, DS can be used to support the narrative skill development of pupils with Autism (Tyrrell, 2017).

Lastly, the effectiveness of DS has not only been evidenced in its use with children. In teacher training DS has been used to increase pre-service teacher self-efficacy (Heo, 2009), digital literacy (Cetin, 2021), motivation, critical thinking, problem solving and learning achievement (Hung et al., 2012; Yang et al., 2012). In addition, it can be considered as a tool for fostering reflection (Hamilton et al., 2019).

2.2.4 Prior Systematic Literature Reviews in Digital Storytelling

In the academic research sphere, many systematic literature reviews have been conducted on the topic of DS. This includes reviews regarding the use of DS as a research tool (De Jager et al., 2017), in language learning (Nair & Yunus, 2021; Lim et al., 2022), in mental health (De Vecchi et al. 2016), the health care field (Stargatt et al., 2022) and the field of education (Wu & Chen, 2020) among other areas.

In the field of education, Wu and Chen's (2020) systematic review of DS used in educational contexts identified the use of DS across primary, secondary and higher educational settings. In this review the focus was on the trends of educational DS (EDS) and categorisation of the outcomes of EDS. Five 'orientations' and eight types of 'outcomes' were identified in studies exploring EDS. By orientations, Wu and Chen (2020) referred to the distinct experiences intended by a specific type of EDS approach and how students were oriented to different types of experiences. In other words, how EDS was used pedagogically. These five orientations were appropriative (appropriation of given concepts), agentive (autonomy and self-directedness in the DS process), reflective (reflection on what pupils have newly learned or experienced), reconstructive (reconstructing meanings of a given concept)

and reflexive (negotiates and manages understanding of self and others) (Wu & Chen, 2020).

Outcomes of EDS identified by Wu and Chen (2020) included; affective (learning attitudes and emotional engagement), cognitive (thinking outcomes such as critical and creative thinking), conceptual (understanding of concepts and reconceptualisation), academic (study skills, research skills and academic performance), technological (technical and media skills), linguistic (language skills), ontological/identity-related (self-awareness and awareness of other social groups) and social (collaborative, teamwork and communication skills).

Similar systematic reviews have found EDS to improve literacy skills and embrace myriad modes of authoring approaches (Quah & Ng, 2022). Likewise, EDS has been seen to extend educators ability to engage with marginalised groups and provide them with a voice (Rodriquez et al., 2021) and provide an approach which is utilised and researched internationally (Purnama et al., 2022).

More specific meta-analyses on EDS and student academic achievement reveal a high level of impact of DS applications increasing students' academic achievement (Sahin & Coban, 2020; Talan, 2021). This included DS having an effect on creative thinking, effective communication and research skills (Talan, 2021).

Therefore, although, Wu and Chen (2020) identified a 'trend' in EDS of using it for 'reflexive' educational experiences (allowing pupils to negotiate and manage their understanding of self and others) and an 'ontological' outcome,

they do not specify precisely the nature of what the identity-related

ontological outcome looked like by synthesising the findings of papers or the

identity-related processes underlying these outcomes. This is predominately

due to the scope their review. Wu and Chen (2020) were interested in

identifying *general* trends and outcomes of EDS due to an absence of prior

systematic reviews in this area with their review being the first in the area of

EDS. Similarly, systematic reviews following Wu and Chen (2020) have

outlined detail in the specific trends Wu and Chen (2020) identified, such as

academic achievement (Sahin & Coban, 2020; Talan, 2021). However, there

is yet to be a systematic synthesis of identity-related findings in the field of

EDS. The current review aims to fill this gap in the literature and this

functions as the distinctive contribution of this review. Similarly, a further

distinctive contribution is that the current review has a global scope and

intends to identify the efficacy of EDS internationally across education

systems.

2.2.5 The Relationship Between Narrative and Identity

Narrative has been considered as a key mechanism by which we

comprehend our life course development (Bamberg, 2004). Through

narratives, we develop an understanding of ourselves, our experiences of

others and the world around us, including the events that we live through

(Wright, 2020). To this end, identity is a construct made concrete through our

life narratives, or, narrative identity (McAdams, 2006). The process of

narrative informing identity may start during the early years of childhood

(Reese et al., 2010) before increasing in significance in preadolescence

through to adolescence (Bohn & Berntsen, 2008; Habermas & DeSilveria,

2008). Therefore, pedagogical approaches that attend to self-narratives, may theoretically correspond to processes of narrative identity formation and development.

Identity is a much debated and contested concept, constructed from varying theoretical stances and interpretations (Lemert, 2012). Prominent theories of identity tend to fall along a continuum between individualistic psychological considerations and culturally or socially mediated interrelationships (DeGennaro, 2018). Prominent theories include, personal identity theory, social identity theory, narrative identity, situational identity and place, and national identities (Lemert, 2012) with current conceptualisations holding that individuals construct and enact multiple identities (Stryker, 2007). Despite variations in theoretical conceptualisations of identity, research has evidenced that a strong sense of self-understanding can lead to heightened sense of wellbeing, increasing feelings belonging (Kabir, 2014) and life satisfaction (Stirratt et al., 2008) for example.

These links extend to schools (Boston & Warren, 2017). For example, Boston and Warren (2017) identified that individual components of racial identity predicted sense of belonging in African American high school students (Boston & Warren, 2017). Therefore, pedagogical approaches that seemingly enhance a sense of identity or self-understanding/concept may, in turn, increase feelings of belonging, wellbeing and life satisfaction, a goal which is increasingly being considered as a central pillar of a holistic education (Coulombe et al., 2020).

When creating a digital story, students have an opportunity to select, represent and highlight features that matter to them (Kim & Li, 2021) and, as Wu and Chen (2020) outlined, EDS can be orientated toward a reflexive pedagogy resulting in ontological (identity-related) outcomes. Therefore, DS may be a pedagogical approach that could enhance a sense of identity in children and young people, which, in turn, may increase wellbeing-related domains. The processes underlying this remain unclear but is something that the current review aims to consider.

Furthermore, the focus across students in primary and secondary school contexts (5-18 years old) is important due to the current review being interested in the use of DS in educational contexts pre-higher education. The age range of concern is broad in order to encompass the potentially wide-ranging experiences that children of primary or secondary age may experience. Likewise, identity development is important in adolescence but also during pre-adolescence as children begin to shape and develop self-narratives (Euade, 2020).

2.3 Rationale

For the field of educational psychology, DS may be of relevance for a least two core reasons. Firstly, DS is a versatile approach that could be recommended as an intervention or teaching approach in a range of scenarios. DS could be recommended as a therapeutic tool for pupils who are encountering mental health difficulties (De Vecchi et al. 2016), there may be potential for DS to be recommended by EPs and implemented in English as an Additional Language (EAL) centres in schools for its ability to engage English language learners (Nair & Yunus, 2021; Lim et al., 2022). DS may

also be effective for use in transition work and pupils with Special Educational Needs (SEN) (Tyrrell, 2017).

More generally, EPs may also make schools aware of DS as a pedagogical tool and help schools to facilitate EDS on a whole-class level to raise academic achievement or literacy skills or on a group level for use with pupils from marginalised or vulnerable populations. Secondly, there may be potential to incorporate DS directly into EP casework as has been seen in social work contexts (Chan & Sage, 2021).

In terms of utilising DS for identity-related work, EPs may wish to apply DS as an approach to help pupils develop a stronger sense of self-understanding, particularly those who learn EAL and are coming to terms with living in the UK, children from marginalised groups (Kendrick et al., 2022) and individuals facing difficulties with mental wellbeing (Stargatt et al., 2022). Equally, DS could be utilised at a systemic level and feature during, for example, staff training on a whole school level as a means to enable staff to understand their professional identity and enact the best versions of themselves as professionals.

2.4 Review Question

In order to facilitate knowledge generation and fill an identified gap in the literature the current review asks:

What are the identity-related processes and/or outcomes that emerge through the use of Digital Storytelling with school-aged children and young people (aged 5-18) in educational contexts?

The specific age range has been included due to the current review being interested in DS taking place in educational contexts for school-aged children. In the UK, this age range is 5 to 18 years old.

Following the current review question, the review paper will now focus on the methods and the systematic search which took place, followed by a presentation of the qualitative evidence synthesis and a discussion of the findings. The discussion includes recommendations following the review and implications for the field of educational psychology.

2.5 Methods

2.5.1 Search Strategy

A systematic literature search was conducted to identify relevant published research in August 2022 and then again in July 2023. The online databases; PsycINFO (Ovid), Education Resource Information Centre (ERIC, EBSCO) and Web of Science were used using the search terms outlined in Table 2.2. These databases were considered due to being the databases most likely to hold journal articles relevant to EDS. PsycINFO is a database holding articles related to psychology, ERIC, EBSCO is a database holding journal articles related to education and Web of Science is a general search-based database that holds articles that are both relevant to psychology and education. An ancestral hand search was also conducted in order to identify any papers that hand not been identified during the database search. The search terms refer to both DS and identity. Educational setting or age were not used as part of the search terms. This was due to researcher not wanting to inadvertently exclude relevant journal articles with educational setting or age-related search terms. Although the search terms generated a broad range of

journal articles, they were refined through educational setting and age being a part of the inclusion and exclusion criteria.

Table 2.2. Literature search terms

Search Terms
Digital stor* OR multimodal stor* AND Identit* OR self-concept

2.5.2 Selection Criteria

To be included, the studies had to meet the pre-determined inclusion/exclusion criteria. Due to the focus of the current review being DS within educational contexts, data was only included for school aged CYP under the age of 18. However, in the interest of data adequacy, an exception was made if a majority of the participants in the study were below 18 but there were a minority of participants who were aged 19 and that data could not be accurately separated. This was reflected in the 'relevancy' to the review question domain of GRADE-CERQual. Studies were excluded if the educational context was higher education institutions or a setting where a majority of participants were above the age of 18. DS had to be used as a pedagogical approach and not as a research method. DS had to be the central component and not used as an element of a wider programme as in such instances the wider programme would act as a confounding variable. Likewise, the DS approach used must have met the original definition established by the CDS group (Robin & McNeil, 2019). In the interest of data adequacy, data related to identity and/or self-concept needed to be present within the 'Findings' section of journal articles. When there were data related to identity and/or self-concept in the Findings section, an adequate amount of

data was needed in order for the review author to be confident in the review findings as per GRADE-CERQual's 'adequacy of data' component (Lewin et al., 2018). This usually equated to there being at least two/three sentences directly related to identity and/or self-concept reported in the Findings section.

For data quality purposes, included studies must have been published in a peer reviewed journal, no grey literature was eligible and only papers written in English were included. See the full list of inclusion/exclusion criteria in Appendix 1.

2.5.3 Data Extraction

Of the selected studies, data extraction was carried out by the review author. Extracted data included; the country in which the researchers were based, the study aims/research questions, the number and age of participants, methodology, method and approach to data analysis and the context where the DS was delivered. These study characteristics are presented in Table 2.4.

Qualitative findings were extracted from the results/findings sections of papers. In line with Noyes et al.'s (2018) recommendation, effort was made to ensure that the context of the primary study was not lost during the synthesis process. Data synthesised included individual participant quotes as well as the analysis of qualitative data by researchers, including the analysis of participant made digital stories. Extracted qualitative findings were synthesised by hand.

2.5.4 Data Synthesis

The qualitative data was synthesised using Thomas and Harden's (2008) three-stage method for thematic synthesis. Thematic synthesis was identified as the preferred method of qualitative evidence synthesis as opposed to other methods such as meta aggregation (Lockwood et al., 2015) due to thematic synthesis being best suited as an approach that GRADE-CERQual can be applied to (Lewin et al., 2018).

In the current review, the reviewer applied Thomas and Harden's (2008) approach to conduct a thematic synthesis of qualitative evidence. First, the reviewer followed the stage one process (Thomas & Harden, 2008) by inductively coding line-by-line the Findings sections of included journal articles, similar to the line-by-line coding approach outlined in qualitative thematic analysis (Clarke et al., 2015). The use of line-by-line coding enabled the translation of concepts from one study to another (Thomas & Harden, 2008). The reviewer applied codes, line-by-line, and these codes were built upon across the studies. In stage two, the reviewer grouped together related codes and labelled them in order to form descriptive themes. In stage three, the reviewer generated analytical themes, a process which Thomas and Harden (2008) term as, 'going beyond' the content of the original studies. This is considered a process of interpretation where descriptive themes are grouped and developed and used to directly address the review question (Thomas & Harden, 2008). Grouping themes to directly address the review question was the final stage the reviewer conducted for this review.

2.5.5 Appraisal of Qualitative Studies

The appraisal of qualitative studies is a controversial field and there is little agreement as to the most appropriate approach (Thomas & Harden, 2008; Munthe-Kaas et al., 2018). However, Saini and Shlonsky (2012) argue that there is a need for clear evaluative criteria that are responsive to the nature of qualitative research. Likewise, Thomas and Harden (2008) argue that qualitative research should be assessed to avoid drawing unreliable conclusions. Therefore, each study that was included in the current review was assessed for methodological limitations.

In selecting the optimum qualitative appraisal tool, similarly, there is lack of agreement about the most appropriate approach (Munthe-Kaas et al., 2018). Munthe-Kaas et al. (2018), argue that even where essential criteria for assessing methodological quality have been agreed upon, there are challenges related to the definitions underlying the criteria and how much importance should be given to them within a critical appraisal tool. However, currently the critical appraisal tool that is most used in qualitative research appraisal is the Critical Appraisal Skills Programme (CASP) Qualitative Checklist (CASP Qualitative Checklist, 2018) (Munthe-Kaas et al., 2018). Therefore, the CASP was considered the most appropriate appraisal tool to assess the methodological quality of the studies included in the review (Munthe-Kass et al., 2018). The CASP is a general tool for appraising a wide range of qualitative research methodology (Long et al., 2020) and consists of 10 items that each focus on a different methodological aspect of a qualitative research study (Long et al., 2020). See Appendix 2 for a summary of the

assessment of methodological limitations of the included studies, as assessed by the completed CASP checklists.

Other qualitative appraisal tools were considered, however, as above, due to Munthe-Kaas et al.'s (2018) analysis of qualitative research appraisal tools, these were rejected.

2.5.6 Assessing Confidence in The Review Findings

The GRADE-CERQual (Confidence in the Evidence from Reviews of Qualitative research) approach was applied in order to assess for degrees of confidence to place in review findings from the qualitative evidence synthesis (Lewin et al., 2018). GRADE-CERQual provides a systematic and transparent framework for assessing confidence in individual review findings and is comprised of four components; methodological limitations, coherence, adequacy of data and relevance (Lewin et al., 2018). In GRADE-CERQual a 'review finding' is defined as an analytical output from a qualitative evidence synthesis that is based on data from primary studies and describes a phenomenon or aspect of a phenomenon (Lewin et al., 2018). 'Confidence' is defined as an assessment of the extent to which the review finding is a reasonable representation of the phenomenon of interest (Lewin et al., 2018). For example, a 'high confidence' decision would mean that the reviewer has high confidence that the review finding is a reasonable representation of the phenomenon of interest, based on an assessment of the body of data included in that review finding (an assessment in terms of methodological limitations, coherence, adequacy of data and relevance) (Lewin et al., 2018).

GRADE-CERQual was applied to each review finding in the current

synthesis. First, this process included assessing the methodological

limitations of each study included in the review using the CASP checklist.

This resulted in the overview of methodological limitations table, outlining

methodological concerns and a level of concern judgment for each study

included in the review (see Appendix 2). From this, concerns regarding the

design or conduct of the primary studies that contributed to an individual

review finding could be assessed. The methodological limitations of the body

of data supporting a review finding were assessed as a whole to identify

whether or not any methodological weaknesses within individual studies

impacted on the overall confidence level of a review finding (Munthe-Kaas et

al., 2018b). Level of concerns and confidence were made following the

guidance set out in Munthe-Kaas et al. (2018b).

The coherence of a review finding was assessed in terms of how clear and

cogent the fit is between the data from the primary studies and a review

finding that synthesises that data (Colvin et al., 2018). 'Coherence'

acknowledges the degree of *transformation* that has taken place from

underlying data in research articles into description and interpretations in

review findings (Colvin et al., 2018). Confidence in a review finding was

lowered if the fit between the data from the primary studies and the review

finding was not completely clear, contradictory or if there were plausible

alternative descriptions/interpretations (Colvin et al., 2018).

Adequacy of data was assessed in terms of the degree of richness and

quantity of data supporting a review finding (Glenton et al., 2018).

Confidence was lowered when the data underlying a review were not

sufficiently rich enough or came from a small number of studies or participants (Glenton et al., 2018). 'Data adequacy' was considered within the eligibility criteria and only studies providing a reasonable quantity of data were included. 'Data richness' was considered during the assessment of methodological limitations using Ames et al.'s (2019) approach to assessing the richness of data. This included adding an additional element to the assessment of methodological limitations process and giving the appraised studies a data richness score of between 1-5 (Ames et al., 2019). Data richness was then taken into consideration when assessing concerns of Data Adequacy during the GRADE-CERQual assessment.

Relevancy was assessed in terms of the extent to which the body of evidence from the primary studies supporting a review finding is applicable to context specified in the review question (Noyes et al., 2018). Confidence was lowered when the contexts, for example time, setting and perspectives addressed were substantively different from the context of the review question (Noyes et al., 2018). This may include review findings having indirect, partial or unclear relevance to the review question (Noyes et al., 2018).

Concerns regarding methodological limitations, coherence, data adequacy and relevance were assessed to generate an overall assessment of confidence in the review finding (Lewin et al., 2018). As per the CERQual guidance, confidence levels for all findings began at a high level of confidence and were downgraded based on the assessment of the four components (Lewin et al., 2018). Although it is not currently a component of GRADE-CERQual, risk of dissemination bias, that is, a systematic distortion

of the phenomena of interest due to elective dissemination of studies or individual study findings, is an important factor to consider (Booth et al., 2018). As such, dissemination bias was considered during the assessment of studies and review findings.

2.6 Results

A total of 2261 studies were identified across the three databases and the titles and abstracts of these studies were screened against the eligibility criteria. 2169 studies were removed for not meeting the criteria. Of the 92 studies remaining, 33 duplicates were removed and 59 full texts were screened. Of these 59 studies, 14 met the specified inclusion/exclusion criteria and were included in the final review. An ancestral hand search provided one extra paper, meaning 15 studies were included in the final review (Table 2.3). The searching and screening of studies is summarised in Figure 2.1. See Appendix 4 for a list specifying the reasons for excluding studies from the review.

Table 2.3. List of included studies

Full journal reference
Anderson, J., & Macleroy, V. (2017). Connecting worlds: Interculturality, identity and multilingual digital stories in the making. *Language and Intercultural Communication*, *17*(4), 494-517.
Bjørgen, A. M. (2010). Boundary crossing and learning identities–digital storytelling in primary schools. *Seminar.net 6*(2),161-175.
Chisholm, J. S., & Trent, B. (2013). Digital storytelling in a place-based composition course. *Journal of Adolescent & Adult Literacy*, *57*(4), 307-318.
Czop Assaf, L., & O'Donnell Lussier, K. (2020). Dream camp: Drawing on community cultural wealth capital to make sense of career dreams. *Language, Culture and Curriculum*, *33*(1), 84-99.

DeGennaro, D. (2008). The dialectics informing identity in an urban youth digital storytelling workshop. *E-Learning and Digital Media*, *5*(4), 429-444.

Honeyford, M. A. (2013). The simultaneity of experience: Cultural identity, magical realism and the artefactual in digital storytelling. *Literacy*, *47*(1), 17-25.

Hull, G. A., & Katz, M. L. (2006). Crafting an agentive self: Case studies of digital storytelling. *Research in the Teaching of English*, 43-81.

Johnson, L., & Kendrick, M. (2017). "Impossible is nothing": Expressing difficult knowledge through digital storytelling. *Journal of Adolescent & Adult Literacy*, *60*(6), 667-675.

Kendrick, M., Early, M., Michalovich, A., & Mangat, M. (2022). Digital Storytelling With Youth From Refugee Backgrounds: Possibilities for Language and Digital Literacy Learning. *Teaching English to Speakers of Other Languages Quarterly*.

Kim, D., & Li, M. (2021). Digital storytelling: Facilitating learning and identity development. *Journal of Computers in Education*, *8*(1), 33-61.

Kristiawan, D., Ferdiansyah, S., & Picard, M. (2022). Promoting vocabulary building, learning motivation, and cultural identity representation through digital storytelling for young Indonesian learners of English as a foreign language. *Iranian Journal of Language Teaching Research*, *10*(1), 19-36.

Macleroy, V., & Shamsad, S. (2020). A moving story from Dhaka to London: Revealing vibrant identities in young people's intercultural encounters with mobile art, embroidery and artefacts. *Language and Intercultural Communication*, *20*(5), 482-496.

Rolón-Dow, R. (2011). Race (ing) stories: Digital storytelling as a tool for critical race scholarship. *Race Ethnicity and Education*, *14*(2), 159-173.

Wake, D. G. (2012). Exploring rural contexts with digital storytelling. *The Rural Educator*, *33*(3), 23-36.

Wales, P. (2012). Telling tales in and out of school: Youth performativities with digital storytelling. *Research in Drama Education: The Journal of Applied Theatre and Performance*, *17*(4), 535-552.

Figure 2.1. Flow Chart of the Literature Search
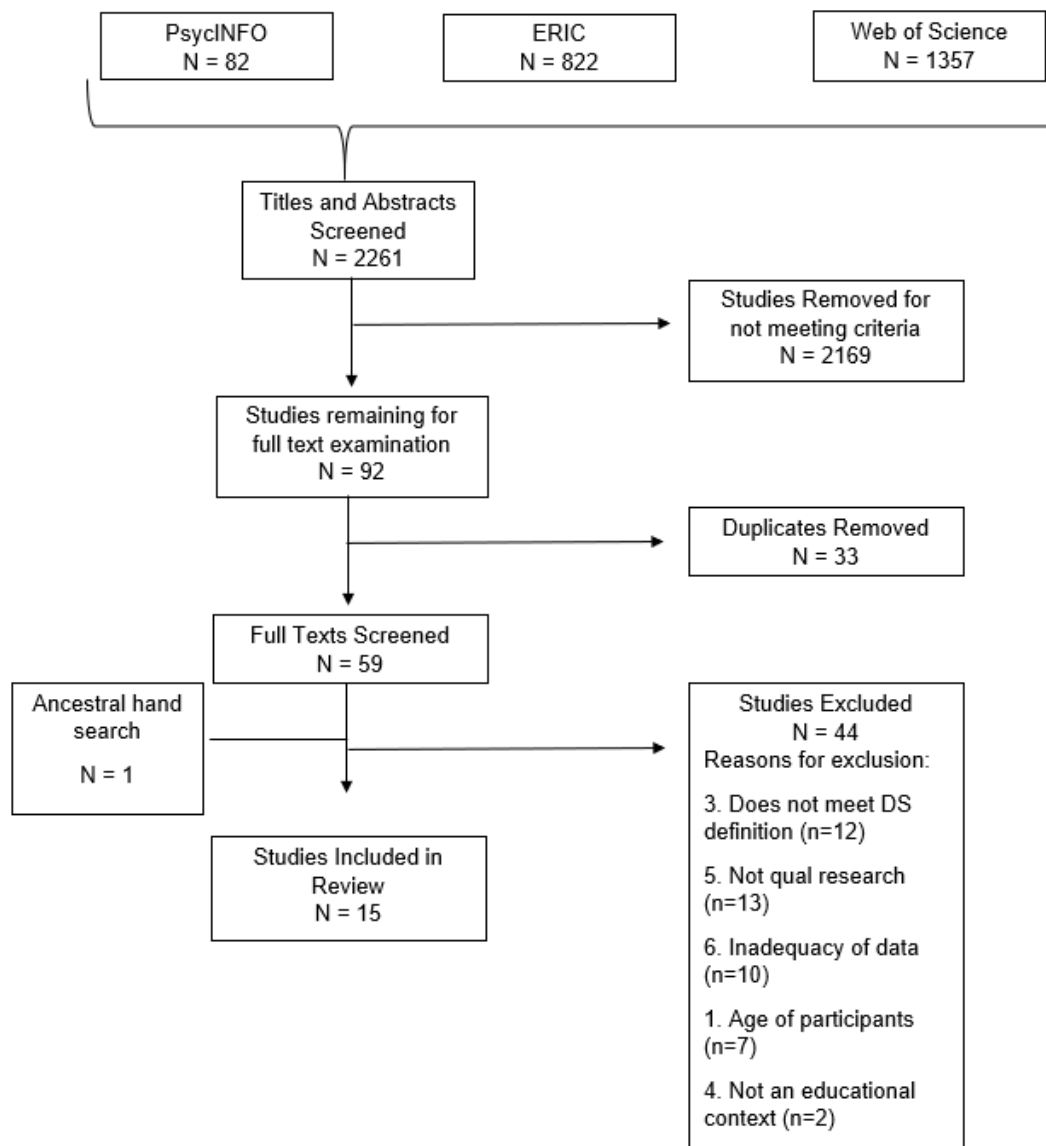
2.6.1 Characteristics of Studies

The characteristics of the studies are outlined in Table 2.4. Eight studies were conducted by US institutions, two in the UK, two in Canada, one in Singapore, one in Norway and one in Australia. Approximately 252 participants were included in the studies, although data were not collected from all of these participants. Methodologies employed by the studies

included four ethnographic approaches (Anderson & Macleroy, 2017; Bjørgen, 2010; Macleroy & Shamsad, 2020; Rolón-Dow, 2011), nine case studies (Chisholm & Trent, 2013; DeGennaro, 2008; Honeyford, 2013; Hull & Katz, 2006; Johnson & Kendrick, 2017; Kendrick et al., 2022; Kim & Li, 2021; Kristiawan et al., 2022; Wales, 2012), one qualitative framework (Czop Assaf & O'Donnell Lussier, 2020) and one interpretive phenomenological analysis (Wake, 2012). Approaches to qualitative analysis included the multimodal analysis of the digital stories, thematic analysis and grounded theory. The educational contexts where the studies took place were nine school settings during school hours, two after school clubs, one summer camp, two community colleges and a language school.

Table 2.4. Characteristics of Studies

Study, country	Aims	Participants (number and age)	Methodology and method	Analysis methodology	Context (where)
Anderson & Macleroy, 2017 (UK)	To examine the significance of multilingual digital storytelling for young people and their learning (paying attention also to pedagogy, policy and teacher professional development)	31+ students involved in the project; age range 10-13, not all ages and number of participants reported	Critical ethnography approach; video recordings, photographs, documentary materials	Vignettes presented, approach to analysis not reported	International project: (England, Algeria, Cyrprus, Ecadudor, Greece, Luxembourg, Palestine, Taiwan and the United States) The Digital Storytelling projects took place in schools
Bjørgen (2010) (Norway)	1. What are the possibilities and challenges of using digital storytelling in primary schools to develop learning identity and agency? 2. To what extent does digital storytelling represent a boundary crossing between in and out of school activities involving the use of digital technology? 3. What is the impact of teachers in framing pupils' activities with digital storytelling in classroom contexts?	Participants from three classes: A class – 18 girls, 16 boys B Class – 16 girls, 30 boys C Class – 14 girls, 8 boys (ages 9 – 13)	Ethnographic approach; video observations and semi-structured interviews	'Mediated action'; Thematic analysis of interviews and videos (not story content)	Norwegian primary schools

Study, country	Aims	Participants (number and age)	Methodology and method	Analysis methodology	Context (where)
Chisholm & Trent (2013) (US)	To examine how one student leveraged the affordances of the modes between which she was composing to produce a multi-layered narrative about place that showed her capacity to engage in both traditional and new literacy practices.	14 students in one 10th-grade English class in the original project - One student from this group is the focus of the case study (age unknown)	Case study; Interview, student written reflections, a response to a letter, the student-made digital story	Multimodal analysis of the students digital story; unclear approach to the analysis of the interview or written material	Rural high school in US
Czop Assaf & O'Donnell Lussier (2020) (US)	To examine the experiences of seven, South African multilingual, secondary level learners and one local teacher after participating in a community-based, digital storytelling project.	Seven high school learners, purposively sampled (ages 12-19) (5 male, 2 female)	A qualitative framework	Comparative analysis	An international service learning programme/educational community setting in a rural community in the Eastern Cape of South Africa
DeGennaro (2008) (US)	What do the students digital stories tell us about how the events of their lives and the social interactions around them shape and reshape their identity and agency?	Seven students (ages 17-18) (2 female, 5 male)	Case study; A pre and post-program survey, observations with field notes and reflections, student artefacts and interviews	Artefact analysis; analysis supported by triangulation of data sources and confirmation from students	Community college in New Jersey, US

Study, country	Aims	Participants (number and age)	Methodology and method	Analysis methodology	Context (where)
Honeyford (2013) (US)	To explore how students, as multimodal storytellers, can weave powerful narratives to represent the real and imagined in their lives	One seventh-grade student (male)	Ethnographic case study	Multimodal critical discourse analysis	A school in Midwestern US
Hull & Katz (2006) (US)	A project (DUSTY) designed to provide the material tools and symbolic resources and to foster the social relationships and forms of participation that would make it possible for individuals to envision and enact agentive selves	13 year old female named Dara – (other case study Randy excluded due to him being 24 years old)	Comparative Case Studies drawn from larger ethnographic project; field notes, writings, interviews, digital stories	Multimodal analysis, thematic coding, critical discourse analysis	After school and Summer Programmes
Johnson & Kendrick (2017) (Canada)	The aim of study was to gain insight into the pedagogical potential of a multimodal digital storytelling project for facilitating meaningful expression among refugee English Leaners.	One student (male, age 18)	One case study from a larger ethnographic case study; interview, analysis of story	Unclear reporting in the approach to analysis	A school district's transitional class 'Bridge 2 Success' at the Surrey Schools English Language Leaner Centre
Kendrick et al. (2022) (Canada)	What is the potential for digital storytelling to draw from the fuller context of the lives and literacies of youth from refugee backgrounds for identity affirmation and more	15 students in the class (ages16-19) – 9 included in the study	Case study; observations, informal conversations, interviews, artefact collection, field notes	Thematic analysis, multimodal analysis of digital stories	Paving a Way for Success (PAWS) program

Study, country	Aims	Participants (number and age)	Methodology and method	Analysis methodology	Context (where)
	autonomous language learning?				
Kim & Li (2021) (US)	1. How do students use multimodal resources to reflect on their learning and their 'Capstone' experience in the digital storytelling project? 2. How are students' identities expressed and developed through the composition of digital stories?	Two students, purposively sampled (6th and 7th grade)	Case Study; observations, informal conversations, digital stories	Multimodal transcription and a constant comparative method	A pre-K-8 Catholic School in North-eastern US
Kristiawan et al. (2022) (Australia)	1.How do students integrate and express identity in their local culture experience into their digital storytelling? 2. How do images and multimodal resources engage students in active participation for making meaning? 3. How does the digital local story project-based learning pedagogy affect students' vocabulary acquisition?	12 male students, 18 female students (ages 12-14)	Case study; group interview, reflective journals, classroom observation, the digital story	Multimodal transcription and thematic analysis	A junior high school in East Java, Indonesia

Study, country	Aims	Participants (number and age)	Methodology and method	Analysis methodology	Context (where)
Macleroy & Shamsad (2020) (UK)	The research question aims to assess how the Bengali-English digital stories reveal young people's vibrant Bangladeshi-British identities through intercultural encounters with mobile art, embroidery and artefacts.	Story 1: Six students (ages 11-14) Story 2: Eleven students (ages 11-13) Story 3: Six students (13-14)	Critical ethnographic approach; interviews, field notes, video footage and still images through the creation process, materials from the creation process, students reflections and the digital stories	Three vignettes presented, unclear reporting in how the analysis took place	After school club at a mainstream UK Secondary school
Rolón-Dow (2011) (US)	Investigates the use of digital storytelling as a medium for exploring the significance of race in the educational experiences of youth.	Two female students in the 10th grade	Ethnography; field notes, collected student artefacts, follow-up interviews and the digital stories	Thematic analysis within a Critical Race Theory framework	A summer camp
Wake (2012) (US)	The research questions for the study are: (a) What factors influence rural adolescents' perceptions of identity as revealed in their digital stories? (b) What factors influence rural adolescents' perceptions of their	80 7th & 9th grade students	Phenomenological approach; produced digital stories	Grounded theory	Conducted in a school

	communities as revealed in their digital stories? (c) How does rural adolescents' use of technology support their examination of identity and context?				
Wales (2012) (Singapore)	This article examines ways in which the project presented a platform for some youth to explore, create and perform a range of shifting and tenuous identities	3 males (3rd participant excluded due to being 20)	Ethnographic case studies	Unclear reporting	School setting

2.6.2 Quality Assessment

Application of the CASP quality assessment tool revealed four studies with no concerns, nine with minor concerns and two papers with moderate concerns (See Appendix 2 for an overview of methodological limitations identified, Table 2.5 for summary of review findings and Appendix 3 for the evidence profile table). Minor concerns were predominately due to an unclear reporting and/or inadequate explanations of recruitment strategies, sampling procedures, data analysis and/or descriptions of researcher-participant relationships.

In regard to concerns around data analysis, the concerns were deemed 'minor' when it was evident that the authors engaged in processes of 'qualitative analysis' but where the reporting of the precise method was unclear and/or inadequate. In these cases, 'unclear' was reported during methodological appraisal, in that, from what was reported in the journal article, data analysis procedures would not be fully replicable. In cases of 'minor concern', the methodology, design and approaches to data collection in the journal articles were always clear, and the qualitative analysis that followed was evidently conducted, but the exact approach to analysis was not always reported in sufficient detail or specified. At times, this may have been due to the paper reviewed being a part of a wider researcher project and so details may have not reported in all papers, for instance, Anderson and Macleroy (2017).

Moderate or major concerns in the approach to data analysis would have been identified where the reviewer observed evidence of insufficient qualitative analysis and/or where there was also insufficient reporting of

methodological design and/or the approach to data collection (such as,

Chisholm & Trent, 2013 and Wales, 2012). Indeed, as previously specified,

there are challenges in assessing for methodological quality in qualitative

research and defining how much importance should be given to the

underlying criteria within a critical appraisal tool (Munthe-Kaas et al., 2018).

These fundamental challenges of qualitative appraisal were invariably

present when assessing for methodological rigour in the current review.

Moderate methodological concerns were seen where consideration of

researcher-participant relationship was important to the integrity of the

findings of the study yet it was not overtly addressed by the authors (for

example, when the researcher was also an active participant in the research)

and/or insufficient information regarding data analysis and an appropriate

design. For example, in Chisholm and Trent (2013) the researcher-participant

relationship was not explicitly addressed, yet it was important to the integrity

of the findings. Furthermore, the recruitment strategy, approach to rigorous

data analysis and whether ethical issues had been accounted for were

unclear in reporting. Therefore, these factors in combination lead to moderate

concerns for methodological limitations being identified for this article.

Table 2.5. CERQual Summary of Qualitative Findings Table

Objective: to thematically synthesise data to identify the identity-related processes and/or outcomes that emerge through the use of Digital Storytelling with school-aged children and young people in educational contexts.			
Summary of review finding	Studies contributing to the review finding	CERQual assessment of confidence in the evidence	Explanation of CERQual assessment
1. DS functioned as a 'Tool of Identity'. Through DS, CYP were provided with the opportunity to express, reveal and develop their identities.	Anderson & Macleroy (2017); DeGennaro (2018); Kendrick et al. (2022); Kim and Li (2021); Kristiawan (2022); Macleroy (2020); Rolon-Dow (2011); Wake (2012)	High Confidence	No significant concerns in the body of data that undermined confidence levels were identified in terms of methodological limitations, relevance, coherence and adequacy of data.
2. The DS process provided CYP with space, agency and opportunities for collaboration and reflection during the production of their DS. This was seen as an underlying factor to the success in CYP expressing, revealing and developing their identities.	Anderson & Macleroy (2017); Bjorgen (2010); Czop Assaf (2020); DeGennaro (2018); Chilsholm & Trent (2014); Hull & Katz (2006); Johnson and Kendrick (2017); Kim and Li (2021); Kendrick et al. (2022);	High Confidence	No significant concerns in the body of data that undermined confidence levels were identified in terms of methodological limitations, relevance, coherence and adequacy of data.

	Kristiawan (2022); Macleroy (2020); Rolon-Dow (2011) Wake (2012) Wales (2012);		
3. As a result of the DS process, CYP constructed, (re)constructed and enacted identities related to place, cultural heritage and dual cultures, themselves as learners and their futures. At times, this included students 'trying on' and/or 'giving voice' to identities	Anderson & Macleroy (2017); Bjorgen (2010); Chilsholm & Trent (2014); Czop Assaf (2020); DeGennaro (2018); Hull & Katz (2006); Honeyford (2013); Johnson and Kendrick (2017); Kendrick et al. (2022); Kim and Li (2021); Kristiawan (2022); Macleroy (2020); Rolon-Dow (2011); Wake (2012) Wales (2012)	High Confidence	No significant concerns in the body of data that undermined confidence levels were identified in terms of methodological limitations, relevance, coherence and adequacy of data.
4. Pupils were provided opportunities to (re)construct and enact multiple cultural identities, developing a stronger connection to their culture and cultural heritage and how this relates to the languages they speak.	Anderson & Macleroy (2017); Czop Assaf (2020); DeGennaro (2018); Honeyford (2013); Hull & Katz (2006); Kendrick et al. (2022); Kim & Li (2021); Kristiawan (2022); Macleroy (2020); Rolon-Dow (2011)	High Confidence	No significant concerns in the body of data that undermined confidence levels were identified in terms of relevance, coherence and adequacy of data. Minor concerns were identified in terms of methodological limitations but not to a degree that

			undermined confidence in the overall review finding.
5. Pupils explored how identity connects with place and how place and culture intertwine in an identity construction process.	Anderson & Macleroy (2017); Chilsholm & Trent (2014); Honeyford (2013); Macleroy (2020)	Moderate Confidence	Minor concerns were identified in terms of methodological limitations and data adequacy to a degree that moderately undermined confidence in the review finding. Therefore, the review finding was downgraded to 'moderate confidence'.
6. DS allowed CYP to (re)construct and enact identities related to themselves as learners. This included transforming prior learning identities through the process of DS. However, DS may reinforce a lack of learning identity for pupils who do not have an interest in technology or technology skills.	Bjorgen (2010); Hull & Katz (2006); Kristiawan (2022)	Moderate confidence	Moderate concerns were identified in terms of a contradictory finding in coherence. This, in conjunction with minor concerns regarding data adequacy, meant that the review finding was downgraded.
7. Some DS projects engaged a (re)construction and/or enacting process related to the future identities	Anderson & Macleroy (2017); Czop Assaf (2020); DeGennaro	High Confidence	No significant concerns in the body of data that undermined confidence levels were

of pupils. Pupils reflected upon their future plans and imagined paths previously unimagined with increased commitment and determination.	(2018); Johnson & Kendrick (2017); Kim & Li (2021)		identified in terms of relevance, coherence and adequacy of data. Minor concerns were identified in terms of methodological limitations, however, not to a degree that undermined overall confidence levels of the review finding.
8. Through CYP (Re)constructing, enacting and giving voice to identities during the creation of their digital stories, counter-stories were presented. This included CYP presenting their own version of their story, challenging stereotypes or labels through their 'Tool of identity' - DS.	DeGennaro (2018); Kendrick et al. (2022); Rolon-Dow (2011)	Moderate Confidence	Minor concerns were identified in terms of methodological implications and adequacy in the body of data. Due to minor concerns being present in 2 of the 3 studies that comprise this review finding, in addition to there only being 3 studies that contribute to the finding, confidence in the review finding was downgraded to moderate confidence.
9. Through the (re)construction and enacting of identities and/or giving voice to counter-stories, CYP	Anderson & Macleroy (2017); Czop Assaf (2020); Kendrick et al. (2022)	Moderate Confidence	Minor concerns were identified in terms of methodological implications and adequacy in

presented messages of, or expressed 'hope' in their DS.			the body of data. Therefore, confidence in the review finding was downgraded to moderate.
10. As a result of engaging in the DS process and (re)constructing and enacting identities through their stories, some CYP expressed an outcome of enhanced self-confidence, sense of self-worth and belonging.	Anderson & Macleroy (2017); Czop Assaf (2020); Johnson and Kendrick (2017); Kim and Li (2021); Macleroy (2020)	Moderate Confidence	Minor concerns were identified in terms of methodological implications in the body of data and relevance. Therefore, confidence in the review finding was downgraded to moderate.

2.7 Findings

A thematic synthesis revealed ten review findings which made up three analytical themes; Identity-related processes (DS as a 'tool of identity'), Identity-related outcomes (constructing, (re)constructing and enacting identities) and effects of identity-related outcomes (counter-stories, belonging, confidence and hope). Figure 2.2 illustrates the interrelationship of these analytical constructs. Based on judgements of the four CERQual components, five of ten review findings were judged as 'high confidence' and five as 'moderate confidence'. See Table 2.5 for a summary of the review findings. Each review finding outlines a component of the analytical themes. For example, summary of review finding 1 relates to the 'DS as a tool of identity' component of Figure 2.2 and summary of review finding 4 relates to the 'cultural identity' component of Figure 2.2 (see below). The Evidence Profile Table in Appendix 3 explores the review findings and confidence ratings in further detail. Please refer to Appendix 3 for further information regarding, for example, the relevance applicable to the review question.

Figure 2.2, the theoretical diagram, is intended to be read top to bottom, with the identity-related processes of 'DS as a tool of identity', providing 'agency', 'space' and 'opportunities for reflection and collaboration' acting as the foundation for the identity-related outcomes, namely; constructing, reconstructing and enacting place, learner, cultural and future identities. Similarly, the identity-related processes and identity-related outcomes lead to the effects of identity-related outcomes; counter-stories, belonging, confidence and hope. However, as the arrows are intended to indicate, the

identity-related processes, outcomes and effects can all be interrelated and inextricably entangled.

The following section outlines the review findings. Each analytical theme is explored in relation to the findings identified, beginning with Identity-related processes. This is followed by analysis of the analytical theme 'identity-related outcomes' and then analysis of the *sub*themes of this *analytical* theme; '(Re)constructing and Enacting Cultural Identities', '(Re)constructing and Enacting Place Identities', '(Re)constructing and Enacting Learner Identities' and '(Re)constructing and Enacting Future Identities' in turn. Finally, the third analytical theme of 'effects of identity-related outcomes' is explored.

Figure 2.2. Theoretical diagram of qualitative evidence synthesis
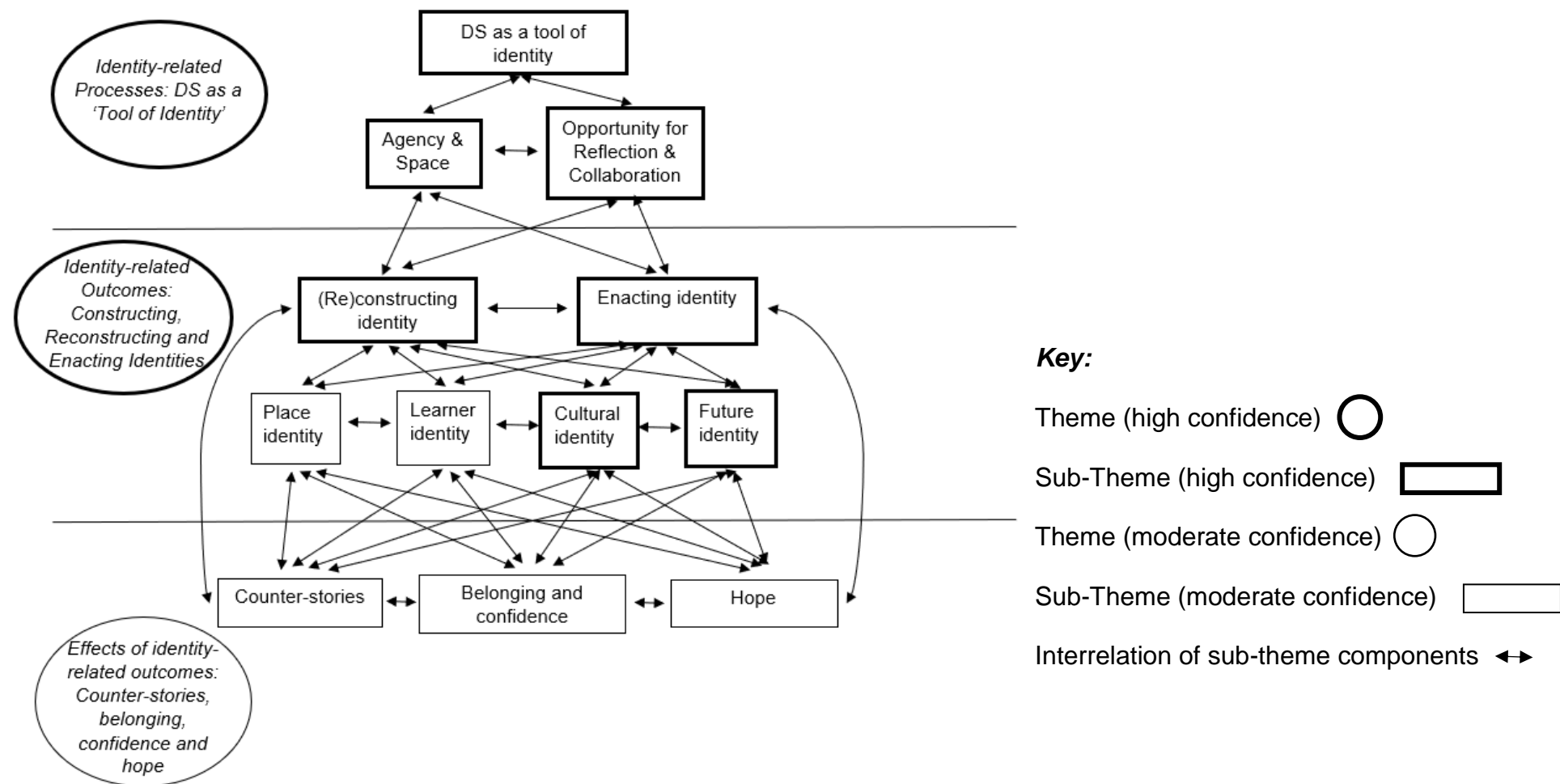
2.7.1 Identity-related Processes: DS as a 'Tool of Identity' (High Confidence)

Eight papers (Anderson & Macleroy, 2017; DeGennaro, 2018; Kendrick 2022; Kim and Li 2021; Kristiawan 2022; Macleroy 2020; Rolon-Dow 2011; Wake 2012) inferred that DS functioned as a 'tool of identity'. Through DS, children and young people (CYP) were provided with the opportunity to express, reveal and develop their identities (high confidence). Fourteen papers (Anderson & Macleroy, 2017; Bjorgen, 2010; Czop Assaf 2020; DeGennaro, 2018; Chilsholm & Trent, 2014; Hull & Katz, 2006; Johnson and Kendrick, 2017; Kim and Li, 2021; Kendrick, 2022; Kristiawan, 2022; Macleroy, 2020; Rolon-Dow, 2011; Wake, 2012; Wales, 2012), inferred that core factors underlying DS as a 'tool of identity' were that the DS process provided CYP with space, agency and opportunities for collaboration and reflection during the production of their digital story (high confidence).

> The digital story is very much an identity text… that showcases how Shafi wants to be seen and understood (Kendrick et al., 2022, p. 14)

This quote articulates the general analytical theme identified. That is, the CYP taking part in DS expressed and developed their identities through their projects (Kim & Li, 2021) and used digital tools to author their worlds (DeGennaro, 2018) and to express and reveal their identities (Kristiawan, 2022; Macleroy, 2020; Wake, 2012). Johnson and Kendrick (2017) go so far as to say that DS may be considered a tool of identity beyond that of traditional storytelling modes.

As a result of engaging with different modes, a process which Yaqub noted

as requiring "a lot of thinking," the students produced final projects that

powerfully and compellingly depicted their identities and experiences in a

way that they had not accomplished to this degree through [the pupils]

previous personal writing projects. (Johnson & Kendrick, 2017, p. 673)

Underlying the reported success of DS as a tool of identity expression are the

factors of agency and space and opportunities for collaboration and

reflection. It was identified that CYP had agency in their approach to the DS

process and were given the opportunity to produce digital stories that

mattered to them (Anderson & Macleroy, 2017). They decided on the

multimodal resources to use (Bjorgen, 2010; Kim & Li, 2021) and took control

of their project (Czop Assaf, 2020), becoming autonomous producers of

digital stories (Kendrick et al., 2022). In turn, this increased the degree of

active pupil participation (Bjorgen, 2010; Kristiawan, 2022). This was

corroborated by Bjorgen's (2010) finding that the teacher's choice of theme

appeared to limit possible agency for a pupil, resulting in the pupil being

unable to position themselves as a successful learner at school. To this end,

agency in approach to the DS process is key to its success.

Interlinked with the notion of agency is *space*.

The multi modal nature of the DST provided Riley with the interpretive space

to engage in such meaning making (Chisholm & Trent, 2014, p. 313)

DS afforded space for pupils to work autonomously, and with agency, as

inferred by Chisholm and Trent (2014), but also as a space for reflection and

collaboration. Where there were opportunities for CYP to engage in

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collaboration, they actively sought each other's ideas (Anderson & Macleroy, 2017) and participating in the DS process allowed CYP to reflect upon identity-related issues.

Yonela's experiences illustrate how participating in the project allowed her to critically reflect on her learning and question what she believed (Czop Assaf, 2020, p. 92)

Participating in [the DS project] created a space for the participants to use their linguistic abilities and critically reflect on the importance of their mother tongue (Czop Assaf, 2020, p. 95)

As supported by the analysis of Czop Assaf (2020), DS provided space and agency for CYP to engage in critical reflection on matters related to their identities. This included DS affording insight into past experiences which shaped present views (DeGennaro, 2018), refreshing prior memories (Johnson & Kendrick, 2017; Kendrick et al., 2022) and, at times, recognising 'the struggles, sacrifices and hard work of their ancestors' (Macleroy, 2020, p. 490).

2.7.2 Identity-related Outcomes: Constructing, Reconstructing and Enacting Identities (High Confidence)

Through engaging with the DS process, CYP constructed, reconstructed and enacted identities (high confidence) related to place (moderate confidence), cultural heritage and dual cultures (high confidence), themselves as learners (moderate confidence) and their futures (high confidence). Thirteen papers (Anderson & Macleroy, 2017; Bjorgen, 2010; Czop Assaf, 2020; DeGennaro, 2018; Hull & Katz, 2006; Johnson & Kendrick, 2017; Kendrick, 2022; Kim &

Li, 2021; Kristiawan, 2022; Macleroy, 2020; Rolon-Dow, 2011; Wake 2012; Wales 2012) inferred that an identity construction/(re)construction process took place through DS and five papers inferred an enacting process was enabled through DS (Anderson & Macleroy, 2017; DeGennaro, 2018; Kendrick, 2022; Kim & Li, 2021; Wales 2012). Ten papers recognised a cultural identity (re)construction and/or enacting process (Anderson & Macleroy, 2017; Czop Assaf, 2020; DeGennaro, 2018; Honeyford, 2013; Hull & Katz, 2006; Kendrick, 2022; Kim & Li, 2021; Kristiawan, 2022; Macleroy, 2020; Rolon-Dow 2011), five papers recognised a future identity process (Anderson & Macleroy, 2017; Czop Assaf, 2020; DeGennaro, 2018; Johnson & Kendrick, 2017; Kim & Li 2021), three papers recognised a learning identity process (Bjorgen, 2010; Hull & Katz, 2006; Kristiawan, 2022) and four papers recognised a place identity process (Anderson & Macleroy, 2017; Chilsholm & Trent, 2014; Honeyford, 2013; Macleroy, 2020).

> a digital story is an opportunity to reify one's personal identity or, in the process of new experiences, reconstruct or augment identity (DeGennaro, 2018, p. 439)

As stated by DeGennaro (2018), DS provided CYP with opportunities to 'construct their realities' (Anderson & Macleroy, 2017, p. 509). For some CYP this meant 'envisioning a different path' (DeGennaro, 2018, p. 438), nurturing a heightened awareness of personal characteristics (Johnson & Kendrick, 2017) and, at times, repositioning themselves through DS (Bjorgen, 2010; Hull & Katz, 2006).

A process consistently identified within the (re)construction process is DS providing a sense of voice for CYP (Anderson & Macleroy, 2017; DeGennaro, 2018; Kendrick, 2022; Rolon-Dow, 2011; Wake, 2012; Wales, 2012). A process interrelated with the underlying processes of agency and space. DS provided space and agency for CYP to author their narratives using an authentic voice (DeGennaro, 2018), regarding issues of significant personal importance (Kendrick et al., 2022), in an attempt to 'identify, define, and explain their identity for themselves, for their peers, and for a larger external audience' (Wake, 2012, p. 30). Student voice entangled in their multimodal narratives were, at times, viewed as 'affirmations' and emphasised a strong voice that was seen to extend and fight beyond their DS project (Anderson & Macloery, 2017). DS almost becoming a catalyst for social action. However, student voice facilitated through DS was not always empowered by their educational contexts.

Ironically, while Ra'id's digital story was a great success with his teacher, classmates, girlfriend and the research team, it was not deemed suitable for the school principal. 'He wouldn't understand', or think the theme 'appropriate', Mr Kareem told me. Sadly Ra'id's performative re-inventions were not good enough for the school authorities. (Wales, 2012, p. 544)

Therefore, although the DS process may afford CYP space, agency and a sense of having a voice in the (re)construction of their identities, this may not always transfer into the pupils lived experiences beyond their digital stories.

Interrelated and running parallel to the (re)construction of identities is the performative aspect of enacting identities. Functioning as a 'tool of identity',

DS provided CYP with space and agency to enact identities. This included performing aspects of their identity through DS, such as themselves as dancers or displaying their humour (Anderson & Macleroy, 2017), as resilient (Kendrick et al., 2022), themselves musically (Wales, 2012) and as happy individuals (Kim & Li, 2021).

This process of (re)construction and enacting involved students 'trying on' identities.

> By presenting images of himself engaged in the same activities as professional cooks, and by describing the productive and supportive conversations he had had with a professional chef as part of his project, Jesús was trying on this new identity that he aspired to (Kim & Li, 2021, p. 42)

CYP experimented with their identities through DS, taking on identities they aspired to (Kim & Li, 2021) or reconstructing prior identities, for instance, from a 'bad boy' to 'good' (Wales, 2012).

2.7.2.1 (Re)constructing and Enacting Cultural Identities (High Confidence)

Identities related to culture featured as a prominent theme that emerged in relation to the (re)construction and enacting of identities.

At times, DS was an opportunity for pupils to reify cultural roots.

> ' … yes we moved but we never gonna forget where we came from or what language we spoke or what country we were born so that's something deep in our heart and that's never gonna change' (Anderson & Macleory, 2017, p. 506)

In part, an affirmation of cultural roots was apparent but CYP were also able to '[step] into their culture anew and [scrutinise] their identity' (Macleory, 2020, p. 490). At times this meant active engagement with the pupil's communities to inform their digital story (Macleroy, 2020). These types of activities afforded opportunities for CYP to develop a greater sense of cultural identity.

> The young people went out into their local community to photograph and research its stories and develop a greater sense of local cultural identity.
>
> (Anderson & Macleory, 2017, p. 511)

Here, cultural identity is in direct symbiosis with place but also language (Czop Assaf, 2020). Students used DS to convey their culture through images, sounds and artefacts presented in their stories (Kristiawan, 2022), allowing them to engage in a (re)construction process and 'remix' their culture and identities through DS (Kim & Li, 2020).

Pupils also enacted their multiple cultural identities through DS. CYP created digital stories that allowed them to enact their multiple cultural identities by creating, for example, 'bilingual French-English', 'Mandarin Chinese-English' (Anderson & Macleroy, 2017) and 'Bengali-English' (Macleroy, 2020) digital stories. Stories which reflected upon living with multiple identities, such as, living as a 'Muslim-Bengali-British' (Macleroy, 2020), or a 'Afghani-Canadian' individual (Kendrick et al., 2022) and overtly considering what it means to be 'British-Bangladeshi' (Macleroy, 2020). This (re)construction and enactment through DS allowed pupil's to 'build a bridge' between their culture and language (Kristiawan, 2022, p. 27) and become more interested in their

heritage and culture (Kristawan, 2022). Recognising, for instance, the 'struggles, sacrifices and hard work their ancestors put into integrating the Bengali culture in the very heart of British culture' (Macleroy, 2020, p. 490). This, in turn, providing an understanding of an 'epistemological doubleness' (Honeyford, 2013, p. 20) or dual sociocultural identity.

2.7.2.2 (Re)constructing and Enacting Place Identities (Moderate Confidence)

DS was also identified as providing CYP with the opportunity to experiment with notions of how identity connects with place (Chisholm & Trent, 2014). In one study, pupils presented 'shots of local stores (Banglatown) and markets in Brick Lane [which] reveal the culture and history of the place and the urban symbols that construct and negotiate (minority) identities' (Macleroy, 2020, p. 491). Through DS, students were able to 'demonstrate how a sense of place and culture are deeply intertwined in their story' (Anderson & Macleroy, 2017, p. 512).

2.7.2.3 (Re)constructing and Enacting Learner Identities (Moderate Confidence)

In some DS projects, studies provided examples of where students have (re)constructed and enacted identities related to themselves as learners. Hull and Katz (2006) present the case example of Dara who transformed their 'meek and discontented school identity [to a] confident author and active community participant' (Hull & Katz, 2006, p. 61) through DS. However, although DS can provide benefits in the (re)construction of learner identity (Bjorgen, 2010), Bjorgen (2010) identified that DS could enhance learning identity among pupils with a keen interest in technology and good technology

skills but may reinforce a lack of learning identity for those who do not.

However, this may have been in part due to a lack of agency for pupils in

their approach to DS in this project (Bjorgen, 2010).

2.7.2.4 (Re)constructing and Enacting Future Identities (High Confidence)

Some DS projects engaged a (re)construction and enacting process related

to the future identities of pupils. DS provided space and agency for pupils to

reflect upon their plans for the future and their next steps in relation to

themselves as individuals and in groups (Anderson & Macleory, 2017). Pupils

were also able to see themselves in the present as well as the future,

perhaps on a path that they had yet to imagine prior to DS (DeGennaro,

2018) and to (re)construct and enact future identities with increased

commitment and determination (Czop Assaf, 2020; Johnson & Kendrick,

2022; Kim & Li, 2021). DS 'helped name their future ambitions, imagine their

future identities, and persist against challenges' (Czop Assaf, 2020, p. 92).

2.7.3 Effects of Identity-Related Outcomes: Counter-stories, Belonging, Confidence and Hope (Moderate Confidence)

Through CYP (Re)constructing, enacting and giving voice to identities during

the creation of their digital stories, counter-stories were presented

(DeGennaro, 2018; Kendrick, 2022; Rolon-Dow, 2011). This included CYP

presenting their own version of their story, challenging stereotypes or labels

(moderate confidence). Likewise, as a result of engaging in the DS process

and (re)constructing and enacting identities through their stories, some CYP

expressed an outcome of enhanced self-confidence, sense of self-worth and

belonging (moderate confidence) (Anderson & Macleroy, 2017; Czop Assaf,

2020; Johnson & Kendrick, 2017; Kim & Li, 2021, Macleroy, 2020) and/or presented messages of, or expressing hope in their digital stories (moderate confidence) (Anderson & Macleroy, 2017; Czop Assaf 2020; Kendrick, 2022).

As a result of (re)constructing and enacting identities, pupils were afforded the opportunity to give voice to counter-stories. CYP used the multimodal resources available to them to create their own version of their story (DeGennaro, 2018) and used DS to 'consider, counter and/or appropriate in creating or enacting [pupil] identities' (Rolon-Dow, 2011, p. 165). For example, Shegofa used her digital story to 'present a counter-narrative of Afghanistan that shows not only the despair and devastation common in the media but beyond' (Kendrick et al., 2022, p. 15). Shegofa, was able to use DS to empower her voice and re-author narratives related to her sociocultural identity. Likewise, in another study (Rolon-Dow, 2011), Esther was able to construct a counter-story that highlighted common stereotypes of 'Asians' and enacted what being Asian meant for her through multimodal means. For instance, she used her guitar to serve as a symbol to express aspects of her identity that she believed did not fit stereotypes of 'Asians' (Rolon-Dow, 2011).

In some studies, DS was also presented as a pedagogy of hope. Through the creation of digital stories and the identity-related processes, CYP were able to give space to and express hope through their stories which could stay with them long after the project had finished (Czop Assaf, 2020). For example, Shegofa 'advocates for safe and quality education for all; sad for the lost futures of her friends, [but] hopeful for a better future for Afghani people' (Kendrick et al., 2022, p. 16).

Hope, counter-stories, the (re)construction and the enacting of identities resulted pupils in feeling self-confidence, a sense of self-worth and belonging.

> A multimodal identity project "has really positive potential for awakening the social-emotional part of the student" (Johnson & Kendrick, 2017, p. 673)

As reported by Johnson and Kendrick (2017), the 'new resources for learning are opened up which support meaning-making and give students an individual sense of worth' (Anderson & Macleroy, 2017, p. 508). Phakamile, for instance, explained how the project helped him to develop his self-confidence, self-determination and helped learners believe in themselves (Czop Assaf, 2020). Through engagement in DS, the projects can 'shed new light for students on their experiences and themselves, helping to enhance self-confidence' (Johnson & Kendrick, 2017, p. 673).

Overall, the identity-related processes and outcomes identified are seemingly entangled, with an ultimate outcome of a sense of belonging for some.

> The sequencing and synesthetic use of modes to tell the story are strong in that Shafi begins the story with images in which he is framed as an individual but increasingly shifts to images in which he is framed as part of a group (along with exhilarating music throughout), signalling his transformation and new sense of belonging in a synesthetic combination of images, words, and music. (Kendrick et al., 2022, p. 12)

This passage from Kendrick et al. (2022) demonstrates the symbiotic nature of the identity-related processes and outcomes, with DS functioning as a tool of identity and providing Shafi with the agency and space to (re)construct,

enact and give voice to his counter-narrative of shifting social identities, resulting in a new sense of belonging.

Overall, synthesis of the qualitative evidence identified indicates that DS in educational contexts can function as a tool of identity, creating the space, agency, collaboration and reflection for pupils to construct, reconstruct and/or enact identities, particularly related to culture and their futures but also with some evidence to suggest place and themselves as learners also. Some evidence indicates the effects of these identity-related outcomes include the construction of counter-stories, a sense of belonging, confidence and hope for the future.

2.8 Discussion

The current review asked: what are the identity-related process and/or outcomes that emerge through the use of Digital Storytelling with school-aged children and young people in educational contexts? A systematic search of three online databases and an ancestral hand search identified 15 eligible studies that were synthesised and GRADE-CERQual was applied to the review findings. A qualitative thematic synthesis identified ten review findings and three analytical themes were generated from these; Identity-related processes (DS as a 'tool of identity') (high confidence), Identity-related outcomes (constructing, (re)constructing and enacting identities) (high confidence) and effects of identity-related outcomes (counter-stories, belonging, confidence and hope) (moderate confidence).

The synthesised findings revealed central DS processes which resulted in identity-related outcomes and effects related to those outcomes. DS

functioned as a tool of identity. Through DS, CYP were provided with the opportunity to express, reveal and develop their identities with space, agency and with opportunities for collaboration and reflection. As a result, CYP constructed, reconstructed and enacted identities related to place, culture, themselves as learners and their futures. The effects of these identity-related outcomes included the construction of counter-stories, belonging, confidence and hope.

Therefore, the current review findings build upon prior research and provide evidence for employing DS to positively contribute towards identity-related outcomes with an overall high confidence level. In particular, the findings build upon Wu and Chen's (2020) review findings of a 'reflexive orientation' and 'ontological outcomes'. This review supports the notion that DS can be orientated to negotiate and manage 'understanding of self and other' (Wu & Chen, 2020) and provide outcomes which include increased self-awareness and awareness of other social groups (Wu & Chen, 2020). This review provides a conceptual understanding of the identity-related processes underlying a reflexive orientation of educational DS and provides a synthesis of the types of ontological outcomes originally identified by Wu and Chen (2020). Indeed, the process of creating a digital story seemed to relate to developing an understanding of ourselves, experiences and the world around us (Wright, 2020) and strengthening a sense of narrative Identity (McAdams, 2006).

Equally, the current review contributes to the understanding that developing a sense of identity can lead to a heightened sense of belonging and wellbeing. With a moderate confidence level, this review identified that CYP described

feelings of belonging, hope and increased confidence after (re)constructing and/or enacting identities in their digital stories. In line with the findings reported by Kabir (2014) and Boston and Warren (2017).

Furthermore, this review develops the understanding of the purposes that DS can be used for in educational contexts. Prior research has outlined that DS can be used to increase pupil's academic achievement (Sahin & Coban, 2020; Talan, 2021), language learning (Nair & Yunus, 2021; Lim et al., 2022), mental health (De Vecchi et al. 2016) and for work with marginalised groups (Rodriquez et al., 2021). The current review contributes further through evidencing that DS can be used to develop a sense of identity in pupils. In part, as Kim and Li (2021) outline, due to DS providing pupils with the opportunity to select, represent and highlight features of their identity that matter to them.

2.8.1 Recommendations

The findings from the current review support the versatile uses of DS. As a result of the findings from this review, DS could be recommended to help CYP develop a sense of identity and self-concept in educational settings. The approach could be utilised with a wide range of groups including EAL pupils, children with additional needs, for pupils encountering mental health difficulties and it could be applied on a whole class basis or on a group or individual level. It could be the role of the EP within this context to recognise when a vulnerable group or individual within a school setting may need to explore their sense of identity, and to propose DS as a means to do this. EPs could act as the facilitator for these sessions, or, alternatively, train school staff in delivering DS to groups. This may be particularly pertinent in light of

recent global events leading to an increase in refugee populations entering the UK.

Furthermore, the review incorporated international studies. Despite differing educational contexts, the findings outlined universal results, in that, the international studies contributed similar results despite the differing education systems in terms of the outcomes of DS. This indicates that DS can be utilised internationally for a universal impact on identity.

For the field of educational psychology, the current review implies that DS can act as a useful approach to recommend to schools, particularly at an individual and group level and support CYP develop their sense of identity and self-narratives. Educational settings may wish to utilise DS for a whole-class approach to identity education and social, emotional learning and/or target the use of DS to vulnerable populations within schools. DS may also be effective for use in transition work and pupils with Special Educational needs as outlined by Tyrrell (2017).

2.8.2 Strength and Limitations

There are many strengths to the current review of qualitative evidence. Principally, the approach to assessing confidence in the review findings through utilising GRADE-CERQual is a primary strength. This method acts as the most robust method of assessing confidence in qualitative evidence synthesis review findings developed thus far (Munthe-Kaas et al., 2018). Therefore, through utilising this approach the review could be considered as a review that employs a rigorous and robust approach.

Furthermore, a comprehensive systematic search was carried out and a high number of journal articles were reviewed before being assessed through a rigorously devised selection criteria. Overall, this resulted in a wide range of international studies being identified and included in the final qualitative evidence synthesis.

In regard to limitations, in line with Wu and Chen's (2020) findings, the current review identified what Wu and Chen (2020) termed a 'rosy picture' in that very few negative outcomes were reported (with the expectation of one case example provided in Bjorgen (2011). Wu and Chen (2020) discuss two possibilities for this; a novelty effect and/or the 'file-drawer effect' (publication bias). These two possibilities still stand in light of the current review and, therefore, this review may be contributing to the 'rosy picture' of DS. As recommended by Wu and Chen (2020), longitudinal studies are needed as well as a commitment to studies fairly reporting all outcomes.

Furthermore, during the GRADE-CERQual process, the appraisal of methodological limitations raised concerns regarding an appropriate recruitment strategy in nine out of the 15 studies. As a result, bias in the selection of participants included in ethnographic and case study data is plausible due to unclear reporting. Biased selection of participants across studies has the potential to highlight the best outcomes and ignore those that were less favourable, leading to a 'rosy picture' of outcomes. Although, this was considered during the GRADE-CERQual assessment, it is integral that researchers clearly report their recruitment strategy and take steps to provide the 'whole picture' in their analysis in order to mitigate against bias.

A limitation of the current review may be the inclusion/exclusion criteria. In particular the inclusion criteria of 'adequacy of data'. This criterion was implemented in order to gain a depth of data to syntheses in the final review. However, this resulted in the exclusion of some papers where there were some data reported that related to identity/self-concept. If these studies were included it may have adjusted the review findings, however, it is also likely it would have lowered the confidence levels during the application of GRADE-CERQual, particularly in the adequacy component, and may have diluted the findings leading to 'thin' data.

Likewise, the current review was interested only in DS completed in educational contexts. As a result, some studies in contexts that had rich findings were excluded on this basis (e.g. Hammond et al., 2021) and the current review, in an attempt to facilitate the inclusion of rigorous qualitative studies, excluded grey literature which may have added value. A future review could employ broader eligibility criteria to address these limitations.

A further potential limitation may question the validity of qualitative evidence synthesis as an approach. Some qualitative research theorists argue that the synthesis of qualitative evidence undermines the integrity of the original research (Munthe-Kaas et al., 2018). Likewise, there is currently a lack of agreement as to the best approach to assessing methodological limitations in qualitative appraisal (Munthe-Kaas et al., 2018). However, GRADE-CERQual was developed with these arguments in mind and it remains important for reviews to aggregate findings in order to contribute to knowledge generation and inform decision making (Munthe-Kaas et al., 2018).

An additional limitation relates to the generalisability of findings from qualitative research. Findings from qualitative research cannot be generalised to the population and this is similar with a qualitative review despite a qualitative reviews potential to bring together a series of qualitative research papers. However, the findings, knowledge and understanding derived from qualitative research and reviews can be transferred to comparable areas (Stahl & King, 2020).

2.8.3 Reflexivity

Throughout the review process, the author ensured that efforts were made to be reflexive during the interpretive stages. These efforts involved consideration of the ontological and epistemological conceptions when embarking on the review process, keeping an academic 'diary' or memo's and considering the authors own identities and intersectionality and how this may affect the review and interpretive process (Mauthner & Doucet, 2003). Memo's regarding reflexivity were collated throughout the interpretive stages and the author considered and completed a social identity map, a reflexivity tool for use when embarking upon qualitative research or analysis (Jacobson & Mustafa, 2019) (see Appendix 5).

2.8.4 Future research

Future research should consider a number of research possibilities. Firstly, an understanding of what makes DS effective, and potentially more effective than traditional means of storytelling (Johnson & Kendrick, 2017), would be valuable. Particularly in order to understand how to capitalise on this strength and potentially increase the effectiveness of DS methods. For example, exploration into whether the multimodal nature of DS contributes to its

effectiveness, compared to more traditional forms of storytelling (that may only engage individuals on a unimodal level), may be beneficial.

Second, building upon the first point, and as stated in the limitations section, longitudinal studies would be valuable in terms of understanding if DS is effective due to a novelty effect (Wu & Chen, 2020).

Third, future research should ensure that the reporting of methods, particularly approaches to recruitment, sampling and data analysis are acknowledged and the implications of the researcher as an active participant in the research process are taken into account. This will increase the rigour of future research in the area and increase confidence in the findings of this research.

Fourth, there is scope for systematic synthesis on use of DS in higher education in relation to the possible identity-related effects, use in teacher training and teacher development of 'professional identities'. This would contribute a multi-layered understanding of the application of DS as a pedagogy as well as corroborating or developing an understanding of the identity-related processes and outcomes of DS.

Finally, DS has been applied by social workers and in health care, however, in educational psychology there has been little attempt to apply DS in a research capacity or in casework. The evidence base regarding the benefits of DS in educational contexts is developing, and this review contributes to the evidence base. Research regarding EPs application of DS would be helpful in order to conceptualise the usefulness of DS as an intervention or as a recommendation made by EPs.

2.8.5 Conclusions

The current review synthesised the findings of 15 qualitative studies and identified that DS, delivered to CYP in educational contexts, can function as a tool of identity; creating the space and agency needed for identity development and opportunities for collaboration and reflection. This allowed pupils to construct, reconstruct and/or enact identities related to place, culture, themselves as learner and their futures. The effects of these identity-related outcomes include the construction of counter-stories, belonging, confidence and hope. This review contributes to a more holistic understanding of how DS can be utilised in education. The current review acts as the first review of its kind to thematically synthesise journal articles related to DS and identity and produce a thematic map and understanding of the identity-related processes and outcomes.

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Chapter 3: Empirical Paper

Identity Education (IdEd) in a primary school context: An exploratory study of an IdEd programme designed to increase a sense of identity, wellbeing and belonging in pre-adolescent children

3.1 Abstract

Identity development has immediate and lifelong implications in a constantly changing contemporary society. 'Identity Education' (IdEd) is a framework within which educators can become actively involved in the processes of pupil identity development. Using an embedded experimental mixed methods design, the study explored the effectiveness of, and gathered perspectives on, an IdEd programme, called 'What Makes Me'. For the quantitative strand of the study, a quasi-experimental matched school design was used. A total of 46 participants (23 female, 23 male) were allocated to a programme delivery group and 27 participants (12 female, 15 male) were allocated to a wait-list comparison group. Pre and post programme delivery data based on four wellbeing and belonging questionnaires was analysed using mixed method ANOVAs. No significant between group main effects were identified. For the qualitative strand of the study, observations were conducted during programme delivery with two teachers and six pupils completing semi-structured interviews. Reflexive Thematic Analysis (RTA) identified that participants perceived the programme to create a space for pupils to uncover, recognise and voice their own identities as well as their peers' identities. Participants perceived that the programme fostered an increase in areas of personal development including self-understanding and sense of belonging, however, participants recognised that, although the fundamentals of the programme were established, some areas may need further development. Educational Psychologists (EPs) could recommend the IdEd programme to help raise a sense of identity for certain groups, for use in

Year 6 transition work and extract elements of the programme, such as the

identity mapping process, for use in individual or group casework.

3.2 Introduction

Identity has been situated as a central concept of the social sciences since the work of Erikson in the 1960s, despite the term being critiqued as 'elusive' and 'deeply ambiguous' (Flum & Kaplan, 2012, p. 240). Flum and Kaplan (2012) argue that, while there may be ambiguities pertaining to the definition of identity, the richness and depth of the concept make it invaluable. Similarly, Schachter and Rich (2011) argue that the varying uses of identity have been a source of confusion but that this is a natural result of the concept's authentic relationship to the human experience and they state that an inclusive perspective of identity is needed. Moreover, recent research has established a neurological basis of identity, establishing the link between memory, such as autobiographical memory, and a sense of self-continuity and identity (Addis & Tippett, 2010). The neural basis has been established principally through studies where neurological conditions or changes lead to a change in self-identity, for example through the loss of autobiographical memory (Addis & Tippett, 2010) or after traumatic brain injuries (Thomas et al., 2014). That being said, defining identity remains a heavily contested, complex and multifaceted endeavour (Schachter & Rich, 2011).

In his original conceptualisations, Erikson anchored identity in a psychosocial framework arguing that identity formation is considered in terms of the interplay between individual and society and, therefore, it is a product of the interrelations between the individual and the context (Flum & Kaplan, 2012). Developmentally, identity is an integrative concept, connecting the 'self and aspects of the world-out-there', synthesising past, present and future experiences (Flum & Kaplan, 2012, p. 240). In the postmodern era,

individuals are set free to choose and author their own identities (Gee, 2000). No longer required to define identities underwritten by traditional authority, individuals can engage in 'making sense of' their identities through psychosocial relational processes (Gee, 2000).

As a result, identity has been used to refer to identification with the spiritual, moral, social, emotional, cultural, aesthetic, mental and physical and factors such as gender, ethnicity, class, (dis)ability, religion and nationality (Eaude, 2020). Theoretically, after Erikson's initial conceptualisation, some aspects of the theory, such as the stability of identity over time, began to be questioned (Illeris, 2014). The most widely accepted resurgence of the understanding of identity was developed within contemporary sociology, with researchers demonstrating that it is not possible to develop and maintain a stable identity in a world of 'liquid modernity' (constant change in contemporary society) (Illeris, 2014).

Therefore, identity has the nature of a reflexive project implying the constant need to change in order to maintain a balance between stability and flexibility and feeling of being oneself (Illeris, 2014). Subsequently, the concept of 'social identity' was formed (Illeris, 2014). Beyond overall conceptualisations of an individual's identity, 'part identities' and identity theories have emerged over time, for example, situational identity (Rosa, 2013), place and national identity (Proshansky et al., 1983) and narrative identity theory (McAdams & McLean, 2013).

Narrative identity is how one constructs aspects of identities into a personal narrative or an internal 'life story' that makes meaning of past, current and

future experiences and actions (Renshaw, 2019). Narrative Identity has been defined as the internal, dynamic life story that an individual constructs to make sense of their lives (Baerger et al., 1999). Therefore, narrative identity is a way in which an individual could make sense of their identities and the stories they tell about themselves to themselves and others. To this end, Narrative identity theory can be considered alongside other theories of identity (for example, Illeris, 2014; Proshansky et al., 1983; Rosa, 2013) as a way in which people conceptualise their identities.

Although an integrated, comprehensive narrative identity typically emerges in adolescence (Adler, 2019), the stories children tell about themselves and their experiences lay the foundations for narrative identity (Adler, 2019). The first key milestone in the early development of narrative identity is the emergence of autobiographical memory in early childhood, typically between ages 1 and 3, where children first begin to remember personal events (Adler, 2019).

The second key milestone is the development of theory of mind, typically around the age of 3-4 (Adler, 2019). At this stage, children can begin to populate their autobiographical memories with characters that have motivations and beliefs of their own and can recall past events (Adler, 2019). This is followed by the key milestone of acquiring a story grammar around 5-6 years old (Adler, 2019). At this point, children have an implicit understanding of how stories typically unfold in their cultural context, including initiating events and resolutions (Adler, 2019).

Next, the skills needed to structure a story temporally (in relation to time) reach adult levels of competence by ages 9 to 11 and children can begin to focus on causal explanations for the sequence of events. Furthermore, children at this age begin to understand what more extended accounts of human lives typically look like in their cultural context, marked by different stages, with different central concerns (Adler, 2019).

Overall, the foundations of narrative identity are laid in childhood and continues to mature into adolescence (Adler, 2019). Following this line of thought, Eaude (2020) argues that, due to the foundations of identity being formed in pre-adolescence, targeted scaffolding of children's positive identity development should be considered. A central rationale to this is that, through explicit scaffolding of identity development during a period where the foundations of an individual's narrative identity is being constructed, this should ensure a positive sense of identity is being developed. This, in turn, could have implications for wellbeing and belonging (see 'Identity Outcomes' below).

In the field of education, evidence has accumulated to suggest that narratives may have beneficial applications. Landrum et al. (2019) describe that stories and narratives provide the means for children to make sense of their world and create a sense of who they are as a person and a learner (Landrum et al., 2019). Camplejohn (2019) argues that narratives can create a context where both the teacher and student can learn from each other's lives, language and culture. They describe that relationships are built when

students share their stories and listen to others and this can create positive communities (Camplejohn, 2019).

To this end, narratives have an ethical potential. They can promote self-understanding, enable the understanding of others, develop the capacity for perspective-taking and function as forms of ethical inquiry (Meretoja, 2017). As a result, stories have the potential to be used to develop children's intra and interpersonal understandings. Indeed, Habermas and Kober (2015) outline how autobiographical reasoning is constitutive for narrative identity.

3.2.1 Identity Outcomes

Through developing a sense of identity, various positive outcomes have been identified in research. For example, Merrill et al. (2015) provide evidence which indicates that adult participants who described more negative connections to self during traumatic events experience lower levels of wellbeing compared to those who described more positive connections to self in traumatic events. Therefore, this demonstrates the role that narrative identity and the narration of autobiographical memories can have on wellbeing. This is a finding that may well also be established in children and adolescent groups, subject to further research.

In research with young people, Fivush et al. (2010) suggest that, young people who knew more stories about their family history, stories about their childhood and the hardships that their family had faced, or, in other terms, a strong family identity, were more likely to feel higher degrees of self-worth. Similarly, young people who knew intergenerational narratives showed higher levels of wellbeing (Fivush et al., 2010). Therefore, a link between mental

wellbeing and the dynamic life story that an individual constructs to make sense of their lives, or narrative identity, has been established over time (Baerger et al, 1999).

Similarly, those who engaged in oral history storytelling reported an improved sense of purpose in life, sense of self and positive affect (McCall et al., 2017). Bauer et al. (2008) suggests that the stories we tell ourselves about our lives is related to wellbeing and, the stronger our life story is, the happier we are. When considering racial identity, evidence suggests that African Americans that strongly identify with their group, and value it positively, demonstrate greater self-esteem and fewer depressive symptoms (Hughes et al., 2015). Therefore, there is evidence to suggest a link between a strong sense of identity and wellbeing (Sharma & Sharma, 2010) identified across age groups and cultures.

This link extends to a 'sense of belonging' and 'life satisfaction'. Research has identified that individuals with a strong social identity may gain a sense of belonging (Schacter & Rich, 2011). This has been demonstrated particularly with ethnic identities, with evidence suggesting that strong ethnic identity relates to an individual's sense of belonging in the community (Afrose Kabir, 2014) and at school (Boston & Warren, 2017). Equally, individuals who emphasise negative self-aspects of their identity, or life story, report lower life satisfaction (Stirratt et al., 2008).

3.2.2 Identity Education

In recognition of Identity as an 'invaluable' concept for education and educational research, Schachter and Rich (2011) proposed the notion of

'Identity Education' (IdEd) as a conceptual framework for educational researchers and practitioners. The purpose of IdEd is to synthesise identity theories and deliver a framework that educators and practitioners can use in educational practice. To theoretically ground the 'Identity Education' framework, Schachter and Rich (2011) defined identity as; "the individual's dynamic self-understandings and self-definitions used to structure, direct, give meaning to and present the self, that are negotiated intra- and interpersonally across the lifespan within sociocultural contexts, along with the psychosocial processes, meaning-systems, practices and structures that regulate their continued development" (Schachter & Rich, 2011, p. 223).

From this, IdEd is defined as "the deliberate active involvement of educators with the psychosocial processes and practices that are involved in students' identity development" (Schachter & Rich, 2011, p. 223). Schachter and Rich (2011) make the recognition that aspects of identity are instrumental to the realisation of educational goals and so should be something that educators are concerned with.

In the IdEd framework, Schachter and Rich (2011) describe that there are a broad spectrum of ways in which educators can choose to enact their involvement in students' identity. They delineate that two educators may have quite different views of what identity is and why identity education is a worthy objective (Schachter & Rich, 2011). Therefore, they outline five fundamental, interrelated parameters that can help educational researchers and practitioners organise, focus and communicate their thinking (Figure 3.1). These include considering; the overarching educational goal, the level

of identity the educator is targeting (social, personal or ego identity), the

facets of identity targeted (identity content, structure, or processes), the

processes of identity formation enacted, and the contexts that affect IdEd

(macro, intermediate and micro) (Schacter & Rich, 2011).

Figure 3.1. A diagrammatical representation of Schacter & Rich's (2011) five fundamental, interrelated parameters that can help educational researchers and practitioners organise, focus and communicate their thinking
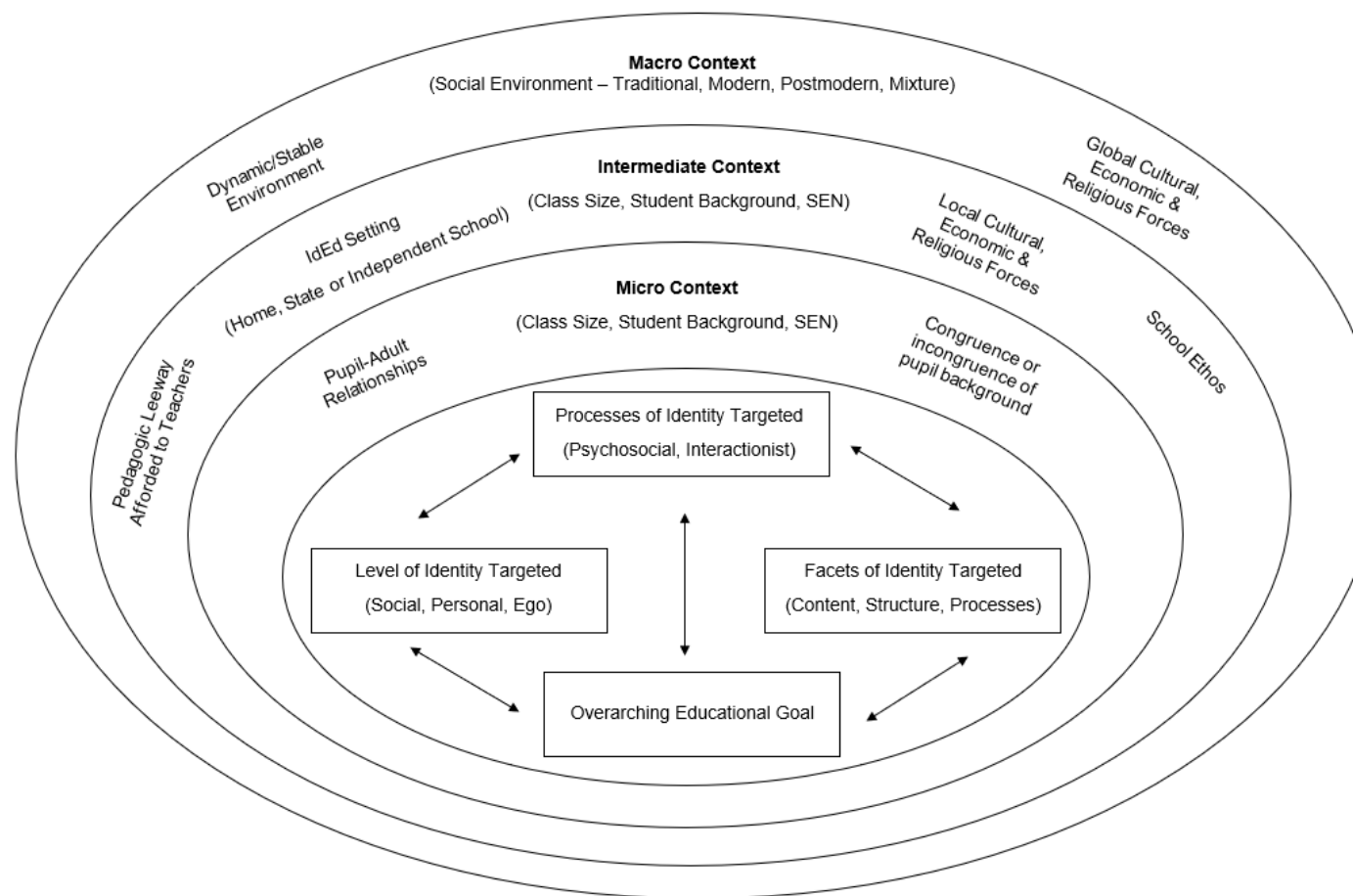
3.3 Rationale

3.3.1 Aims

The aim of this exploratory study was to synthesise the above areas of research and use IdEd (Schacter & Rich, 2011) as a conceptual framework to inform the development of an IdEd programme and explore the effectiveness of it in UK schools. Using the IdEd framework to inform the development of an IdEd programme is a novel approach and, to the best of the researcher's knowledge, that has not been attempted previously in research. Furthermore, the IdEd framework is the only framework, to the best of the researcher's knowledge, to attempt to conceptualise how identity theories can inform educational practice. Therefore, there were no alternative frameworks the researcher could use to inform the development of an IdEd programme at this time.

The overall aim of the IdEd programme was to provide structured opportunities for Key Stage 2 (KS2) primary-aged children to increase their self-understanding and begin to construct a well-founded narrative identity or story about themselves and their lives so far. This was in order to lay the foundations for future identity development (Adler, 2019) and provide opportunities for transformative learning (Illeris, 2014).

KS2 children were identified as being the target age group for the IdEd programme due to the argument that the foundations of identity are formed in pre-adolescence (Eaude, 2020). Adler (2019) outlines the development of narrative identity across the lifespan. He indicates that the foundations are laid in childhood, with children able to structure a story temporally to adult

levels of competence, focus on causal explanations of the sequences of life events and understand what typical accounts of human lives look like in their cultural context from age 9 (Adler, 2019).

Therefore, the programme is positioned to 'catch' children as they begin to develop a self-awareness of their identities and scaffold this process. That is, the programme aimed to provide students with explicit tools to develop and consider their identities, to being to develop a sense of who they are as a person, where they have come from and where they are headed and, in turn, this could perhaps contribute to a stronger sense of wellbeing, self-esteem, life satisfaction and sense of belonging (Boston & Warren, 2017; Hughes et al., 2015; Sharma & Sharma, 2010; Stirratt et al., 2008).

3.3.2 Theoretical underpinnings of the programme development

At the core of the current identity education programme is the conceptual framework of IdEd (Schachter & Rich, 2011). In terms of the five fundamental parameters used to organise educators approaches to identity education, the current programme establishes its overarching educational goal within the 'individuation' logic (Schachter & Rich, 2011). That is, the ultimate goal of the programme is to assist young people to develop their own unique personal potentials whereby pupils are introduced to various aspects of identity but, ultimately, they are encouraged to explore identities of their own choosing, leading to personal growth (Schacter & Rich, 2011). Furthermore, the programme aims to target and introduce all levels of identity; social (a person's sense of memberships and identifications with meaningful social groups) personal (a person's unique goals, values and preferences that

provide them with a sense of uniqueness) and ego identity (a person's sense of sameness and continuity) (Schachter & Rich, 2011). As well as contributing to pupil's identity content and structure, the programme aims to act as a framework for identity processes, helping children to acquire, maintain and perhaps in some instances begin to transform their identity contents and/or structure (Schachter & Rich, 2011), through scaffolding, discussion and making identity formation visual and tangible through an 'identity mapping' procedure (see below).

The processes of identity formation are intended to be enacted through predominately identification and exploration (Schachter & Rich, 2011). Identification meaning that the programme aims to facilitate a pupil's recognition of certain traits and characteristics that they possess and adopt these as self-defining (Schachter & Rich, 2011). Exploration meaning that the programme aims to help children begin to be reflexive through discussions about the identifications they are making and creating awareness to alternative identifications their peers are making (Schachter & Rich, 2011).

One element of identification processes that the programme aims to facilitate is developing the ways that children narrate and tell a story about these identifications. Through developing a story about their life, this will contribute to their sense of narrative identity (Renshaw, 2019). As a way to make this accessible for KS2 pupils, a structured approach to visually and explicitly outlining different aspects of identity is needed.

To facilitate this, adaption of 'Social Identity' mapping (Jacobson & Mustafa, 2019) is proposed. Social Identity mapping was originally developed by

qualitative researchers to address researcher positionality and reflexivity in qualitative research (Jacobson & Mustafa, 2019). Much like how social identity mapping is used in critical qualitative research to address researcher positionality, this could be applied and adapted to an educational context to facilitate pupil's understanding of their identities. In order to ensure that this was accessible to primary-aged pupils, the researcher took the premise of social identity mapping and adapted it for children through combining the theory of social identity mapping (Jacobson & Mustafa, 2019) and identity theory more broadly (Illeris, 2014) and then positioned this within the IdEd framework (Schachter & Rich, 2011) (see Appendix 18 for an indicative example).

3.3.3 The 'What Makes Me Programme'

Situated within the specified theoretical underpinnings, the 'What Makes Me' Identity Education programme is a manualised, whole-class programme developed for KS2 primary-aged (7-11 years old) children and delivered by class teachers. The programme consists of eight, one-hour lessons that combine a teaching and discussion phase followed by an identity mapping phase. Lessons are intended to be delivered once per week and designed to fit within the recommended PSHE curriculum in the UK.

The programme is manualised meaning that all of the programme content was created by the researcher, including the slides for delivery. Class teachers use the slides and lesson plans to navigate the predetermined material. The researcher considered targeting the programme to specific groups. However, a universal approach was agreed upon as benefits may be

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seen for all children who take part in the programme and so there would be benefits to delivering the programme on a 'whole class' level. Indeed, positive identity development is a beneficial aspiration for all pupils. Similarly, the programme was considered to be researcher led as opposed to teacher led. However, if the programme is able to be manualised and led by teachers this would mean that, in the future, the programme would be able to be easily used by other teachers in other settings, beyond the research.

Each lesson is focused on a different aspect of identity and by the end of the programme it is intended that pupils will have created an 'identity map' which describes their various identities on which basis they can begin to form an explicit story about themselves, or narrative identity. Therefore, the outcome of the programme was for pupils to have developed a stronger sense of identity through having a broad and holistic narrative that they can tell about themselves, covering wide ranging aspects of their identities. As a result, it was expected that, due to increased feelings of identity, increased feelings of wellbeing and a stronger sense of belonging would also be observed as indicated in previous research (Boston & Warren, 2017; Hughes et al., 2015; Sharma & Sharma, 2010; Stirratt et al., 2008). Table 3.1 provides the topic headings and a brief descriptor for each lesson of the programme and Appendix 6 provides a detailed overview of lesson content covered in each lesson.

Table 3.1. Lesson topic overview of the 'What Makes Me' programme

Lesson Number	Lesson Topic
	Description of lesson content
Lesson 1	**Introduction to the programme, Identity and 'Identity mapping'**

	Pupils are introduced to the programme, identity mapping and, through videos and discussion, are introduced to the concept of identity.
Lesson 2	**Family Stories and where we grow up** *Following a homework task, pupils are invited to discuss their family stories and their local communities and write about this on their identity maps.*
Lesson 3	**Culture and ethnicity** *Through discussion, videos and taught content, pupils learn about cultural identities and outline relevant information on their identity maps.*
Lesson 4	**The groups we belong to** *Through discussion and taught content, pupils identify the micro and macro groups that they belong to and contribute to their identity maps.*
Lesson 5	**Values and personal identity** *Through discussion, videos and taught content, pupils identify their personal values, hobbies, interests and other personal characteristics and write about them on their identity maps.*
Lesson 6	**Changing identities and future aspirations** *Through discussion and taught content, pupils consider how their identities may evolve in the future and identify future aspirations and add this information to their identity maps.*
Lesson 7	**What Makes Me story** *Pupils reflect back on their identity maps and choose how to develop a comprehensive narrative which describes their identity in the domains discussed during previous lessons.*
Lesson 8	**Celebration and sharing stories** *Pupils are provided with the opportunity to share their identity maps and narratives to celebrate their stories.*

3.3.4 Relevance to Educational Psychology

For educational psychologists (EPs), the use of an IdEd programme could be

helpful for use at a whole class level in school contexts where senior leaders

are concerned with pupils' sense of identities, understanding of identities and/or KS2 year groups that have low general wellbeing or social and emotional difficulties. EPs working with schools that have this context could recommend the use of this programme on this basis. Similarly, the programme could be recommended by EPs for particular vulnerable populations, for example refugees and unaccompanied asylum-seeking children or on an individual level when a pupil is facing difficulty with their mental health. There may also be utility in utilising the programme to support discussions regarding recent events such as the Black Lives Matter movement and the draft transgender guidance published by the Department for Education.

Furthermore, EPs could recommend the programme for use on a group level or in specialist settings for pupils who have social and emotional difficulties and/or Special Educational Needs. In previous research, EP research groups have used Digital Storytelling methodology to co-construct knowledge between researchers, practitioners, children and families about educational transitions for autistic children in the early years (Parsons et al., 2022). Digital Storytelling methodology could be combined with the IdEd programme to address this area in the future.

3.4 Research Questions

The current study aimed to investigate the following research questions:

Research Question 1:

Does participation in the 'What Makes Me' programme improve wellbeing, school belonging, life satisfaction and self-esteem outcomes for Year 5 primary school children?

Four hypotheses were established for research question 1:

1a) Participation in the 'What Makes Me' programme will lead to increased wellbeing in Year 5 primary school children as measured by the Stirling Children's Wellbeing Scale.

1b) Participation in the 'What Makes Me' programme will lead to enhanced self-esteem in Year 5 primary school children as measured by the Rosenberg Self-Esteem Scale for Children.

1c) Participation in the 'What Makes Me' programme will lead to improved life satisfaction in Year 5 primary school children as measured by the Students Life Satisfaction Scale.

1d) Participation in the 'What Makes Me' programme will lead to increased sense of belonging in Year 5 primary school children as measured by the Psychological Sense of School Membership Scale.

Research question 2:

What are teachers and pupils' experiences and perceptions of participation in the 'What Makes Me' programme?

2a) What did teachers and pupils participating in the 'What Makes Me' programme perceive as barriers and facilitators to identity development and/or the developmental of attributes related to wellbeing and belonging?

2b) What did teachers and pupils participating in the 'What Makes Me' programme perceive as potential future adaptions to the programme?

3.5 Methods

3.5.1 Design

The current study employed an embedded experimental mixed methods design (Creswell & Plano Clark, 2011) to investigate the impact of the 'What Makes Me' programme on pupil self-esteem, general wellbeing, life satisfaction and sense of belonging in school. For the embedded design, dominant status was given to the quantitative element (Johnson & Onwuegbuzie, 2004). Embedded designs are a mixed method design in which one data set provides a supportive, secondary role in a study based primarily on the other data type (Creswell & Plano Clark, 2011) (see Figure 3.1 for a diagrammatic explanation of an embedded design). This design is appropriate when researchers need to include qualitative or quantitative data to answer a research question within a largely quantitative or qualitative study (Creswell & Plano Clark, 2011). In the current study, the quantitative aspect was conducted alongside a qualitative analysis of non-intrusive, naturalistic field observations of lessons by the researcher alongside teacher and pupil semi-structured interviews. A mixed-methods design was utilised in order to collect richer data, gain a greater understanding of the effectiveness of the programme through the perspectives of those involved and to facilitate the future development of the programme (Powell et al., 2008).

Figure 3.2. A diagrammatic explanation of an embedded design adapted from Creswell and Plano Clark (2011)
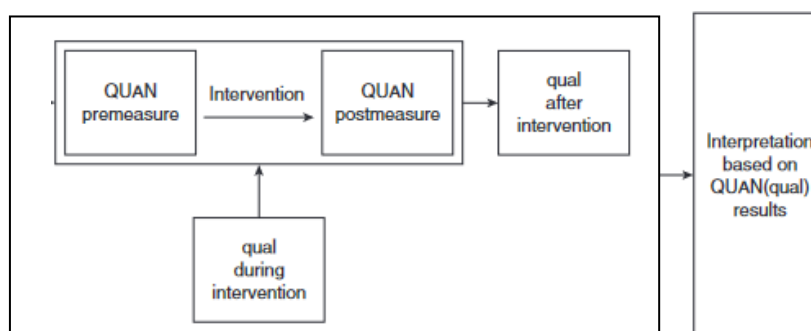
For the quantitative aspect of the embedded design, and to address research question 1, a quasi-experimental design was employed. Participants were allocated to a programme delivery group and a wait-list comparison group. A wait-list comparison group was chosen for ethical reasons. For instance, by choosing a wait-list comparison group, pupils were not denied a programme that may have been beneficial to them. Participants in both groups completed questionnaire measures pre-programme delivery and post-programme delivery. See figure 3.2 for a flow diagram of how this design was applied to the research process in this study.

For the qualitative aspect of the study, and to address research question 2, field observations and semi-structured interviews were carried out. Semi-structured interviews with pupils were selected over focus groups due to focus groups potentially being biased when involving children (Cohen et al., 2018). This is because children may be less likely to state an opinion that goes against the group (Cohen et al., 2018). The naturalistic field observations took place during the delivery of the programme and, once the

programme had concluded, semi-structured interviews with teachers who delivered the programme and pupils who completed it were conducted.

Figure 3.3. Flow diagram of the research process

Group 1 Programme Delivery Group	Group 2 Waitlist Comparison Group

↓ ↓

Pre-test Measures Rosenberg Self-Esteem - Children PSSM-P SCWB LSS	Pre-test Measures Rosenberg Self-Esteem - Children PSSM-P SCWB LSS

↓ ↓

Programme Delivered - *8 Week Period* (qualitative field observations conducted)	Schooling provided as normal – *8 Week Period*

↓ ↓

Post-test Measures Same measures administered as before	Post-test Measures Same measures administered as before

↓ ↓

Semi-structured interviews With pupils and teachers	Programme able to be delivered

Key:

PSSM-P = Psychological Sense of School Membership Scale – Primary

SCWB = Stirling Children's Wellbeing Scale

LSS = Life Satisfaction Scale

3.5.2 Participants

A power analysis (Barker, 2015) using G-Power with α = 0.05 and β = 0.8 and assuming a small effect size, as is consistent with prior research (Ruini et al., 2020), was conducted and suggested a total sample size of 140 participants, 70 participants in the comparison group and 70 participants in the programme delivery group.

Participants were taken from three primary schools (one four form entry, one two form entry and one one form entry) in two boroughs of South London. Schools were recruited through an orchestrated email campaign where emails were sent to all primary/junior schools within two boroughs, advertised via local authority school newsfeeds and through EPs within three educational psychology services contacting their link schools.

In total, 136 Year 5 pupils were initially recruited for the study. However, one school (63 participants) was excluded from the study due to not achieving an adequate degree of fidelity when implementing the programme. In this school, pre-data was collected from three classes, however, two classes opted out of completing the programme and the third class did not follow the programme as designed and opted to only complete the identity mapping aspect of the programme. As a result, this class (20 pupils) was unable to be included in the comparison group or programme delivery group due to delivering some aspects of the programme but not implementing the programme as designed. Therefore, included in the final study were two primary schools and a total of 73 Year 5 pupils (35 females, 38 males, 9-10 years old).

For the quasi-experimental aspect of the study, a non-probability purposive sampling procedure was utilised (Vehovar et al. 2016), whereby the participants and participating institutions were selected based on the judgment of the researcher (Vehovar et al., 2016). 46 participants (23 female, 23 male) were in the programme delivery group and 27 participants (12 female, 15 male) were in the wait-list comparison group. To allocate participants into the programme delivery group and comparison group, a matched school group design was employed (e.g. Education Development Center, 2017). This meant that participants were not randomly allocated and the schools were matched on characteristics and compared post intervention (Education Development Center, 2017). See Table 3.2 for each characteristic the schools were matched on.

For the qualitative aspect of the study, all teachers who delivered the programme (n=2, 1 male, 1 female) were invited to semi-structured interviews. Likewise, convenience sampling was utilised (Adler et al., 2019) to gather a sample of pupils who had experienced the programme and had consented. To this end, six pupils (four male, two female) were invited to semi-structured interviews. All pupils in the programme delivery group, where appropriate consent was acquired, were included in the researcher's naturalistic field-observations (46 participants; 23 male, 23 female).

In regards to a rationale for the qualitative sample size, Braun and Clarke (2022a) outline that for Reflexive Thematic Analysis (RTA) (the approach to qualitative analysis used in this study), "there are no particular participant group/data set selection requirements… neither regarding how many data

items, nor how the participant group/data is selected" (Braun & Clarke, 2022a, p. 13). Moreover, they describe that a sample size in RTA should be selected by "reflecting on what is ideal (constant with the purpose of research, analytic orientation, and theoretical underpinnings) and what is practical (e.g. time, resources, or norms or expectations of local – institutional and research field – context)" (Braun & Clarke, 2022a, p. 14). Therefore, the qualitative sampling approach and size in the current study is considered *practical* and as close to *ideal* as practically possible given that the qualitative data was pooled for analysis and so a total sample size of eight participants took part in the semi-structured interviews. This total sample size was considered ideal by the researcher in terms of gathering enough 'rich' data.

In terms of 'theoretical saturation', Braun and Clarke (2022a) outline that this notion is inextricably linked to a grounded theory approach and is not philosophically and methodologically consistent with RTA. They state that informational or meaning sufficiency is more of a useful concept for the point at which to stop data collection in RTA (Braun & Clarke, 2022a). This is something that can only be reflexively determined in situ (Braun & Clarke, 2022a). Therefore, the pooled data that was analysed and regarded to have achieved meaning sufficiency after reflexive consideration.

For ethical reasons, the researcher was unable to restrict the participants access to other interventions that those in the programme delivery group were receiving at the time. To the best of the researcher's knowledge, the whole class groups were not receiving any other social-emotional or identity-

related intervention/programme alongside the 'What Makes Me' programme during the programme delivery period.

3.5.3 Procedure

Primary schools within four London boroughs were approached via email. In addition, the project was advertised via a weekly Special Educational Needs Coordinator (SENCo) newsletter in two boroughs and through EP colleagues sharing the information with their link schools. Once potential participant schools had shown an initial interest, the school senior leadership team (SLT) were provided with the opportunity to meet with the researcher to discuss the research and what their participation would involve. Following discussion, and after being provided with the senior leadership information sheet (see Appendix 7), if the SLT were happy to participate, a member of the school's senior leadership team signed an informed consent sheet to agree to participate in the research. Once SLT consent (see Appendix 8) had been secured, Year 5 teachers were approached, provided with information sheets and consent forms (see Appendix 9) and the opportunity to discuss any questions with the researcher. Similarly, before delivering the programme, the teachers met with the researcher to discuss and clarify the programme content. The teachers were also free to contact the researcher anytime throughout the programme delivery period to ask questions.

Next, parents or carers of all pupils within the Year 5 cohort were sent a participant information sheet and opt-out consent form (see Appendix 10) for the quantitative phase of the research. Parents were given the option of

opting-out of the research by either returning the slip attached to the consent form, or by emailing the office by a specified date.

Once the appropriate consent procedures were finalised, the researcher and Year 5 class teachers gathered informed consent from the pupils before administering the pupil questionnaire measures (see Appendix 11 for standardised scripts). Upon completion of the questionnaires, pupils in the programme delivery group were provided with the 'What Makes Me' programme and the pupils in the wait-list comparison group received teaching as normal.

During the delivery of the programme, the researcher conducted two core activities, naturalistic field observations for the qualitative aspect of the study and programme fidelity checks to gather data regarding fidelity of implementation (see Appendix 12).

Immediately following the completion of the programme, questionnaires were re-administered, in the same way (see Appendix 11 for standardised script), in both the programme delivery group and the wait-list comparison group.

3.5.4 Ethical Considerations

The current research project received approval from the UCL ethics committee and adhered to the guidelines set out in the British Psychological Society's Code of Human Research Ethics (BPS, 2021). Both opt-in and opt-out consent procedures were used. All data collected was pseudonymised.

Data protection registration and training was completed via the researchers attached university. The university data protection team granted approval for

the research to be conducted and agreed that appropriate considerations to GDPR had been made in the study. For data protection purposes, all electronic data was stored on an encrypted laptop and paper-based data was stored in a locked filing cabinet before being securely destroyed.

Although the content of the programme is recommended by the Government through the Personal Social Health and Economic (PSHE) association and Ofsted, careful consideration was still required to ensure safeguards and procedures were in place should the programme cause any distress to children. Aspects of the programme focus on elements of family history and past circumstances that may be difficult for the family or child to talk about. Moreover, Looked After Children (LAC) and/or children who have experienced adverse childhood experiences or trauma may find aspects of the programme challenging. Equally, speaking about some aspects of identity may be uncomfortable or difficult to talk about for some children. Therefore, it was made clear in the programme guidelines that children had the right to withdraw and that families did not have to participate.

Parents or carers and the children were briefed on the contents of the programme before teaching commenced and could opt-out. Teachers were briefed by the researcher on what to do if teaching content triggered emotional distress in a child or the pre/post self-report measures raised safeguarding concerns. If a child became distressed during the delivery of the programme or while completing the questionnaires, the teacher would follow their school procedures for when a child is in distress in the classroom.

Teachers were also able to contact the researcher to discuss any situations that arose while delivering the programme.

During the semi-structured interviews with children, there was an opportunity for power imbalance between the researcher and the child participants (Nixon, 2013). To overcome this power imbalance, providing a comfortable setting for the interview, sitting at the child's level, treating the interviewees with the utmost respect and establishing 'ground rules' at the beginning of the interview has been recommended (Nixon, 2013). Therefore, during semi-structured interviews with pupils, the interviews were conducted in a familiar and quiet classroom in the pupils' school, the researcher sat on the same sized chair, sitting side on and close to the same height as the pupils, the researcher treated the interviewees with respect at all junctures and the ground rules were standardised and shared with all pupils at the beginning of each interview. This script was approved by the UCL Ethics Board.

Moreover, social desirability in qualitative responses in both teacher and pupil interviews was acknowledged and strategies were employed to avoid or limit bias. This included techniques for introducing the study, establishing rapport and asking questions (Bergen & Labonté, 2020). For example, the researcher provided assurances by asking questions and waiting for participants to respond, emphasising that their opinions are not wrong, explaining the confidentiality procedures at the beginning of the interviews, returning to these if needed and asking follow up questions to generic or incomplete responses (Bergen & Labonté, 2020). Rapport building was also an important part of the procedure. The presence of the researcher during

the programme delivery period was beneficial and meant that the researcher

was not an unfamiliar adult at the time of the interview and the teachers had

time to develop trust and rapport with the researcher.

3.5.5 Description of Settings

The settings included in the study were state maintained primary schools in

the same borough of South West London. Please see Table 3.2 for a

description of the school settings using open-access government data. The

schools were matched on each metric outlined in Table 3.2.

Table 3.2. Data descriptions of the school settings included in the study

	School 1: Primary School in Programme Delivery Group	School 2: Primary school in wait-list comparison group	National Average for Primary Schools
Age range of school (gender of pupils) and religious affiliation	4 – 11 (mixed gender), catholic primary school	4 – 11 (mixed gender), catholic primary school	-
Total number of pupils on roll	457	248	282
Girls on roll/Boys on roll	46.61%/53.39%	49.19%/50.81%	49%/51%
Pupils with a SEN Education, Health and Care Plan	1.97%	2.82%	4.08%
Pupils with SEN support	10.07%	8.06%	-
Pupils whose first language is not English	36.3%	47.60%	22%
Pupils eligible for free school	11.03%	6.05%	25.14%

meals at any time during the past 6 years

3.5.6 Fidelity of Implementation

The fidelity of programme implementation was moderated using a fidelity checklist. Fidelity can be defined as the adherence of delivery to the protocol originally developed (Mowbray et al., 2003). A fidelity checklist was developed according to previous literature and Gage et al.'s (2020) systematic review which operationally defined five types of fidelity in educational research and practice. The identified types of fidelity include adherence, exposure, quality, responsiveness and differentiation (Gage et al., 2020). A fidelity checklist was developed using these criteria (see Appendix 12). Fidelity checks were conducted on three occasions during the programme delivery period in school 1 and on one occasion with school 3. After this fidelity check, and upon further discussion with the class teacher, data from school 3 was excluded from the study.

In school 1, fidelity checks were carried out in lesson 3, 5 and 8 of the programme. Lesson 3 received a 91.11% total fidelity of implementation score comprised of 80% fidelity for adherence, 93.33% fidelity for responsiveness and 100% fidelity for quality. Lesson 5 received a 91.11% total fidelity of implementation score comprised of 80% fidelity for adherence, 93.33% fidelity for responsiveness and 100% fidelity for quality. Lesson 8 received a 96.67% total fidelity of implementation score comprised of 90% fidelity for adherence, 100% fidelity for responsiveness and 100% fidelity for quality. Furthermore, as a result of discussion with the teachers delivering the

programme, the researcher is aware that fidelity for lesson 7 was low. This is

due to the teachers using this lesson to allow pupils to finish creating their

identity maps and spending less time than planned on pupils writing up their

'What Makes Me' stories as was originally planned in the programme lesson

plans.

3.5.7 Quantitative Data Collection and Analysis

In existing research there is an established link between having a greater

sense of identity and sense of self and enhanced wellbeing (McCall et al.,

2017; Sharma & Sharma, 2010). Similarly, research has identified a link

between more established social and ethnic identities and a sense of

belonging (Afrose Kabir, 2014; Boston & Warren, 2017). Identity and life

satisfaction have also been seen to be linked, with individuals who

emphasise negative self-aspects as part of their identity reporting lower life

satisfaction (Stirratt et al., 2008).

Therefore, for the quantitative phase of the study, due to there not being an

established identity questionnaire measure for the targeted age group, social

and emotional outcomes of participants were measured using four

questionnaires (see Appendix 13).

3.5.7.1 The Stirling Children's Wellbeing Scale (SCWBS)

The SCWBS (Liddle & Carters, 2015) is a holistic, positively worded measure

of emotional and psychological well-being in children. The SCWBS has two

subscales, a six-item 'positive emotional state' scale, a six-item 'positive

outlook' scale and a three-item social desirability scale. For each item,

participants complete a Likert scale comprised of five responses (never, not

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much of the time, some of the time, quite a lot of the time, all of the time). To score the SCWBS, the three social desirability items are scored and if the score is 3 or 14/15 this indicates that the participant's wellbeing scores should be treated with caution (Liddle & Carter, 2015). All other items are scored to achieve a total score and two subscale scores. The SCWBS has shown good internal reliability (α = 0.85), construct validity (0.7) and test-retest reliability ($P < 0.01$) (Liddle & Carter, 2015). Example items from the questionnaire include; 'I enjoy what each new day brings' and 'I've been feeling relaxed'.

3.5.7.2 The Brief Multidimensional Students' Life Satisfaction Scale (BMSLSS)

The BMSLSS (Huebner, 2004) is a brief, five-item measure of life satisfaction across five domains; family, friends, school, self and living environment, with one questionnaire item being dedicated to each of the five domains. Participants respond to the measure by indicating their response on a seven-point scale that includes terrible (1) to delighted (7) response options. To score the BMSLSS all item scores are totalled to gain a total score. The BMLSS has been shown to have well founded psychometric properties. Internal consistency has been reported as α = .75 and construct validity and criterion-related validity has been reported as high (Huebner, 2004). Moreover, more recent analysis has found reliability to be α = .87 (Costa et al., 2022). Example items from the questionnaire include; 'I would describe my satisfaction with my family life as…' and 'I would describe my satisfaction

with my friendships as…'. Responses are then ranked on a scale of 1 (terrible) to 7 (delighted).

3.5.7.3 The Rosenberg Self-Esteem Scale for Children (RSES-C)

The RSES-C is an adapted version of the widely used Rosenberg's Self-Esteem Scale, used to assess global self-esteem (Wood et al., 2021). The RSES-C is a 10-item questionnaire that has been validated for children aged seven to 12 years old. Participants indicate their responses on a four-point scale of very true to definitely not true (very true, true, not true, definitely not true). Four items in the scale are reversed to increase confidence in the correct completion of the measure (Wood et al., 2021). To score the RSES-C, items are totalled, with the reversed items being scored in reverse to gain a total children's global self-esteem score. The RSES-C, has demonstrated good internal consistency (α = 0.79) and can be considered as reliable (Wood et al., 2021). Example items from the questionnaire include; 'I can do things as well as most other children' and 'I feel that I'm as good as everyone else'.

3.5.7.4 The Psychological Sense of School Membership Scale – Primary (PSSM-P)

The PSSM-P (Goodenow, 1993; Wagle et al., 2018), is an eight-item self-report questionnaire designed to assess children's sense of belonging in school. Validation for primary aged pupils has taken place, adapting the primary-aged scale from the original adolescent version (Goodenow, 1993). Participants indicate their responses on a four-point scale of not at all true (1) to completely true (5). To score the PSSM-P, the items are totalled to receive

a total belonging score. The PSSM-P has been shown to have a high internal consistency in UK samples (α = 0.83) (Wagle et al., 2018). Example items from the questionnaire include; 'Do you feel like a real part of your school?' and 'Are you proud to be a part of your school?'.

3.5.8 Quantitative Data Input and Analysis

After post-programme data was collected from participants, pre and post test data within the programme delivery and comparison group and between the programme delivery and comparison group was analysed. In order to analyse main effects and interactions, a series of Mixed Model Analysis of Variance (ANOVA) were conducted, one for each questionnaire measure (Langdridge & Hagger-Johnson, 2013). Mixed Model ANOVA was an appropriate form of analysis due to its robustness against type 1 error and unequal group sizes (Langdridge & Hagger-Johnson, 2013).

When inputting participant data, up to two items of missing data on each participant questionnaire measure was allowed as a baseline level. For the missing data, an estimate for the missing items was calculated by totalling the subscale or questionnaire score and dividing that number by the number of items in the subscale or questionnaire. This value was then rounded to the nearest whole number and included when calculating the questionnaire total scores. If a participant indicated two responses on a single item, the higher value response was assumed. Finally, if a participant's social desirability score on the SCWBS fell within the cut offs, social desirability in responses was indicated and so the data of that participant was excluded from the SCWBS analysis.

3.5.9 Qualitative Data Collection and Analysis

For the qualitative phase of the study, semi-structured interviews and, during the delivery of the programme, naturalistic field observations were conducted. The purpose of the naturalistic observations was two-fold, to observe the participants in their natural setting where the programme was delivered and to inform the development of semi-structured interview schedules (Cohen et al., 2018). During these observations, the researcher acted as an 'observer', non-intrusively immersing themselves in the environment, overtly recording what was seen and heard, with the researcher known to the group but having minimal contact (Cohen et al., 2018). The researcher aimed to generate 'thick descriptions' of the lessons taking place (Cohen et al., 2018). Thick descriptions involved recording, for example, speech acts, non-verbal communication, descriptions and the timings of events (Cohen et al., 2018). The researcher observed three lessons during the programme delivery period where detailed observational notes were taken (see Appendix 14). The lessons the researcher observed were selected on the basis of convenience and other time commitments.

Combined with naturalistic field observations were semi-structured interviews. Semi-structured interviews were conducted with the two teachers who delivered the programme and a sample of six pupils who received teaching as part of the programme. The purpose of the interviews was to gain an understanding of teacher and pupil perspectives regarding the programme as per research question 2 (see Appendix 15 for teacher and pupil semi-structured interview schedules). Furthermore, children can lack power and control over their own lives, therefore, it is important to ensure that

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children are given a voice and so this was a further rationale as to include pupil interviews (Maguire, 2005). Semi-structured interviews were utilised over other interview methods, such as, structured/unstructured interviews in order to ensure that follow up questions could be asked if and when participants said something of interest but also so that a sense of structure and continuity of questions between participants was seen (Cohen, 2018).

During the planning and designing of the interview schedules, the objectives of the interviews, the nature of the subject matter and a further consideration of factors was undertaken and the interview schedules were developed with these considerations in mind (Cohen et al., 2018). This resulted in some questions focusing on evaluating the process of delivering the programme (Cheng & Metcalfe, 2018), including perceived strengths of the programme and points for development and other questions focusing on teacher and pupil perspectives on the process of completing the programme and the social-emotional outcomes of the programme.

The naturalistic field observations aimed to inform the development of the semi-structured interviews through identifying events, moments or activities that happened during the lessons in order to refer back to them during the interviews. In practice, the semi-structured interview questions were kept broad, However, the observations did help to inform the broad areas that were considered during the interviews. For example, the observations informed the understanding that there may have been uncomfortable moments of discussion and so a question was asked in regards to this during the pupil interviews (Appendix 15).

The semi-structured interviews were conducted individually, in a quiet and confidential space and were audio-recorded. The interviews with teachers lasted between 20-30 minutes and 10-15 minutes per pupil, as is considered reasonable in the literature (Cohen et al., 2018). Upon completion of the interviews, the audio-recordings were transcribed by the researcher by hand and then destroyed following completion of the research. Pupils selected to participate in the semi-structured interviews were selected on the basis of convenience sampling (Adler et al., 2019) with considerations being, for example, selecting pupils whose parents had provided the appropriate consent and the pupils needing to be in school on the day the interviews took place.

Piloting the semi-structured interviews was considered, however, due to the limited number of participants for the teacher interviews (n=2), and the low number of returned opt-in parental consent forms for the pupil interviews, it was considered that it would not be feasible to conduct specific pilot interviews. On a pragmatic basis, as much data as possible was needed to inform the qualitative findings and, therefore, it was deemed not be practical to pilot the interviews with the possibility of having to exclude that data from analysis. However, the integrity of the semi-structured interview questions was considered through close analysis of the literature regarding the development of interview questions (e.g. Cohen, 2018), the naturalistic field observations were intended to support the development of interview questions and the researcher reflected on the questions after each interview (Appendix 15). After reflecting on the questions after each interview, it was considered that no changes were needed to the initially devised interview

questions and the structure of the interviews remained consistent. However, this would have acted as an iterative process with each interview informing the development of the next and, as such, each interview acting as a pilot interview for the next.

The qualitative data collected during the observations and interviews was analysed using Reflexive Thematic Analysis (RTA) (Braun & Clarke, 2021; Braun & Clarke, 2022a; Braun & Clarke, 2022b; Braun & Clarke, 2023). Inductive RTA was used to generate an understanding of teacher and pupil perspectives with no predetermined theory of the perspectives that were shared (Braun & Clarke, 2022a). RTA involves a six-phase process; dataset familiarisation, rigorous and systematic coding, generating initial themes, developing and reviewing themes, refining, defining and naming themes and producing the analytic report (Braun & Clarke, 2022b). These phases are not 'stepped' but iterative and allow the researcher to engage in a cyclical process of revisiting previous phases to conduct further analysis (Braun & Clarke, 2022b). The qualitative dataset analysed included the semi-structured interviews of teachers and pupils and the naturalistic field observations. In analysis, all three streams of qualitative data were combined and coded together as one overall dataset.

Braun and Clarke (2023) discuss how RTA procedures should not be prioritised over reflexivity and theoretical sensitivity and are not in place to enforce proceduralism but are in place to encourage a 'knowing' practice of TA (Braun & Clarke, 2023). This is, a practice of a researcher who strives to

'own' their perspectives both personal and theoretical, is deliberative in their decision-making and reflexive in their practice of TA (Braun & Clarke, 2023).

As such, in line with the RTA processes, "coding quality is *not* dependent on multiple coders; a single coder/analyst is typical in reflexive TA" (Braun & Clarke, 2022a, p. 9). Therefore, the researcher coded the data independently and coding reliability checks were not conducted. Braun and Clarke (2022a) outline that TA which uses coding reliability or credibility checks becomes what they term 'Coding Reliability TA', a method that is distinct from reflexive TA. Reflexive TA as the approach to analysis was chosen from the 'spectrum of TA' (Braun & Clarke, 2022a) due to the ontological and epistemological position adopted in this research and the researcher wanting to gain a rich interpretation that can be diminished through coding reliability processes (Braun & Clarke, 2022a). Specifically, themes in coding reliability TA tend to be understood "as a topic rather than [being] meaning-based" (Braun & Clarke, 2022a, p.6). In the current study the researcher intended to gain a rich and meaningful understanding of participant experiences in relation to the programme and so a RTA approach was followed as outlined by Braun and Clarke (2022a).

In qualitative analysis, the researcher engaged with the six-phase process of RTA, first becoming familiar with the dataset through transcription, reading and re-reading, listening back to audio recordings and making notes in a reflexive journal (Appendix 17). During coding, the researcher worked systematically to inductively code both a semantic (explicit or surface) and latent level (implicit) of meaning (Braun & Clarke, 2022b). From this, initial

themes were generated and constructed by the researcher which identified

shared patterned meaning across the data set (teacher and pupil interviews

and observations) relevant to research question 2. Once candidate themes

were developed, the viability of the overall analysis was tested for 'fit' by

going back to the full dataset and reviewing the themes around central

organising concepts (Braun & Clarke, 2022b). Themes were developed and

reviewed, and, once themes were fully developed, they were refined, named

and written up in the findings section of this report. Examples of this process

can be seen in Appendix 16.

In qualitative research the principles of validity and reliability are less

applicable and, instead, principles of credibility and dependability are more

appropriate, alongside confirmability (Cope, 2014). Dependability refers to

the explicit and thorough reporting of the qualitative research design,

implementation, data gathering, analysis and reflexivity (Cope, 2014). In the

current study, the researcher intended to establish dependability through a

thorough reporting of the qualitative research design and approach in the

methods section. Confirmability refers to the researcher's ability to

demonstrate that the data represents the participants' responses and not the

biased views of the researcher (Cope, 2014). Confirmability can be enhanced

through exemplifying that findings have been derived directly from

participants and the use of rich quotes (Cope, 2014). In the current study, the

researcher intended to demonstrate confirmability through the presentation of

rich quotes from participants. Credibility refers to what extent the research

addresses or give meaning to the questions it intended to address (Cope,

2014). In the current study, the researcher intended to establish credibility through maintaining a high level or reflexivity throughout the project.

3.5.10 Reflexivity

Reflexivity is a process of self-awareness and understanding of a researcher's axiology and how this may have implications in the research and data analysis process (Patnaik, 2013). Directing enquiry towards the self is central to the researcher bringing out the inter-subjectivity inherent in qualitative research (Patnaik, 2013). To enable reflexivity in the current study, the researcher utilised a reflective journal and social identity mapping (Jacobson & Mustafa, 2019) to help decision making during the research process and to increase degrees of self-awareness (Appendix 17). Likewise, during the naturalistic field observations, reflections were included when appropriate in relation to ethics, reactions and possible further inquiry (Cohen et al., 2018). The researcher's personal positioning in relation to the topic and the participants was considered (Braun & Clarke, 2022). This included how the researcher being an observer in the system and learning environment impacted the observations and, later, the semi-structured interviews.

3.6 Findings

In the findings section, the quantitative analysis is presented first before the qualitative findings are presented in themes and discussed.

3.6.1 Quantitative Analysis

Assumptions of mixed model ANOVA were tested in order to adhere to the appropriate analysis of quantitative data (Langdridge & Hagger-Johnson, 2013). First, a normal distribution of data was assessed using Q-Q plots. All

data was seen to be normally distributed and no significant outliers were identified. Homogeneity of variances were calculated for each combination of the groups using Levene's test for homogeneity of variances. For all but one group Levene's test for homogeneity of variances were not significant indicating equal group variance and meaning the assumption of homogeneity of variance is met (Langdridge & Hagger-Johnson, 2013). However, post-test data relating to the PSSM-P was significant ($p = .014$) and so violated the assumption of homogeneity (Langdridge & Hagger-Johnson, 2013). As a result, a Welch's ANOVA was conducted for this data as a robust test of equality of means. For the assumption of sphericity at least three conditions are needed (Langdridge & Hagger-Johnson, 2013). Therefore, as the repeated-measures variable has only two levels the assumption of sphericity is met.

Research question 1 asked; Does participation in the 'What Makes Me' programme improve wellbeing, school belonging, life satisfaction and self-esteem outcomes for Year 5 primary school children? In order to investigate this question a series of mixed model ANOVAs were run. There was one factor, 'programme completion', with two levels, the programme delivery group and a comparison 'teaching as normal' group.

Hypothesis 1a; Participation in the 'What Makes Me' programme will lead to increased wellbeing in Year 5 primary school children as measured by the Stirling Children's Wellbeing Scale. A mixed ANOVA showed no significant within-subjects main effect of group on pre and post programme wellbeing as measured by the SCWBS, $F_{(1,61)} = .034$, $p = .854$,

$\eta_p^2 = .001$. However, there was a significant between group main effect, F
(1,61) = 1.35, p=.022, $\eta_p^2 = .022$, meaning there was a significant effect of
wellbeing between the programme delivery group and comparison group.
Although, there was no significant wellbeing by group interaction, F (1,61) =
.436, p=.512, $\eta_p^2 = .007$. Due to these results, the sub-question hypothesis
was rejected. See table 3.3 for means scores and standard deviations across
the programme delivery group.

Table 3.3. SCWBS Mean scores and Standard Deviations across the
programme delivery and comparison group

	Programme delivery group			Wait-list group		
Time point	n	M	SD	n	M	SD
Pre-Programme	39	44.48	8.42	24	42.71	7.18
Post-Programme	39	45.15	7.81	24	42.34	9.41

n = number of participants, m = mean, SD = standard deviations

**Hypothesis 1b; Participation in the 'What Makes Me' programme will
lead to increased self-esteem in Year 5 primary school children as
measured by the Rosenberg Self-Esteem Scale for Children.** A mixed
ANOVA showed no significant within-subject main effect of group on pre and
post programme life satisfaction, F (1,62) = .364, p = .549, $\eta_p^2 = .006$. There
was no significant between group main effect, F (1,62) = 2.347, p=.131, $\eta_p^2 = .036$ and no significant life satisfaction by group interaction was identified, F
(1, 62) = .432, p=.514, $\eta_p^2 = .007$. Due to there being no significant results,
the sub-question hypothesis was rejected. See table 3.4 for means scores
and standard deviations across the programme delivery group.

Table 3.4. R-SES Mean scores and Standard Deviations across the programme delivery and comparison group

	Programme delivery group			Wait-list group		
Time point	n	M	SD	n	M	SD
Pre-Programme	38	30.32	4.88	26	28.85	3.92
Post-Programme	38	30.34	4.46	26	28.23	6.54

n = number of participants, m = mean, SD = standard deviations

Hypothesis 1c; Participation in the 'What Makes Me' programme will lead to increased life satisfaction in Year 5 primary school children as measured by the Students Life Satisfaction Scale. A mixed ANOVA showed no significant within-subjects main effect of group on pre and post self-esteem, $F_{(1,67)} = 1.299$, $p = .258$, $\eta_p^2 = .019$. There was no significant between group main effect, $F_{(1,67)} = 1.591$, $p = .212$, $\eta_p^2 = .023$ and no significant self-esteem by group interaction was identified, $F_{(1, 67)} = 1.633$, $p = .206$, $\eta_p^2 = .024$. Due to there being no significant results, the sub-question hypothesis was rejected. See table 3.5 for means scores and standard deviations across the programme delivery group.

Table 3.5. SLSS Mean scores and Standard Deviations across the programme delivery and comparison group

	Programme delivery group			Wait-list group		
Time point	n	M	SD	n	M	SD
Pre-Programme	43	31.67	4.51	26	29.35	4.86

| Post-Programme | 43 | 30.33 | 6.38 | 26 | 29.42 | 6.34 |

n = number of participants, m = mean, SD = standard deviations

Hypothesis 1d; Participation in the 'What Makes Me' programme will lead to increased sense of belonging in Year 5 primary school children as measured by the Psychological Sense of School Membership Scale.

A mixed ANOVA showed no significant within-subjects main effect of group on pre and post school belonging as measured by the PSSM-P, $F_{(1,65)}$ = .3.360, p = .071, η_p^2 = .049. There was no significant between group main effect, Welch $F_{(1, 34.49)}$ = .831, p=.368, η_p^2 = .021 and no significant belonging by group interaction was identified, $F_{(1, 65)}$ = .025, p=.874, η_p^2 = .000. Due to there being no significant results, the sub-question hypothesis was rejected. See table 3.6 for means scores and standard deviations across the programme delivery group.

Table 3.6. PSSM-P Mean scores and Standard Deviations across the programme delivery and comparison group

|	Programme delivery group			Wait-list group		
Time point	n	M	SD	n	M	SD
Pre-Programme	42	34.67	4.76	25	33.28	6.04
Post-Programme	42	33.52	4.79	25	31.92	7.98

n = number of participants, m = mean, SD = standard deviations

3.6.2 Qualitative Analysis

Research question 2 asked; 'what are teachers and pupils' experiences and perceptions of participation in the 'What Makes Me' programme?' Qualitative

observations and semi-structured interviews were combined and analysed using Reflexive TA (Braun & Clarke, 2022b). The analysis of data generated three themes; 'a space for recognising, voicing and hearing others identities', 'fostering growth: understanding, belonging and personal development' and 'moving forward: fundamentals in place but adaptions needed'. These themes identified that, through a reciprocal process of recognising, voicing and hearing other pupil's identities, the discussion and identity mapping that comprised the programme provided a space for identity construction. As a result, this fostered growth in pupils self-understanding, sense of belonging and led to personal development. However, it was recognised that, moving forward, the fundamentals of the programme are in place but adaptions are needed. To demonstrate these findings, vignettes from observations and interviews are offered and Figure 3.4 acts as a theoretical diagram of the thematic analysis.

Figure 3.4. Theoretical Diagram of Reflexive Thematic Analysis
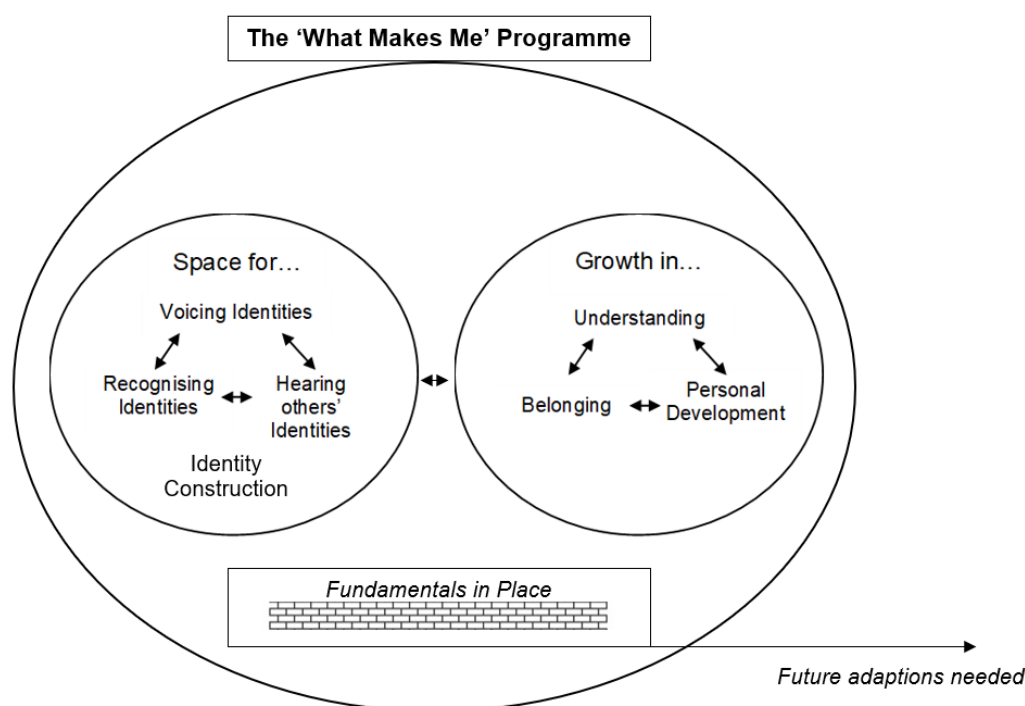
3.6.2.1 A space for recognising, voicing and hearing others identities

Through explicitly timetabling a space, teachers and pupils perceived that the programme provided the opportunity to bring a focus to identity construction, helping the pupils to engage in deeper thinking about aspects of their identity through simply "having the time for discussion". Teachers and pupils reflected that the space the programme afforded allowed pupils to recognise, express and personally share, or give *voice* to identities, making their identities explicit and tangible.

"I get to know all of the stuff that I love and I don't need to think of it all in my head. Because sometimes you forget all the stuff that you love and when you just look at the [identity map] you, you see all of the stuff that you love, you don't need to think of it in your head." (Child 3, p.17)

Through discussion and identity mapping, pupils gave voice to their stories and recognised their 'part identities' (Illeris, 2014). They recognised and voiced, for example, their cultural identities, social identities and communities they belong to, values central to their identities, abilities and future selves, including aspirations for their futures.

When considering cultural identities, Mrs A recognised that the focus on diversity in the programme perhaps generated the most discussion and many of the pupils referred to learning about their cultural identities as being one of their favourite parts of the programme. Pupils voiced their nationalities and cultural identities during discussions or when creating their identity maps, with pupils, for instance, identifying their place and national identities (Proshansky et al., 1983). Some pupils were "surprised" when uncovering

previously unknown aspects of their heritage. Pupils were afforded the opportunity synthesise aspects of their heritage into present and future experiences, connecting 'self and aspects of the world-out-there' (Flum & Kaplan, 2012, p. 240).

Through the content of the programme, pupils recognised diversity and this is something that persisted. Pupils described that "I'm different to you and you're different to me" (Child 2, p.7), that people cannot be "transformed into the same person as you" (Child 2, p.9), "how different is being good" (Child 2, p.7) and that, "if you don't respect each other, there won't be any peace in the world" (Child 5, p.25). This was also observed linguistically, with pupils celebrating and feeling a new sense of pride about the languages that they speak. Pupils voiced the benefits of diversity; "you don't know what their culture is and it's like it's a surprise like you're getting a gift" (Child 3, p.13) and feelings of uniqueness permeated the classroom, "everybody has different core values and just because you think kindness is super important, someone else might not put as much value into that" (Mrs A, p.4).

Pupils reflected a positive sense of their cultural and ethnic identities and positive perceptions of their ethnic identities were mediated by school and teacher characteristics. Therefore, through the programme providing space for pupils to identify and explore cultural and ethnic identities this likely fed into pupil's perceptions. However, Mrs A was unsure whether they fully understood "the diversity aspect yet" (Mrs A, p.6), because they "understand it when you talk about it, but they they think that you're talking about children that don't go to the school" (Mrs A, p.6) and so ensuring that there is

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generalisation of the diversity concept beyond the context of the programme is needed.

Furthermore, pupils came to realise that core values were central to their identities. "It was like, ohh, kindness is just, it's a quality that can someone can have but they didn't realise actually all of that is built into your identity and who you are" (Mrs A, p.4). Pupils recognised and voiced their abilities and strengths in recognising 'talents'. "it helped me feel that I have so many talents and I need to use them more so that really helped" (Child 6, p.37).

Pupils and teachers perceived the programme to provide a space for pupils to recognise and voice the breadth of their social identities and realise the communities that they belong to. "we are all part of a community and, um, it doesn't matter if you're in a club or you're not, 'cause we have a school community, church community…" (Child 6, p.32)

When considering their social identities and the groups they belong to, some pupils did not initially realise that being a part of a club or the school itself encompassed their social identities. "they didn't realise that being part of clubs or being part of [school name] Primary School was making them up as a person." (Mrs A, p.4)

Across different aspects of identities, pupils realised that they had similarities among the group which were previously unknown. "some people I never knew about had similar things [to] me" (Child 4, p.23). It also made some pupils interested in learning more about their classmates' identities; "I'm a Capricorn, so I'd like to know who else is a Capricorn. So that, I know that I'm not the only one" (Child 5, p. 28).

Pupils described that, during the course of the programme, they rediscovered forgotten identities and were afforded the space to engender these lost identities and maintain a balance between stability and flexibility and feeling of being oneself (Illeris, 2014).

"I didn't really remember what countries I was from, what clubs I do. Didn't really appreciate that much. But now I know all the things I do, it makes me think that I I achieved lots of stuff so that really helps a lot… I have so many things and I just forget about them sometimes and maybe I should put bit more consideration into them all, like, but remind myself about it.." (Child 6, p.34)

However, there were references to unvoiced aspects of identity remaining unvoiced in relation to ability.

"looking at the learning needs is probably the one that stood out to me because I don't think the children are realised that that's actually like, that's kind of like I always say to them, like dyslexia is my superpower. But I noticed on the [identity maps] thinking about the children in my class who do have learning needs. Nobody mentioned them at all when they were talking about what makes them up. But actually that's quite an important part of their life." (Mrs A, p.8)

The pupils engaged in voicing their interests on their identity maps, voicing self-aspects that are important to them and 'making sense of' their identities through psychosocial relational processes (Gee, 2000). This process acting as a reminder and a call to action to voice identities and leading pupils to feel special in voicing their identities.

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Alongside space being provided to voice identities, teachers and pupils perceived that space was given to hearing others and referred to the benefits that this had.

"What I realised was actually, they just wanted someone to listen to them, so that that's what mattered most. [It] was that like they they knew Mrs A or Mr B was there as a person to listen to." (Mrs A, p.3)

Child 3 shared that hearing about "other people's lives and what they've been through" (Child 3, p.15) was powerful and important because "they have a lot of good stories" (Child 3, p.15) but also because of the importance of hearing "everyone else's opinions" (Child 3, p.15) because learning can take place through hearing other pupils' stories and identities even if it is not related to their own. Hearing peers' stories seemingly enabled pupils to develop their understanding of others. The programme also provided the space for pupils to "be heard in a different way" (Mr B, p.10), which Mr B outlined as something which teachers "don't always get the chance to do" (Mr B, p.10).

3.6.2.2 Fostering growth: understanding, belonging and personal development

Through the programme providing a space for pupils to engage in processes of recognising and voicing identities and hearing others voice their identities, a theme of fostering growth in pupils understanding, belonging and other attributes of personal development was described.

"I know a lot more now than I did" (Child 1, p.6). Teachers and pupils perceived that the programme increased their awareness and understanding of identity as a concept. Pupils recognised that the programme not only

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helped them develop their understanding of identity but also "help[ed] [them] to understand [other] people" (Child 4, p.22). For example, pupils recognised that through developing an understanding of other cultures you can "understand [those from a different culture] more if [they] do something that you don't recognise" (Child 4, p.19). This allows the pupils to broaden their understanding and comprehend "where they are and how they exist within [a] community" (Mr B, p.9).

Pertinently, the pupils and teachers discussed how the programme helped them to raise an understanding of themselves. For some pupils, learning about their family stories was an important aspect of this self-understanding. "it made me understand who I am as a person by helping me know… my family history" (Child 4, p.23).

Mr B reflected upon if the programme was effective due to its ability to raise understanding and 'enrich' the pupils making them "have to ask questions rather than just sit down and answering them things that they already know" (Mr B, p.15). In turn, shifting the learning process from passive to active and engaging the identity process of exploration through reflexive discussion about their and their peers' identities (Schachter & Rich, 2011).

A further consideration that was identified was the programme's facilitative position in the building of social connections and a sense of belonging among pupils. Pupils and teachers perceived that the programme facilitated this through its emphasis on group discussion, teamwork and collaboration. "talking in a group is good because, it's like you know more stuff about other

people, you can become friends with other people, and then you won't be lonely anymore" (Child 2, p.12).

Pupils described that being and feeling a part of the group led to reduced feelings of loneliness and increased feelings of belonging. Through talking to new classmates during the programme, pupils reported making new or closer friends, feeling more comfortable to talk to others and recognising that their friends are there to support them and "understand me perfectly" (Child 4, p.24). Likewise, by recognising previously unrecognised aspects of social identities, pupils were able to feel a greater sense of belonging with wider communities.

"it makes me feel like I'm actually a part of something because, I don't like the feeling of being left out. I don't think anyone likes it. Um so when I heard that, I felt like ohh, OK, so I'm part of loads communities and I should be happy and for like who I am…" (Child 6, p.32)

However, not all pupils perceived at this time that the programme made them feel more like a part of the group. When Child 2 was asked if they thought the programme helped make them feel more like a part of the group they replied "um, no" (Child 2, p.11), although they were unable to explain this further.

Feelings of belonging and an increased understanding of their identities, allowed, for the most part, pupils to feel happy, inspired, more confident and, at times, led to pupils developing intentions of displaying kindness. "It makes everyone happy and feel happy about everyone's culture, but sometimes sad because, uh people's like pets die and stuff" (Child 3, p.16). "I felt happy because, uh, it, then because I knew some of more my family's history, and it

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really surprised me" (Child 4, p.19). Although Mrs A was not sure if all students took "it fully onto their mental wellbeing" (Mrs A, p.5).

Some pupils reported their levels of confidence increasing, such as increased confidence in their religious identity, feeling pride and confidence in speaking multiple languages and in sharing their heritage with their classmates.

Pupils also reported feeling inspired to achieve their future aspirations. "[The programme] inspired me to, think about what my dream is and trying to achieve it" (Child 6, p.36).

3.6.2.3 Moving forward: fundamentals in place but adaptions needed

Teachers and pupils embodied an evaluative role when sharing their perspectives of the programme. An overarching theme generated from perspectives was the notion that the fundamentals of the programme are established. For example, it was discussed that; the programme is "detailed", teachers are provided with a lot of resources, it is original and unique and, overall, the programme is "helpful" and "enjoyable" and "engaging". However, some adaptions were perceived as needed.

Pupils and teachers described their 'enjoyment' as a central tenet of completing the programme. Pupils described that they "really enjoyed doing it" (Child 4, p.22), for instance, "I enjoyed about learning where everyone was from and what [languages] they spoke" (Child 5, p.27). Likewise, they enjoyed the identity mapping aspect of the programme "the children actually really enjoyed putting together the [identity maps] and like they enjoyed presenting them" (Mrs A, p.2). Part of pupil enjoyment was described as the 'relaxed' feeling created as a result of the space the programme created. "I

think they enjoyed how the project was set up so that they could come in on a Monday and they weren't stressed. They knew they didn't have to like stress about anything" (Mrs A, p.5).

The beneficial nature of the programme allowed for ripples of impact to be felt around the classroom.

"I think I quite enjoyed it in terms of like I could see the impact it was having on other children who maybe haven't had the same. Experiences. And they were like ohh like this is real life and it kind of brought a lot of things home". (Mrs A, p.3)

A further benefit discussed was how the teachers set up the learning environment to deliver the programme. The programme was delivered in a circle time-type manner and this was perceived as beneficial

"one of the greatest tools that you have as a teacher is the environment. And so you structure the environment. So as soon as you change the environment for them and put it in a different way than they're used to, then you can change the conversation more easily". (Mr B, p.13)

When considering future adaptions to the programme, teachers and pupils shared some reflections. One reflection considered condensing the lessons to ensure that there was adequate time for the identity mapping activity. Similarly, condensing the length of the programme to fit it into a six-week half term period, for example, over six lessons instead of eight, or to have different versions of the programme was also recommended. Mr B considered the benefits of making the programme cross-curricular. For

instance, instead of the programme being restricted to PSHE lessons only, the programme could permeate across the curriculum, such as during guided reading sessions.

Adaptions to the identity maps were also suggested. This included ensuring currently absent areas of identities were included or space in the programme to include further aspects of identities such as zodiac signs, ability areas, such as learning difficulties, and space to focus on specific local communities relevant to the school context. Mrs A questioned if it would be easier to make notes of what "stood out" to them in the lesson before creating a final identity map at the end of the programme. Mr B reflected on if a booklet could help with this, with pupils completing a different section of the booklet at the end of each lesson. In regard to completing the identity maps, the teachers considered whether there should be more flexibility in how the children can map their identities. For example, Mr B reflected that it was challenging to store large documents or maps over a series of weeks and that writing in stars and circles of the identity maps could feel constricting for pupils. Mrs A considered whether giving children freedom in how they express their identities on their identity maps could be beneficial.

A further aspect of improvement to consider is further guidance and support available for teachers around what to do when pupils raise something such as racist incidents in the sessions. "it was scary at times 'cause like, ohh. Like what if I say the wrong thing? I don't want to like, offend anyone. So that was the tricky bit." (Mrs A, p.3)

3.7 Discussion

The aim of the current exploratory study was to investigate the effectiveness of the 'What Makes Me' IdEd programme developed for KS2 primary-aged pupils and gather participant perspectives using an embedded experimental mixed methods design (Creswell & Plano Clark, 2011). Research Question 1 asked 'Does participation in the 'What Makes Me' programme improve wellbeing, school belonging, life satisfaction and self-esteem outcomes for Year 5 primary school children?' This was investigated using a quasi-experimental design and quantitative mixed model ANOVA data analysis. Research Question 2 asked 'How do teachers and pupils perceive the 'What Makes Me' programme?' This research question was investigated using naturalist field observations and semi-structured interviews with teachers and pupils and analysed using Reflexive Thematic Analysis.

3.7.1 Research Question 1

Mixed method ANOVAs identified no significant between group main effects for participation in the programme and increased feelings of wellbeing, self-esteem, life satisfaction and sense of belonging. There are several possible explanations as to why significant effects were not identified. For example, the sensitivity of the questionnaire measures and the timing of when the measures were administered.

Due to practical reasons the pre and post-test measures were not administered at the same of day and at the beginning and end of term and so this may have acted as a confounding variable. Furthermore, the questionnaires were measuring secondary effects of the programme. The

primary effect of the programme was intended to be a subjective increase in sense of identity and self-understanding and, it was then hypothesised based on previous evidence and theory, that this would lead to increases in wellbeing, self-esteem, life satisfaction and belonging. Primarily this was due to there not being an identity measure constructed for the intended age range. The result of this could mean that, there were gains in sense of identity, and this may have been statistically significant if there was the appropriate measure, however, this had not transferred to the secondary effects of increase in wellbeing, self-esteem, life satisfaction and belonging. A follow-up after the post-test measures may have been more sensitive to these secondary effects.

Furthermore, the study was underpowered and this could have affected statistical significance. The context of the two schools and matched schools design may have also influenced impact. Although the schools were as closely matched as possible, factors between schools could have influenced the results. Lastly, because it was a programme delivered to the whole class, it appears that the whole class had good general wellbeing and belonging before the programme and so the programme maintained levels of wellbeing and it would have been difficult to raise already high overall levels of wellbeing, self-esteem, belonging and life satisfaction.

3.7.2 Research Question 2

Reflexive Thematic Analysis of qualitative observation and semi-structured interviews generated three themes; 'a space for recognising, voicing and hearing others identities', 'fostering growth: understanding, belonging and

personal attributes' and 'moving forward: fundamentals in place but adaptions needed'. Teachers and pupils reflected that the space the programme afforded allowed pupils to engage in, what Schachter and Rich (2011) refer to as, identity processes of identification and exploration, with pupils recognising certain self-defining traits and characteristics. Through the discussion elements of the programme, pupils were able to explore identity structures and contents on both social and personal levels of identity (Schacter & Rich, 2011) and made recognition of their 'part identities' (Illeris, 2014). Pupils mapped (identified) and discussed (explored) social identities, cultural identities, personal identities, values and future selves. They uncovered aspects of their cultural identities that 'surprised' them and connected their heritage, past experiences and family stories to present and future selves, synthesising their past, present and future experiences (Flum & Kaplan, 2012).

Pupils reflected a positive sense of their cultural and ethnic identities and, as identified by Brown and Chu (2012), pupils' positive perceptions of their ethnic identities were mediated by school and teacher characteristics. The pupils recognised and voiced their core values and learnt that values underlie their identities. This recognition of 'talents' and values that comprise their identities may have helped to promote the positive, pro-social development of pupils (Berkowitz, 2011).

Through the process of identifying the communities they belong to, pupils came to realise the breadth of their and their peers' social identities or rediscovered forgotten identities. However, reference was made to the point

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that not all identities were identified such as identities related to ability.

Furthermore, the teachers and pupils recognised that giving space to hearing

others could be beneficial. Through hearing peers' stories, pupils developed

their understanding of others and could take another person's perspective

(Meretoja, 2017). These narratives began to create a context for pupils to

learn from each other, build relationships and contribute to positive

communities (Camplejohn, 2019).

Through the programme providing space for recognising, voicing and hearing

others identities, the qualitative evidence suggested growth in pupils

understanding, belonging and other aspects of personal development. In line

with the Individuation logic (an intended goal of the programme) (Schacter &

Rich, 2011), participants perceived that the programme increased their

awareness and understanding of identity as a concept. The programme

helped them understand their own and their peers' identities, thus

contributing to the individuation logic of the IdEd Programme (Schachter &

Rich, 2011).

As a result, some participants outlined that they began to feel more like a part

of the class group and described a raised a sense of belonging. Across

different aspects of identities, some pupils realised that they had similarities

among the group which were previously unknown. Indeed, this interest in

learning about peers' social identities, and feelings of being heard by peers,

seemingly appeared to function as an indicator for fostering school

belonging, as previously described by Allen et al. (2018).

Feeling a part of the group, in some instances, led to reduced feelings of loneliness and increased feelings of belonging. Hearing peers' stories seemingly enabled pupils to develop their understanding of others and perhaps allowed for perspective-taking (Meretoja, 2017). The narratives shared by the group created a context where pupils could learn from each other's lives (Camplejohn, 2019). Furthermore, learning about their family stories was seemingly beneficial to some pupils taking part in the programme.

Finally, a theme was generated around what participants perceive should be the next steps in terms of programme development. Although the overall fundamentals of the programme were described as being in place, some adaptions were perceived as needed. Suggestions included; condensing the lessons to ensure that there is adequate time for the identity mapping activity, to reduce the length of the programme to six weeks instead of eight and for the programme to encompass cross-curricular elements.

Furthermore, in relation to the identity maps, it was suggested that there should be more space to focus on other aspects of identity that are of interest to the pupils and local community. Similarly, it was described that pupils should makes notes regarding their identities throughout the sessions before a final identity map is created towards the end of the programme. A booklet that pupils complete may be beneficial for this. Likewise, it was suggested that the pupils should have more flexibility in how to map their identities. Finally, teachers made reference to further guidance and support around what to do when pupils raise something such as a racist incident.

Overall, although the quantitative aspects of the study did not identify significant results, the qualitative aspects of the study identified that some participants perceived the programme to raise a sense of identity, belonging and wellbeing. Therefore, there is some qualitative evidence to suggest tentatively that, from the perspective of participants and the teachers that took part in the programme, it helped them to reflect upon and develop a sense of identity and this had some implications for their wellbeing and belonging. This included some participants perceiving that they felt happier as a result of participation and feeling more like a part of the class group.

The qualitative exploration of the study provides support for meeting aspects of Schacter and Rich's (2011) IdEd framework. Within the framework of IdEd, participants in the IdEd programme were able to follow the individuation logic which aims to encourage pupils to explore identities of their own choosing (Schachter & Rich, 2011). Some qualitative evidence showed that the programme was able to target social and personal levels of identity, however, there was no evidence that suggested the programme targeted ego identity (a person's sense of sameness and continuity) (Schacter & Rich, 2011).

Some qualitative evidence suggested that the programme helped to contribute to pupil's identity content and identity processes of identification and exploration were taking place at times (Schacter & Rich, 2011). Although pupils began to narrate their identities during interviews and discussions within the programme, further evidence is needed to establish how the programme may have impacted pupil's narrative identity (Renshaw, 2019). Aspects of the qualitative evidence supported Fivush et al. (2010) who

suggested that individuals who knew more about their family story would have greater wellbeing and Sharma and Sharma (2010) who established a link between a sense of identity and wellbeing. Furthermore, elements of qualitative analysis from the current study suggests that those with higher ethnic or cultural identities may have a greater sense of belonging (Boston & Warren, 2017).

3.7.3 Strengths and limitations

The current study has several strengths and limitations. In regard to strengths, the study benefitted from having a rigorous embedded experimental mixed methods approach (Creswell & Plano Clark, 2011). The quasi experimental design was well founded and increased degrees of rigour were seen through using both observational as well as interview methods for the qualitative strand of the research (Powell et al., 2008). Furthermore, it could be argued that a more appropriate method of exploring identity could be through discussion of lived experienced, such as what was carried out during this study, as opposed to a quantitative psychometric measure.

A further strength was that there was a strong theoretical foundation for the study and the development of the programme. Using the IdEd framework (Schachter & Rich, 2011) allowed the researcher to structure the programme in a way to suit its educational goals and purposes. Moreover, through the use of the IdEd framework, this study has made theoretical contributions to the field in relation to supporting identity-centred education.

In addition, during the programme delivery period, fidelity was measured using a rigorous fidelity checklist approach. As a result, fairly high fidelity was

observed. Similarly, this process allowed the researcher to identify where fidelity of programme implementation was not to an adequate degree and, therefore, excluded a subsection of data on these grounds. Data that would have negatively impacted results and analysis.

Furthermore, there was a good gender spilt in the sample and, although, the size of the programme delivery group and the waitlist comparison group were different, the statistics used in analysis (ANOVA) can account for unequal sample groups. For the qualitative aspects of the study, high levels of reflexivity were displayed and social identity mapping was utilised to aid this process. Finally, the study maintained high ethical standards throughout, ethical procedures were followed, consent was acquired and there were procedures in place for children that may find aspects of the programme challenging such as Looked After Children and children who have experienced trauma.

In terms of limitations, as previously stated, the researcher could not identify a measure of identity for the age group concerned in this study. This meant that the study was exploring secondary effects. A related limitation is that no follow up was conducted that may have been more sensitive to these secondary effects.

A further limitation is that it was a matched schools design. In this regard, randomisation of individual classes within schools would have been preferred. A matched school design was chosen due to difficulty in recruitment and, although, randomisation would have been preferred the schools were matched fairly well on several metrics. Moreover, due to a

participant group being excluded for fidelity reasons, the study was underpowered.

Additionally, fidelity in the programme delivery group was above 90% on three fidelity checks. However, after discussion with the teachers in the programme delivery group, the researcher is aware that fidelity was reduced for lesson 7 (due to the teachers taking some time to allow the pupils to finish creating their identity maps). This may have negatively impacted results.

Finally, group interviews could have been conducted with the children as opposed to individual semi-structured interviews. Group interviews with children may be less intimidating (Cohen et al., 2018), particularly in relation to researcher-child power dynamics (Solberg, 2014). Also, group interviewing with children enables them to reach a consensus or challenge each other and participate in a way that may or may not happen in a researcher-child interview (Cohen et al., 2018). On the other hand, reaching a consensus may have not been preferred in this instance and gathering a wide variety of perspectives from children was beneficial.

3.7.4 Future Research

The current research was an exploratory study to examine the efficacy of an IdEd programme for KS2 students. Future research should seek to consider and make amendments to the programmes content as a result of the suggestions made during the semi-structured interviews. Further developments to the programme could include a focus on the programme being cross-curricular, condensing the PSHE element into six weeks and reconfiguring the lesson timings so that there is adequate opportunity for the

identity mapping activity. Adaptations to identity mapping should also be considered. For instance, providing pupils with more autonomy on how they design their identity maps and considering if the pupils should focus on making general notes in a booklet before moving on to constructing their identity map.

A further development could be the integration of Digital Storytelling (Robin & McNeil, 2019). A digital story simultaneously combines multiple digital modalities, such as, voice, still or moving image, printed text and/or music to tell a short (typically 3 to 5 minute) focused story (Robin & McNeil, 2019). Digital Storytelling in educational contexts has been found to increase learning behaviours, critical and creative thinking, understanding of concepts, academic abilities, technological skills, language skills, collaboration and identity-related outcomes (Wu & Chen, 2020). In future research, Digital Storytelling could be a means for pupils to more explicitly engage with their sense of narrative identity by explicitly and tangibly developing and presenting a narrative of their life story so far, in a digital form, informed by the identity map they have constructed. Lastly, to ensure that the programme is implemented as intended in future studies and settings, findings from the field of implementation science should be considered and used in the future (e.g. Moir, 2018).

Due to there not currently being an adequate questionnaire measure of identity for pre-adolescent children below 11 years of age, it would be beneficial for future research to focus on developing a valid measure. Once a valid measure for this age group has been constructed, and the IdEd

programme has been developed, further iterations of research should take place. This could include a similar research approach with a focus on a larger or well powered sample, high fidelity of implementation and a follow up post-intervention. Similarly, future mixed methods research could give priority to the qualitative strand of research.

Furthermore, how the programme is utilised could be considered in future research. For example, the programme could be targeted at Year 6 transition into secondary and form the basis of some transitionary work at a whole class level. Likewise, the programme could be targeted towards specific groups or used in specific settings, such as specialist Social, Emotional, Mental Health (SEMH) settings. Quantitative and Qualitative research should be used to investigate the benefits of the programme in these contexts and if the programme can raise feelings of wellbeing, belonging and sense of identity in pupils with SEMH difficulties.

3.7.5 Implications for EP practice

There are wide ranging implications as a result of this study for EP practice. EPs could recommend the use of this programme at a systemic level to offer to schools if they are concerned with raising a sense of identity among their pupils. As stated in the future research section, the programme in the future could be targeted towards Year 6 transition into secondary school. Therefore, EPs could recommend the programme for use with transition work. Although the programme was originally devised to be a whole class programme, it would also be suitable for use in groups or at an individual level. This would be relevant for instance for students recognised as having SEMH difficulties

that would benefit for developing a stronger self-understanding and sense of identity. To this end, EPs could recommend the programme on a group level to target KS2 children experiencing SEMH difficulties.

Similarly, in the current educational and global context of increased refugees and asylum seekers entering the UK, the programme could be beneficial for these vulnerable groups of children. The programme may also have utility in supporting discussions around recent events such as the Black Lives Matter movement and the draft transgender guidance recently published by the Department for Education.

To support this endeavour, It would be possible to combine the IdEd programme with other pedagogical tools such as Digital Storytelling. For instance, a Digital Storytelling element could be embedded into the programme to provide pupils with the opportunity to create a digital story, as opposed to a written narrative. This could make the programme further accessible to pupils who may have English as an additional language or children with Special Educational Needs.

Furthermore, the identity mapping process designed for use in this programme could be an approach taken from the programme and applied elsewhere in EP practice. For example, EPs could use the identity mapping process as a visual tool and activity to help individuals and the systems around them recognise wide-ranging identities. This could be particularly useful as a pupil voice activity and as a way to capture a pupil's current experience to be presented back in feedback meetings.

The current paper provides a distinctive contribution within areas of psychological knowledge and educational practice. In particular, the use of the IdEd framework (Schachter & Rich, 2011) as the theoretical foundation for the development of the IdEd programme is, to the best of the researcher's knowledge, novel. It is the first time this has been attempted and, therefore, the paper is distinctive for utilising this novel approach to developing an IdEd programme. Due to the IdEd framework emerging in the research field, this paper acts as the bridge between theory and research and contributes towards a developing understanding of identity-centred education. In future research, further adoption and interrogation of the theoretical IdEd framework (Schachter & Rich, 2011) would be beneficial.

3.7.6 Conclusion

The current study has explored the initial potential of an IdEd programme and identified some qualitative benefits for KS2 primary-aged pupils. Although quantitative evaluation aiming to assess 'secondary effects' of the programme (wellbeing, self-esteem, life satisfaction and belonging) did not yield any significant effects, some qualitative evidence indicated that pupils felt that they had the space to identify and explore aspects of their, and their peers', identities and that this could, at times, foster a subjective increase in self-understanding, personal growth and a sense of belonging to the class group and wider communities. Future research has a role in developing the foundation of the programme and taking the concept of identity mapping and applying it to different contexts within the field of educational psychology.

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Chapter 4: Dissemination and Impact

4.1 Introduction

In this chapter a discussion of evidence-based practice and practice-based evidence is presented and considered in relation to their role in knowledge transfer. Next, academic and societal beneficiaries of both the review paper (Chapter 2) and empirical paper (Chapter 3) are considered and the pathways to impact are explored. Lastly, approaches to dissemination of the research and research strategies are identified. This includes a presentation of draft research summaries and articles for dissemination to specialist and non-specialist audiences.

4.1.1 Knowledge Transfer

Central to the dissemination of research is knowledge transfer. This pertains to the idea that research, a collection of information, must be part of a communication process before it is available as an input to decision-making (Lomas, 1993). Lomas (1993) uses the terms diffusion, dissemination and implementation to describe the flow of information from a source. Diffusion is described as a passive concept, a form of communication that is not targeted, largely unplanned and uncontrolled (Lomas, 1993). Lomas (1993) describes the journal article as diffusion, those who receive diffused messages are active seekers in the face of a passive flow of information and are practitioners that come across the information after seeking it. Dissemination is described as more of an active concept. Lomas (1993) describes that, in this process, the flow of information is 'launched' (Lomas, 1993, p. 226) and, as well as journal article submission, a dissemination process is engaged with which includes, for instance, press coverage, targeted mailings and orchestrated campaigns of oral presentation.

Implementation is described as a process where the goal of the communication is more than to increase awareness (Lomas, 1993). The goal is to tailor a message to a specific and/or general audience and involves identifying and overcoming the barriers to the use of the knowledge obtained from a tailored message (Lomas, 1993).

4.1.2 Evidence-Based Practice

Originating in the field of health, evidence-based practice has grown in significance for educational psychologists (EPs) as a focus deepens upon what interventions are likely to work best, for who and why (Gulliford et al., 2024). Kratochwill et al. (2012) discuss the guiding principles of evidence-based practice and how it is vital that children and young people should receive the best available care based on scientific knowledge, for example, through the implementation of evidence-based practice.

To begin with, evidence-based practice was to indicate the likely efficacy of an intervention and so evidence was typically determined from the accumulations of Randomised Control Trials (Gulliford, 2024). However, within the field of educational research, controlled trials were less feasible and, therefore, a hierarchy of methods were conceived which gave precedence to experimental designs and less weight to designs founded on qualitative approaches (Petticrew & Roberts, 2006). At the top of the evidence hierarchy sits systematic reviews where evidence is generated through aggregation or meta-analysis of quantitative data (Petticrew & Roberts, 2006). However, there has been a recent push towards systemically reviewing qualitative research methods, with for instance, the GRADE

CERQual approach (Lewin et al., 2018). Furthermore, in striving for robust

evidence-based practice, negative effects have been observed, namely in the

form of publication bias (Gulliford, 2024).

Therefore, despite a well-meaning focus on evidence-based practice, there

are theoretical critiques (Gulliford, 2024). In addition to the critiques

described above, evidence-based practice has been criticised for being

reductionist, having a focus on outcomes and for aggregating large datasets

which in turn obscures relevant details regarding individual characteristics

(Gulliford, 2024).

4.1.3 Practice-based Evidence

To overcome some of the complications of evidence-based practice,

evidence-informed practice or practice-based evidence may be beneficial.

This approach embraces the skills, and the varied knowledge base and

creativity of the practitioner, to exercise their judgement as to what

interventions are likely to work in their context (Joyce & Cartwright, 2020).

Practice-based evidence provides the opportunity for the practitioner to use

their detailed knowledge of local contexts and implementation science to find

a best fit between the intervention and the context (Gulliford, 2024).

Kratchowill et al. (2014) identify that it has become increasingly recognised

that new directions in how the evidence base is established must be

considered because a number of individual and systems factors influence the

implementation of evidence-based principles. Therefore, it is considered that

the goal is for the practitioner to optimise outcomes and avoid a homogenous

approach (Gulliford, 2024). Educational Psychologists (EPs) can therefore,

move beyond casual models of practice towards ecological models (Gulliford, 2024). Practice-based evidence is centred on the assumption that there is a bidirectional relationship between research and practice and evidence can be accumulated to report on effective practices and build a knowledge base that may be difficult to establish using positivist methodologies (Krathcowill, et al., 2014).

Overall, practice-based evidence helps to capture the depth and range of evidence that EPs need to grapple with and allows practitioners to draw upon evidence from diverse methodologies (Gulliford, 2024).

4.2 Academic Beneficiaries

There are several academic beneficiaries both in regard to the systematic review of qualitative evidence conducted (Chapter 2) and the empirical paper (Chapter 3). Academic beneficiaries can be thought of as those who are likely to be interested in, or benefit from, the thesis in academic terms, such as researchers, academic organisations and policy makers and/or how the research could influence or extend the knowledge and methods base.

The review paper, which comprised Chapter 2, applied the GRADE-CERQual approach (Lewin et al., 2018) to conduct a qualitative evidence synthesis of 15 studies exploring Digital Storytelling (DS) and identity-related outcomes. The review paper benefits the academic sphere in 3 fundamental ways. Firstly, the review paper contributed to the understanding that the narratives told through DS can be used to raise a sense of identity in pupils. Secondly, the review paper is of academic benefit because it contributes to wider academic fields beyond education, with the review providing support that DS

continues to provide positive outcomes. Lastly, on a methodological level, the review paper contributed to the fidelity of the newly developed GRADE-CERQual approach.

The review paper contributes to the understanding of how narratives can be useful and impact individuals and provides an understanding of how DS can be a powerful tool for the 21st Century (Robin, 2008) in developing identity-related outcomes. To this end, Chapter 2 develops upon Wu and Chen's (2020) systemic review of educational DS (EDS) and their finding that EDS can have ontological/identity-related outcomes (Wu & Chen, 2020).

The findings from Chapter 2 identified that EDS can function as a tool of identity for pupils creating the space for pupils to construct, reconstruct and/or enact multiple identities and provides more specific evidence beyond that of Wu and Chen (2020) to suggest that EDS can be used to raise a sense of identity. This, in turn, strengthens the conceptual link between developing personal narratives and an increased sense of identity. Therefore, for researchers who are interested in using learner's self-narratives to raise a sense of identity in educational contexts, there is now evidence that EDS can be seen as a tool of identity and is something that can be utilised.

A further academic benefit is that, beyond education, the review paper contributes to wider academic fields in the finding that DS continues to be effective at producing positive outcomes. To date, DS has been the subject of many systematic reviews in broader fields, for example, in research (De Jager et al., 2017), language learning (Nair & Yunus, 2021; Lim et al., 2022), mental health (De Vecchi et al. 2016) and the health care field (Stargatt et al.,

2022). The current review contributes to the understanding, which is present across academic fields, that DS can be an effective means at achieving a desired outcome. However, the review also leads to the recognition that a majority of studies regarding DS included in the review took place in the US and Canada. Therefore, a key impact for the academic field is the recognition that more research on EDS needs to take place within a UK and wider global context.

Methodologically, the review contributed to the field of qualitative evidence synthesis through applying the newly developed GRADE-CERQual approach (Lewin et al., 2018). Through application of this approach, the methodologically viability was tested and consequently established through successful application. The review paper supports the understanding that qualitative evidence synthesis should be rigorous and contributes positively to the argument that GRADE-CERQual is an effective approach to achieving this.

Academic beneficiaries for the empirical paper (Chapter 3) include support for the theoretical field of identity research, benefits for those interested in the field of Identity Education and identity research in pre-adolescent groups and implications for the use of Social Identity Mapping (Jacobson & Mustafa, 2019) in researcher reflexivity.

The empirical paper supports the notion that identities are constructed through psychosocial relational processes (Gee, 2000) with the programme helping children to construct their identities explicitly within a social context and exchanges between teachers, the peer group and the pupil. Likewise,

the empirical paper qualitatively supports the theoretical link between developing a greater sense of identity and greater wellbeing and belonging.

Those who developed, use or are interested in using the Identity Education (IdEd) framework (Schachter & Rich, 2011) are also academic beneficiaries of the empirical paper. The programme developed as part of the empirical paper used the IdEd framework to guide the development of the IdEd programme and the programme was qualitatively found to have positive impacts for pupil identity development. Therefore, the empirical paper supports the idea that further research in investigating the use of the IdEd framework should be conducted.

For academics aiming to develop Eaude's (2020) argument of focusing on pre-adolescents in identity formation research, Chapter 3 supports targeting this age group. The IdEd programme was targeted at Key Stage 2 pupils and identified a qualitative impact on identity development. Pupil participants were able to describe aspects of their identity and how this has impacted them and their understanding of themselves. Therefore, support is provided for pre-adolescent children in being able to engage with learning and discussing their identities.

Lastly, the researcher used Social Identity Mapping (Jacobson & Mustafa, 2019) as part of a researcher reflexivity process. This was found to be a useful approach to considering how histories, values and identities could influence the research and supports the use of Social Identity Mapping to be used as a part of future research in the academic sphere.

4.3 Economic and Social Beneficiaries

The systematic literature review (Chapter 2) and empirical paper (Chapter 3) both have economic and societal implications and potential contributions. For the review paper (Chapter 2), social beneficiaries include the field of educational psychology. For the empirical paper (Chapter 3), implications are seen in the IdEd programme being; a method to author narrative identities that raise a sense of wellbeing and belonging in pupils, for incorporating into a transition programme to support Year 6 transition and for the field of educational psychology through providing grounding and a framework to support a narrative approach to EP practice.

In regard to Chapter 2, there are impacts for the field of educational psychology. For example, as the review suggested that EDS could be useful in helping to raise a sense of identity, confidence and sense of belonging in pupils, EPs could advise schools on using DS as an approach to support whole class groups or targeted groups such as vulnerable children and young people. This would result in a societal impact of more self-assured, confident young people that emerge from the education system.

From an economic standpoint, DS is a relatively cost-effective, school-based intervention, if schools already have the technology available. If schools have access to computers and video recording equipment, then creating a digital story is no extra cost, just a time commitment. However, if schools do not have good access to computing and video recording equipment then DS could become inaccessible or costly in the first instance.

In regard to the empirical paper, the programme created as a part of the research may have societal benefits in that some qualitative evidence suggested that the programme could facilitate pupils in authoring their narrative identity (Renshaw, 2019), building a sense of belonging and raising levels of wellbeing. In a current context of increasing rates of social emotional and mental health difficulties in the student population, there was some qualitative evidence that programme provides the societal benefit of increasing rates of wellbeing and a sense of identity. Moreover, due to the programme being delivered on a whole-class level, the benefits of completing the programme were more wide-ranging.

One field in which the empirical paper and DS may be beneficial are charities and voluntary organisations. For example, these tools could be used in community contexts through charities with different groups of children and young people. This could be charities targeting certain difficulties or situations, for example, mental health needs or refugees settling in the UK.

Furthermore, the IdEd programme, developed as part of the empirical paper, could be incorporated into other areas of importance, such as for Year 6 primary-secondary transition. Principally, multiple and multi-dimensional transitions theories (Jindal-Snape, 2023) refer to the importance that the role of identity plays during periods of transition. Therefore, the IdEd programme could contribute to raising a sense of identity in pupils going through periods of transition, such as Year 6 transition. Through incorporating the IdEd programme into a wider transition programme, pupils may be able to experience positive benefits and overall better transition outcomes.

The empirical paper also holds benefits for the field of educational psychology. Fogg (2017) discusses how narrative principles have the potential to provide a framework for EP practice. She outlines that an emerging body of practice-based evidence suggests that narrative practice is currently influential and has potential for use in educational psychology (Fogg, 2017). This includes a recent example of a narrative-orientated educational psychology service (Hobbs et al., 2012). Therefore, there is scope for EPs to use an adapted version of identity mapping component of the IdEd programme (See Appendix 19 for an example of this) as a tool to socially construct/re-author the narrative identities or self-narratives of the pupils they are working with and the systems around them.

In practice, this could include using identity mapping as a framework for gathering pupil voice, accessibly sharing psychological formulation with the pupil and system around them and, in turn, changing the narrative of the system and/or individual. In terms of gathering pupil voice, the identity mapping approach would allow for practitioners to begin to make links between the pupil voice gathering techniques typically used by EPs and synthesise the information generated from these activities together in a visual and comprehensive manner. Through the process of gathering pupil voice, identity mapping facilitates the construction of the pupil's narrative identity in a tangible and visual way and could serve as an intervention in itself.

Once pupil perspectives have been gathered and placed on the identity map, key points of any assessment conducted could be placed within the 'strengths' and 'challenges to overcome' sections and then presented in

feedback sessions to the pupil, family and school in an accessible and solution-focused way. Through viewing the pupil as a whole and not focusing on 'deficits', the identity map could facilitate discussion about challenges to overcome and shift narratives from focusing on the 'problems' to instead focusing on the pupil's identity and strengths as a whole.

Overall, this contributes to the idea that educational psychology lacks a clear ontological and epistemological basis in which to locate professional activity (Fogg, 2017). Fogg (2017) argues that narrative provides a strong theoretical grounding for practice and the findings from the empirical paper in the current thesis, namely the identity mapping aspect of the programme developed, could provide a tool for EPs to develop a narrative lens in their practice, co-author narrative identities with the children and young people they work with and share this with the systems around them.

4.4 Pathways to Impact

In the UK, a prevalent definition of research impact is the definition used by the research funding councils as part of the Research Excellence Framework (REF); 'an effect on, change or benefit to the economy, society, culture, public policy or services, health, the environment or quality of life, beyond academia (Banks et al., 2017, p. 524). Taking an historical lens, the concept of impact is based on a traditional linear model of the research process, where impact is created at the end of the process as a result of the findings (Banks et al., 2017). This means, moving through a process of identifying the topic and research questions, designing the research, collecting data, analysing, interpreting and disseminating the findings to the generation of

impact (Banks et al., 2017). The impact is an identifiable event, which can be observed, measured and evaluated (Banks et al., 2017). Indeed, as Barker et al. (2015) outline, disseminating the findings of research is both the final stage and ultimate goal of research.

Overall, the review and empirical paper that comprise the current thesis provide many academic, economic and societal benefits and when disseminating the findings non-academic pathways and academic pathways to impact are considered.

4.4.1 Non-academic pathways

As well as dissemination through publication in academic journals and oral presentations to academic audiences, dissemination through non-academic pathways will also be actioned.

The findings from the empirical paper will be fed back to the participating schools including teachers, pupils and parents of the participating pupils. This will be done through a meeting with the participating teachers in the programme delivery group. In this meeting the key findings and future modifications to the programme will be discussed and a summary of the findings will be provided. Following this, summary letters outlining the findings of the empirical paper will be sent to participating pupils and their parents. Participating schools will be made aware that once modifications to the programme have been completed by the researcher, the updated programme will be shared for continued use in schools. Individuals from participating schools will also be provided a copy of the empirical paper if they had an interest.

Within the broader local authority context, the researcher will also disseminate the findings from the thesis with the Educational Psychology Service they are a part of during a team meeting and professional development slot. Once amendments to the programme have taken place, the researcher also intends to work with their local authority to provide the IdEd programme with all primary schools in the local authority area and consider incorporating the IdEd programme into transition models currently adopted by the area.

4.4.2 Academic Pathways

Academic pathways to dissemination include dissemination at research conferences and academic journals. Findings from the empirical paper will be presented at the University College London (UCL) Doctorate in Educational and Child Psychology (DECPsy) Research Conference in May 2024. The conference will be open to Trainee EPs, EPs, UCL tutors and research advisors. The conference presentation will include an overview of the research design and process, an outline of the programme details and the findings from both the quantitative and qualitative components of the programme. The researcher also intends, dependent on successful application, to present findings from the empirical research at the British Psychological Society (BPS) Division of Educational and Child Psychology (DECP) Trainee EP conference in January 2025. As a result of dissemination through conferences it is hoped that awareness of the 'What Makes Me' programme to practitioner audiences will lead to wider adoption of the programme by EPs in local authorities around the UK.

To ensure active dissemination (Lomas, 1993) to a wide audience of practitioners, the findings from the systematic literature review and the empirical paper are intended to be published in peer reviewed academic journals. Both the review and empirical papers will be edited prior to submission in order to meet the specific journals publication, referencing and formatting standards. The researcher intends to publish with their research supervisors' names as authors due to contribution they have made to the thesis.

Table 4.1 outlines the potentially suitable journals that have been identified. When identifying potential suitable publications, Pollard's (2005) procedure on identifying an appropriate journal was used, which included identifying the appropriateness of the journal, impact factor, readership and topics of previously published articles were considered. The impact factor is an index calculated that reflects the yearly mean number of citations of journal's journal articles published in the last two years.

Table 4.1. Journals identified for submission of journal articles

Journal Title (Impact Factor)	Description
Computers & Education (12.0)	The journal Computers & Education aims to increase knowledge and understandings of the ways in which digital technology can enhance education. The journal is open to an international audience and welcomes systematic review papers.
Digital Education Review (2.1)	Digital Education Review is targeted at researchers, teachers and members of the educational community and is designed as a space for dialogue and reflection about the impact of ICT on

	education and emerging forms of teaching and learning in digital environments. The journal is open to an international audience.
Pastoral Care in Education (1.0)	Pastoral Care in Education is a journal directed at teachers, professionals, researchers and academics who are concerned with the personal, social development, education and care of all pupils across the curriculum. The journal is interested in approaches to personal/social education including programmes. The journal was established in the UK but is open to an international audience.

For potential publication of the literature review (Chapter 2), the journals Computers & Education and Digital Education Review will be approached. An edited version of the empirical paper (Chapter 3) with a focus on just the qualitative aspect of the research will be submitted to the journal Pastoral Care in Education. Draft titles and abstracts for the review paper and the edited empirical paper are provided below including specifications provided by the journals and keywords.

The three journals identified in Table 4.1 were prioritised for publication because of their specific relevance in the topic areas of Chapter 2 and 3. The journal Computers & Education and Digital Education Review has both historically been of high importance in publishing seminal research in the area of DS. For example, the seminal systematic review conducted by Wu and Chen (2020) was published in Computers & Education. Therefore, due to these journals being of specific relevance to the field of DS, they were prioritised.

Likewise, Pastoral Care in Education has historically published research in related areas to the empirical paper. Therefore, the journals prioritised were predominately chosen due to their historical relevance. No specific educational psychology journals were chosen to be targeted. This is due to the field of DS and identity education historically being published in journals that are not specifically EP journals. However, it is intended that EPs will be informed of the work through different means to publication, for example, conferences.

Below are draft abstracts for the systematic review paper and empirical paper target for the journals identified above. Each abstract addresses the criteria for the journal, for example, an abstract that does not exceed the word limit and is written in a way to align with the aims and scope of the journal and target audience.

Paper 1: Systematic Literature Review

Journals: Computers & Education and Digital Education Review

Draft Title: The Identity-related Processes and Outcomes of Digital Storytelling use in Education: A Systematic Review of Qualitative Evidence

Draft Abstract: In education Digital Storytelling (DS) has been innovatively utilised to develop pupils' academic abilities, language learning and to give voice to marginalised groups. Although there are systematic reviews which synthesise knowledge regarding the general trends and outcomes in educational DS, academic achievement and its use in marginalised groups, there is yet to be a systematic review synthesising knowledge regarding DS

in educational contexts and explicitly how this has affected identity development and identity-related outcomes.

Employing thematic synthesis, this review conducted a qualitative evidence synthesis of 15 studies and applied the GRADE-CERQual approach to the review findings. The findings identified that DS in educational contexts can function as a tool of identity (high confidence), creating the space, agency, collaboration and reflection (high confidence) for pupils to construct, reconstruct and/or enact identities (high confidence) related to place (moderate confidence), culture (high confidence), themselves as learners (moderate confidence) and their futures (high confidence). The effects of these identity-related outcomes included the construction of counter-stories, a sense of belonging, confidence and hope for the future (moderate confidence). This review contributes to a more holistic understanding of how DS can be utilised in education.

Paper 2: Empirical Paper excluding the quantitative findings

Journal: Pastoral Care in Education

Draft Title: Identity Education in a primary school context: An exploratory study of an IdEd programme designed to increase a sense of identity, wellbeing and belonging in pre-adolescent children

Draft Abstract: Identity development has immediate and lifelong implications in a constantly changing contemporary society. 'Identity Education' (IdEd) is a framework within which educators can become actively involved with the

processes of pupil identity development. Using a qualitative design, the aim of this study was to explore pupil and teacher experiences of an IdEd programme, called the 'What Makes Me' programme. Observations were conducted across the programme delivery period and two teachers and six pupils completed semi-structured interviews. Reflexive Thematic Analysis of participant data identified that participants perceived the programme to create a space for pupils to uncover, recognise and voice their own identities as well as their peers' identities. Participants perceived that the programme fostered an increase in areas of personal development including self-understanding and sense of belonging, however, participants recognised that, although the fundamentals of the programme are established, some areas may need further development. The findings suggest that the IdEd programme could be used as a pedagogical approach to help raise a sense of identity in pupils. Further applications could be for use in Year 6 transition work and educational practitioners, such as Educational Psychologists could extract elements of the programme, such as the identity mapping process, to use in individual or group casework.

Keywords: Identity Education Programme, wellbeing, belonging

4.5 Dissemination Timeline

 To outline the intended timeline for the dissemination activities discussed, a Gantt chart has been produced and is presented in Figure 4.1

	2024												2025						
	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J
Feedback findings to participants	▓																		
Edit systematic review for publication	▓	▓	▓	▓	▓	▓	▓												
Present empirical paper findings at UCL research conference					▓														
Submit draft manuscript of systematic review to thesis supervisor							▓												
Edit empirical paper for publication								▓											
Apply to present at BPS DECP Conference							▓	▓											
Develop research poster							▓												
Receive draft feedback on systematic review manuscript and make revisions								▓	▓										
Submit systematic review manuscript to identified journals									▓										
Submit draft manuscript of empirical paper to thesis supervisor									▓										

Revise systematic review manuscript as specified by journal feedback, make revisions and re-submit manuscript and/or submit to other journals													▓	▓							
Receive draft feedback from thesis tutor on empirical paper manuscript and make revisions														▓	▓						
Submit empirical paper manuscript to journals identified																▓					
Revise manuscripts as specified by the journal feedback and/or submit to other journals																	▓	▓			
Evaluate dissemination and plan next steps																			▓		

4.6 Evaluating Impact

In order to understand the impact of the dissemination pathways identified, an evaluation of dissemination impact is needed. The academic impact will be established through conducting a citation analysis. This means identifying how many times the journal articles have been cited by other researchers. Academic impact at conferences could be measured through feedback forms and informal responses from conference attendees.

4.7 Conclusion

Overall, this chapter provided an overview of practice-based evidence and evidence-based practice, it outlined the academic and social beneficiaries of the review and empirical paper and then considered pathways for impactful dissemination. Non-academic pathways included feeding back to the participating schools, sending summary letters and disseminating findings within the local authority. Academic pathways included dissemination at the UCL DECPsy research conference and the BPS DECP conference and publishing the review paper and empirical paper in specified journals.

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Appendices

Appendix 1: Inclusion/exclusion criteria

		Inclusion Criteria	Exclusion Criteria	Rationale
1	Age of participants	Under the age of 18	Over the age of 18	The current review is interested in use of Digital Storytelling in educational contexts pre-higher education. In the UK the school leaving age is 18.
2	CYP's participation in Digital Storytelling	CYP must directly engage in the Digital Storytelling pedagogy, creating the digital stories themselves	The digital story is made for them	The current review is interested in the identity-related outcomes for children and young people using digital storytelling *themselves*.
3	Digital Storytelling Pedagogy	Digital Storytelling is delivered as a pedagogical approach in its intended form and meets the definition of	Digital Storytelling is used as a research approach (the researcher applies DS as a means to collect data, not	This review is interested in identity-related outcomes when CYP engage in Digital Storytelling in its intended form

		Digital Storytelling outlined by the Centre for Digital Storytelling.	delivered as a wider pedagogical approach in an educational setting); It is not recognisable as a digital story as per the digital storytelling definition and/or Digital Storytelling is an element of a wider programme of activities whereby the overarching programme acts as a confounding variable	
4	Context	Digital Storytelling is delivered in an educational context	Delivered at home, in a residential setting or a community setting not	The current review is interested in using digital stories in educational contexts and the identity-related outcomes of this

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		(school, after school or during a school club, summer camp, international camp, community college)	tied to education or the provision of education	
5	Qualitative research	Must be a qualitative exploration of Digital Storytelling	Quantitative Evaluation or not a research study (i.e an essay or theoretical paper)	Due to the review question, qualitative studies are more appropriate to answering this type of review question (Petticrew & Roberts, 2006)
6	Adequacy of Data	Adequate data: Identity/self-concept forms part of the research questions or aims and/or emerges as a prominent theme in the data (e.g. references to	Inadequate data: No reference of identity or self-concept is made during the findings section; identity or self-concept is only mentioned during the	In order to make confident judgments about the data, an adequate degree of data is needed as per GRADE-CERQual's adequacy component

identity or self-concept emerge multiple times in the findings and forms an adequate proportion of the analysis/findings)

introduction or discussion section and not the findings section; the data is not related to identity or self-concept and/or identity or self-concept is referred to in the findings but only briefly and does not form an adequate proportion of the findings (e.g. under two/three sentences in the findings sentences that reference identity/self-concept)

| | | Peer review | The study must appear in a peer reviewed journal | Unpublished articles or thesis projects/grey literature | In order to confidently understand identity-related outcomes, only studies that have gone through the peer review process will be considered. This is due to the peer review process encouraging high quality research and rigorous evaluation by experts within the field. |
| 7 | Language | Studies are available in English | Studies are only in a language other than English | As the reviewer is English, in order to effectively and accurately review research articles, these articles must be in English. Furthermore, translation may mean that meaning lost leading to inaccurate analysis. |

Appendix 2: Overview of methodological limitations and Critical Appraisal Checklists (CASP)

Study	Statement of aims?	Appropriate methodology?	Appropriate design?	Appropriate recruitment strategy?	Appropriate Data collection?	Considered researcher-participant relationship?	Have ethical issues been taken into consideration?	Sufficiently rigorous data analysis?	Clear statement of findings?	How valuable is the research?	Data richness	Overall assessment
Anderson & Macleroy (2017)	Yes	Yes	Yes	Unclear	Yes	Unclear	Yes	Unclear	Yes	Valuable	5	Minor concerns
Bjørgen (2010)	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Valuable	5	No concerns
Chisholm & Trent (2013)	Yes	Yes	Yes	Unclear	Yes	No	Unclear	Unclear	Yes	Valuable	4	Moderate concerns
Czop Assaf & O'Donnell Lussier (2020)	Yes	Yes	Yes	Unclear	Yes	Unclear	Yes	Yes	Yes	Valuable	4	Minor concerns
Degennaro (2008)	Yes	Yes	Yes	Unclear	Yes	Unclear	Unclear	Unclear	Yes	Valuable	4	Minor concerns
Honeyfore (2013)	Unclear	Yes	Yes	Unclear	Yes	Unclear	Unclear	Yes	Yes	Valuable	4	Minor concerns
Hull & Katz (2006)	Unclear	Yes	Yes	Unclear	Yes	No	Unclear	Yes	Yes	Valuable	5	Minor concerns
Johnson &	Yes	Yes	Yes	Yes	Yes	Unclear	Unclear	Unclear	Yes	Valuable	4	Minor concerns

Kendrick (2017)												
Kendrick et al. (2022)	Yes	Yes	Yes	Yes	Yes	Unclear	Yes	Yes	Yes	Valuable	4	No concerns
Kim & Li (2021)	Yes	Yes	Yes	Yes	Yes	Unclear	Unclear	Yes	Yes	Valuable	4	Minor concerns
Kristiawan et al. (2022	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Valuable	5	No concerns
Macleroy & Shamsad (2020)	Yes	Yes	Yes	Unclear	yes	Unclear	Unclear	Unclear	Unclear	Valuable	4	Minor concerns
Rolón-Dow (2011)	Unclear	Yes	Yes	Yes	Yes	Unclear	Unclear	Yes	Yes	Valuable	5	Minor concerns
Wake (2012)	Yes	Yes	Yes	Unclear	Yes	Yes	Unclear	Yes	Yes	Valuable	4	Minor concerns
Wales (2012)	Yes	Yes	Unclear	Unclear	Unclear	Unclear	Unclear	Unclear	Yes	Valuable	3	Moderate concerns

CASP Checklists

Paper for appraisal and reference: Anderson, J., & Macleroy, V. (2017). Connecting worlds:

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?

Yes ✔
Can't Tell ☐
No ☐

HINT: Consider
- what was the goal of the research
- why it was thought important
- its relevance

Comments: Rationale for the aims and main focus of the research strongly argued. In particular, a strong rationale is provided and supported with research evidence for the importance of the research and its relevance.

2. Is a qualitative methodology appropriate?

Yes ✔
Can't Tell ☐
No ☐

HINT: Consider
- If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants
- Is qualitative research the right methodology for addressing the research goal

Comments: The researchers specify the use of a 'critical ethnography. In regard to their aim of exploring social justice, this is appropriate and the approach would elicit the data sought.

Is it worth continuing?

3. Was the research design appropriate to address the aims of the research?

Yes ✔
Can't Tell ☐
No ☐

HINT: Consider
- if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)

Comments: Data collected from a range of sources. These sources are varied and related to the research aims and would provide sufficient data in relation to their critical ethnographic approach.

2

CASP
Critical Appraisal
Skills Programme

4. Was the recruitment strategy appropriate to the aims of the research?	Yes	☐	HINT: Consider
	Can't Tell	✓	• If the researcher has explained how the participants were selected
	No	☐	• If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study
			• If there are any discussions around recruitment (e.g. why some people chose not to take part)

Comments: This paper is one from a larger project. In this paper it is unclear how the schools were originally selected. There is also not enough information about how the vignettes were selected.

5. Was the data collected in a way that addressed the research issue?	Yes	✓	HINT: Consider
	Can't Tell	☐	• If the setting for the data collection was justified
	No	☐	• If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
			• If the researcher has justified the methods chosen
			• If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
			• If methods were modified during the study. If so, has the researcher explained how and why
			• If the form of data is clear (e.g. tape recordings, video material, notes etc.)
			• If the researcher has discussed saturation of data

Comments: The researchers describe the data collection measures involved in their critical ethnographic approach and these methods would elicit the data that addressed the research aims. However, this could be expanded upon but may not have been as this is one paper from a wider project and series of papers.

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6. Has the relationship between researcher and participants been adequately considered?	Yes		HINT: Consider
	Can't Tell	✓	• If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
	No		• How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

Comments: No explicit mention in this paper regarding researcher-participant relationship.

Section B: What are the results?

7. Have ethical issues been taken into consideration?	Yes	✓	HINT: Consider
	Can't Tell		• If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
	No		• If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
			• If approval has been sought from the ethics committee

Comments: There is reference to ethical procedures being adhered to. There is not great detail but it is adequate.

4

8. Was the data analysis
sufficiently rigorous?

Yes ☐
Can't Tell ✓
No ☐

HINT: Consider
- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
- To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments: The approach to the analysis of the vignette, if any, is unspecified. In the text vignettes are presented alongside reference to research and theory.

9. Is there a clear statement
of findings?

Yes ✓
Can't Tell ☐
No ☐

HINT: Consider whether
- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

Comments: The 'findings' in this paper are presented in the form of vignettes, in which four are presented. Together these vignettes provide a strong argument for their research aims, however, it is unclear how these vignettes were sampled.

Section C: Will the results help locally?

10. How valuable is the research?

HINT: Consider
- If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature
- If they identify new areas where research is necessary
- If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

Comments: The researchers set out in their 'conclusions' the value of the research/project.

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Paper for appraisal and reference: Bjørgen, A. M. (2010, November). Boundary crossing and

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?

Yes	✓
Can't Tell	
No	

HINT: Consider
- what was the goal of the research
- why it was thought important
- its relevance

Comments: Clear research questions are presented and rationale leading up the to specific questions.

2. Is a qualitative methodology appropriate?

Yes	✓
Can't Tell	
No	

HINT: Consider
- If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants
- Is qualitative research the right methodology for addressing the research goal

Comments: The research questions are best explored using qualitative methods as they are exploring perspectives.

Is it worth continuing?

3. Was the research design appropriate to address the aims of the research?

Yes	✓
Can't Tell	
No	

HINT: Consider
- if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)

Comments: Yes, an ethnographic approach was appropriate to gather in-depth information to adequately answer the research questions.

4. Was the recruitment strategy appropriate to the aims of the research?

Yes ✓

Can't Tell

No

HINT: Consider
- If the researcher has explained how the participants were selected
- If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study
- If there are any discussions around recruitment (e.g. why some people chose not to take part)

Comments: The recruitment strategy led to a sample of classes that would address the aims of the research. However, it was seemingly a convenience sample.

5. Was the data collected in a way that addressed the research issue?

Yes ✓

Can't Tell

No

HINT: Consider
- If the setting for the data collection was justified
- If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
- If the researcher has justified the methods chosen
- If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
- If methods were modified during the study. If so, has the researcher explained how and why
- If the form of data is clear (e.g. tape recordings, video material, notes etc.)
- If the researcher has discussed saturation of data

Comments: A dual data collection approach of video observation and interviews would address the research questions. Saturation was not discussed.

3

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6. Has the relationship between researcher and participants been adequately considered?

Yes ✓
Can't Tell
No

HINT: Consider
- If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

Comments: The unit of analysis described - mediated action, highlights the relationship between actors, contexts and technology.

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes ✓
Can't Tell
No

HINT: Consider
- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
- If approval has been sought from the ethics committee

Comments: One sentence refers to the study being conducted in accordance to the ethical code of the Norwegian Social Science Data Service.

4

8. Was the data analysis sufficiently rigorous?

Yes ✓

Can't Tell

No

HINT: Consider
- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
- To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments: Although it is described that videos and interviews were thematically analyzed, the process of this was not made explicit. Sufficient data is presented to support the findings.

9. Is there a clear statement of findings?

Yes ✓

Can't Tell

No

HINT: Consider whether
- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

Comments: All hints are yes

5

Section C: Will the results help locally?

10. How valuable is the research?

HINT: Consider
- If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature
- If they identify new areas where research is necessary
- If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

Comments: The researcher discusses the value in the discussion. They indicate the unique contribution the article makes to the evidence base.

Paper for appraisal and reference: Chisholm, J. S., & Trent, B. (2013). Digital storytelling in ⊞

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?	Yes ✓	HINT: Consider
	Can't Tell	• what was the goal of the research
	No	• why it was thought important
		• its relevance

Comments: The authors state that their project was to build upon previous work to 'examine how one student leveraged the affordances of the modes between which she was composing to produce a multi-layered narrative about place that showed her capacity to engage in both traditional and new literacy practices'. The authors did not state any research questions. It also appears that the research aim was created after the case study student had been selected.

2. Is a qualitative methodology appropriate?	Yes ✓	HINT: Consider
	Can't Tell	• If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants
	No	• Is qualitative research the right methodology for addressing the research goal

Comments:

Is it worth continuing?

3. Was the research design appropriate to address the aims of the research?	Yes ✓	HINT: Consider
	Can't Tell	• if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)
	No	

Comments: It is not described why a case study approach was used. Equally, the use of case study was not justified although it did appropriately address their aim of 'examining how one student' created a digital story regarding place.

Paper for appraisal and reference: Chisholm, J. S., & Trent, B. (2013). Digital storytelling in □

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?	Yes	✓	HINT: Consider • what was the goal of the research • why it was thought important • its relevance
	Can't Tell		
	No		

Comments: The authors state that their project was to build upon previous work to 'examine how one student leveraged the affordances of the modes between which she was composing to produce a multi-layered narrative about place that showed her capacity to engage in both traditional and new literacy practices'. The authors did not state any research questions. It also appears that the research aim was created after the case study student had been selected.

2. Is a qualitative methodology appropriate?	Yes	✓	HINT: Consider • If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants • Is qualitative research the right methodology for addressing the research goal
	Can't Tell		
	No		

Comments:

Is it worth continuing?

3. Was the research design appropriate to address the aims of the research?	Yes	✓	HINT: Consider • if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)
	Can't Tell		
	No		

Comments: It is not described why a case study approach was used. Equally, the use of case study was not justified although it did appropriately address their aim of 'examining how one student' created a digital story regarding place.

6. Has the relationship between researcher and participants been adequately considered?

Yes ☐
Can't Tell ☐
No ✔

HINT: Consider
- If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

Comments: The second author was the teacher of the class and the potential bias associated with this is not addressed in the paper

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes ☐
Can't Tell ✔
No ☐

HINT: Consider
- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
- If approval has been sought from the ethics committee

Comments: No mention of ethics in the paper

4

8. Was the data analysis
sufficiently rigorous?

Yes ☐

Can't Tell ✔

No ☐

HINT: Consider
- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
  - To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments: A multi-modal analysis was conducted. They set out the steps leading the inquiry but this is not backed up by literature and it is unclear whether this corresponded to other data collection methods. Researcher did not examine their own bias.

9. Is there a clear statement
of findings?

Yes ✔

Can't Tell ☐

No ☐

HINT: Consider whether
- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

Comments:

Section C: Will the results help locally?

10. How valuable is the research?

HINT: Consider
- If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature
- If they identify new areas where research is necessary
- If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

Comments: Researchers make reference to the instructional implications of the research. They talk about the value Digital Storytelling provided the student in the case study.

Paper for appraisal and reference: Czop Assaf, L., & O'Donnell Lussier, K. (2020). Dream ┿

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?	Yes	✓	HINT: Consider • what was the goal of the research • why it was thought important • its relevance
	Can't Tell		
	No		

Comments: There is a clear statement

2. Is a qualitative methodology appropriate?	Yes	✓	HINT: Consider • If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants • Is qualitative research the right methodology for addressing the research goal
	Can't Tell		
	No		

Comments: A qualitative methodology is appropriate

Is it worth continuing?

3. Was the research design appropriate to address the aims of the research?	Yes	✓	HINT: Consider • if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)
	Can't Tell		
	No		

Comments: A qualitative framework is appropriate but not explicitly justified.

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4. Was the recruitment strategy appropriate to the aims of the research?

Yes ☐
Can't Tell ✓
No ☐

HINT: Consider
- If the researcher has explained how the participants were selected
- If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study
- If there are any discussions around recruitment (e.g. why some people chose not to take part)

Comments: Unclear how the participants were recruited to 'Dream Camp'. As this paper is part of a wider project, it may be evident in other sources.

5. Was the data collected in a way that addressed the research issue?

Yes ✓
Can't Tell ☐
No ☐

HINT: Consider
- If the setting for the data collection was justified
- If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
- If the researcher has justified the methods chosen
- If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
- If methods were modified during the study. If so, has the researcher explained how and why
- If the form of data is clear (e.g. tape recordings, video material, notes etc.)
- If the researcher has discussed saturation of data

Comments: Broad range of methods proposed, field notes, video recordings, digital story artefact's, interviews

6. Has the relationship between researcher and participants been adequately considered?

Yes ☐

Can't Tell ☑

No ☐

HINT: Consider
- If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

Comments: Not explicitly addressed in the text

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes ☑

Can't Tell ☐

No ☐

HINT: Consider
- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
- If approval has been sought from the ethics committee

Comments: Two sentences in the text refer to ethical approval and assent and consent forms.

4

8. Was the data analysis
sufficiently rigorous?

Yes ✓
Can't Tell
No

HINT: Consider
- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
- To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments: The comparative analysis was described in detail and is a rigorous approach to data analysis.

9. Is there a clear statement
of findings?

Yes ✓
Can't Tell
No

HINT: Consider whether
- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

Comments: Findings are discussed in detail

5

Section C: Will the results help locally?

10. How valuable is the research?

HINT: Consider
- If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature
- If they identify new areas where research is necessary
- If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

Comments: Value is demonstrated through the one year after interviews where the experience of dream camp was still impacting the students. The researchers describe value in this instance.

Paper for appraisal and reference: DeGENNARO, D. O. N. N. A. (2008). The dialectics info

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?

Yes ✓
Can't Tell
No

HINT: Consider
• what was the goal of the research
• why it was thought important
• its relevance

Comments: Clearly stated aim

2. Is a qualitative methodology appropriate?

Yes ✓
Can't Tell
No

HINT: Consider
• If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants
• Is qualitative research the right methodology for addressing the research goal

Comments: Qual methodology appropriate in regards to research aim

Is it worth continuing?

3. Was the research design appropriate to address the aims of the research?

Yes ✓
Can't Tell
No

HINT: Consider
• if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)

Comments: A case study was appropriate, however, alternative designs may have been more appropriate. They also do not add details about their specific case study approach.

4. Was the recruitment strategy appropriate to the aims of the research?

Yes ☐
Can't Tell ✓
No ☐

HINT: Consider
- If the researcher has explained how the participants were selected
- If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study
- If there are any discussions around recruitment (e.g. why some people chose not to take part)

Comments: Unclear how the sample was recruited.

5. Was the data collected in a way that addressed the research issue?

Yes ✓
Can't Tell ☐
No ☐

HINT: Consider
- If the setting for the data collection was justified
- If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
- If the researcher has justified the methods chosen
- If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
- If methods were modified during the study. If so, has the researcher explained how and why
- If the form of data is clear (e.g. tape recordings, video material, notes etc.)
- If the researcher has discussed saturation of data

Comments: Survey not as appropriate as other methods but this is acknowledged.

6. Has the relationship between researcher and participants been adequately considered?

Yes ☐
Can't Tell ✓
No ☐

HINT: Consider
- If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

Comments: Not explicitly mentioned

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes ☐
Can't Tell ✓
No ☐

HINT: Consider
- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
- If approval has been sought from the ethics committee

Comments: Not explicitly mentioned

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![CASP - Critical Appraisal Skills Programme logo]

8. Was the data analysis sufficiently rigorous?

Yes ☐
Can't Tell ☑
No ☐

HINT: Consider
- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
- To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments: Description of artifact analysis is clear, however, it could also be considered a framework analysis. Also, whether this approach to data analysis was most appropriate/effective is unclear. An approach which sought thematic threads across all students work could have provided richer data. Themes are assessed but precisely how these themes were achieved is unclear.

9. Is there a clear statement of findings?

Yes ☑
Can't Tell ☐
No ☐

HINT: Consider whether
- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

Comments: Findings presented clearly under vignette type case studies

5

Section C: Will the results help locally?

10. How valuable is the research?	HINT: Consider
	• If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature
	• If they identify new areas where research is necessary
	• If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

Comments:	Provides rationale for why Digital Stories are valuable in regard to identity formation.

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Paper for appraisal and reference: Honeyford, M. A. (2013). The simultaneity of experience

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?

Yes ☐
Can't Tell ✓
No ☐

HINT: Consider
• what was the goal of the research
• why it was thought important
• its relevance

Comments: It states that this is one part of a wider study. It states the aims of the wider study that are not related to this research. In the abstract there is reference to the wider aims of this study. The analytical framework provides clearer guiding questions for analysis but are presented as an analytical framework not research questions.

2. Is a qualitative methodology appropriate?

Yes ✓
Can't Tell ☐
No ☐

HINT: Consider
• If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants
• Is qualitative research the right methodology for addressing the research goal

Comments: It is to explore how the narratives are constructed in terms of discourse.

Is it worth continuing?

3. Was the research design appropriate to address the aims of the research?

Yes ✓
Can't Tell ☐
No ☐

HINT: Consider
• if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)

Comments: Gaining a detailed look at a specific example.

4. Was the recruitment strategy appropriate to the aims of the research?

Yes

Can't Tell ✓

No

HINT: Consider
- If the researcher has explained how the participants were selected
- If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study
- If there are any discussions around recruitment (e.g. why some people chose not to take part)

Comments: No reference to how case study was chosen or wider recruitment

5. Was the data collected in a way that addressed the research issue?

Yes ✓

Can't Tell

No

HINT: Consider
- If the setting for the data collection was justified
- If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
- If the researcher has justified the methods chosen
- If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
- If methods were modified during the study. If so, has the researcher explained how and why
- If the form of data is clear (e.g. tape recordings, video material, notes etc.)
- If the researcher has discussed saturation of data

Comments: Discourse analysis of digital story

3

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6. Has the relationship between researcher and participants been adequately considered?

Yes ☐
Can't Tell ✓
No ☐

HINT: Consider
- If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

Comments: Unclear

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes ☐
Can't Tell ✓
No ☐

HINT: Consider
- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
- If approval has been sought from the ethics committee

Comments: No mention of ethics

8. Was the data analysis sufficiently rigorous?

Yes ✓
Can't Tell ☐
No ☐

HINT: Consider
- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
- To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments: An analytical framework for analysis was developed and presented

9. Is there a clear statement of findings?

Yes ✓
Can't Tell ☐
No ☐

HINT: Consider whether
- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

Comments: Not much triangulation - a reliance on the discourse analysis

5

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Section C: Will the results help locally?

10. How valuable is the research?

HINT: Consider
- If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature
- If they identify new areas where research is necessary
- If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

Comments:	Researcher talks about the power of narrative and how this reflects elements of identity

Paper for appraisal and reference: Hull, G. A., & Katz, M. L. (2006). Crafting an agentive self

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?

Yes ☐
Can't Tell ✓
No ☐

HINT: Consider
• what was the goal of the research
• why it was thought important
• its relevance

Comments: Explanation of the programme aims but not for the specific aims of presenting the case study

2. Is a qualitative methodology appropriate?

Yes ✓
Can't Tell ☐
No ☐

HINT: Consider
• If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants
• Is qualitative research the right methodology for addressing the research goal

Comments: Qual appropriate for exploring discourse in becoming an agentive self

Is it worth continuing?

3. Was the research design appropriate to address the aims of the research?

Yes ✓
Can't Tell ☐
No ☐

HINT: Consider
• if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)

Comments: This was observed

2

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![CASP Critical Appraisal Skills Programme logo]

4. Was the recruitment strategy appropriate to the aims of the research?	Yes		HINT: Consider
	Can't Tell	✓	• If the researcher has explained how the participants were selected
	No		• If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study
			• If there are any discussions around recruitment (e.g. why some people chose not to take part)

Comments:	Unclear how the participants were recruited or why the case studies were selected

5. Was the data collected in a way that addressed the research issue?	Yes	✓	HINT: Consider
	Can't Tell		• If the setting for the data collection was justified
	No		• If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
			• If the researcher has justified the methods chosen
			• If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
			• If methods were modified during the study. If so, has the researcher explained how and why
			• If the form of data is clear (e.g. tape recordings, video material, notes etc.)
			• If the researcher has discussed saturation of data

Comments:	Detailed and varied sources of data collection

6. Has the relationship between researcher and participants been adequately considered?

Yes ☐
Can't Tell ☐
No ✔

HINT: Consider
- If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

Comments: No mention and this is particularly important as the researcher was a participant in delivering the workshops

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Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes ☐
Can't Tell ✔
No ☐

HINT: Consider
- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
- If approval has been sought from the ethics committee

Comments: No mention

4

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8. Was the data analysis sufficiently rigorous?

Yes	✔
Can't Tell	
No	

HINT: Consider
- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
- To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments: Critical discourse analysis approach - it could have been detailed more

9. Is there a clear statement of findings?

Yes	✔
Can't Tell	
No	

HINT: Consider whether
- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

Comments: Detailed description of case

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Section C: Will the results help locally?

10. How valuable is the research?

HINT: Consider
- If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature
- If they identify new areas where research is necessary
- If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

Comments: They explain the usefulness of digital stories in helping CYP achieve agentive selves

Paper for appraisal and reference: Johnson, L., & Kendrick, M. (2017). "Impossible is nothin

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?	Yes	✓	HINT: Consider • what was the goal of the research • why it was thought important • its relevance
Can't Tell		
No		

Comments: The purpose of this study was to gain insight into the pedagogical potential of a multimodal digital story telling project for facilitating meaningful expression among refugee ELs.

2. Is a qualitative methodology appropriate?	Yes	✓	HINT: Consider • If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants • Is qualitative research the right methodology for addressing the research goal
Can't Tell		
No		

Comments: Correct

Is it worth continuing?

3. Was the research design appropriate to address the aims of the research?	Yes	✓	HINT: Consider • if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)
Can't Tell		
No		

Comments: This was observed

4. Was the recruitment strategy appropriate to the aims of the research?

Yes ✓
Can't Tell
No

HINT: Consider
- If the researcher has explained how the participants were selected
- If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study
- If there are any discussions around recruitment (e.g. why some people chose not to take part)

Comments: An explicit rationale is provided for the selection of the student as a case. The selection was made in order to gather a case that would appropriately address the aims of the research (other cases in the school would not have appropriately met the aims)

5. Was the data collected in a way that addressed the research issue?

Yes ✓
Can't Tell
No

HINT: Consider
- If the setting for the data collection was justified
- If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
- If the researcher has justified the methods chosen
- If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
- If methods were modified during the study. If so, has the researcher explained how and why
- If the form of data is clear (e.g. tape recordings, video material, notes etc.)
- If the researcher has discussed saturation of data

Comments: Further methods could have been considered to increase depth but the two strands here were enough

265

6. Has the relationship between researcher and participants been adequately considered?

Yes ☐

Can't Tell ☑

No ☐

HINT: Consider
- If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

Comments: It is unclear if this was considered

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes ☐

Can't Tell ☑

No ☐

HINT: Consider
- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
- If approval has been sought from the ethics committee

Comments: Unclear what ethical procedures were undertaken

4

8. Was the data analysis
   sufficiently rigorous?

Yes ☐

Can't Tell ✓

No ☐

HINT: Consider
- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
- To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments: Unclear how the data was analyzed

9. Is there a clear statement
   of findings?

Yes ✓

Can't Tell ☐

No ☐

HINT: Consider whether
- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

Comments: The case study is explicitly presented

8. Was the data analysis
   sufficiently rigorous?

Yes

Can't Tell ✓

No

HINT: Consider
- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
- To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments: Unclear how the data was analyzed

9. Is there a clear statement
   of findings?

Yes ✓

Can't Tell

No

HINT: Consider whether
- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

Comments: The case study is explicitly presented

5

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Section C: Will the results help locally?

10. How valuable is the
research?

HINT: Consider
- If the researcher discusses the
contribution the study makes to existing
knowledge or understanding (e.g. do they
consider the findings in relation to current
practice or policy, or relevant research-
based literature
- If they identify new areas where research
is necessary
- If the researchers have discussed whether
or how the findings can be transferred to
other populations or considered other
ways the research may be used

Comments: Implications regarding teachers knowing their students are discussed.

Paper for appraisal and reference: Kendrick, M., Early, M., Michalovich, A., & Mangat, M. (20⁺

Section A: Are the results valid?

1. Was there a clear
   statement of the aims of
   the research?

Yes	✓
Can't Tell	
No	

HINT: Consider
• what was the goal of the research
• why it was thought important
• its relevance

Comments: Research questions set out

2. Is a qualitative
   methodology
   appropriate?

Yes	✓
Can't Tell	
No	

HINT: Consider
• If the research seeks to interpret or
illuminate the actions and/or subjective
experiences of research participants
• Is qualitative research the right
methodology for addressing the
research goal

Comments: Correct

Is it worth continuing?

3. Was the research
   design appropriate to
   address the aims of the
   research?

Yes	✓
Can't Tell	
No	

HINT: Consider
• if the researcher has justified the
research design (e.g. have they
discussed how they decided which
method to use)

Comments: This was observed

4. Was the recruitment strategy appropriate to the aims of the research?

Yes ✓
Can't Tell
No

HINT: Consider
- If the researcher has explained how the participants were selected
- If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study
- If there are any discussions around recruitment (e.g. why some people chose not to take part)

Comments: They describe why the two cases were selected transparently - They did it for data richness. They also described the others stories in the group which increased transparency

5. Was the data collected in a way that addressed the research issue?

Yes ✓
Can't Tell
No

HINT: Consider
- If the setting for the data collection was justified
- If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
- If the researcher has justified the methods chosen
- If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
- If methods were modified during the study. If so, has the researcher explained how and why
- If the form of data is clear (e.g. tape recordings, video material, notes etc.)
- If the researcher has discussed saturation of data

Comments: This was observed

3

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6. Has the relationship between researcher and participants been adequately considered?

Yes ☐
Can't Tell ✔
No ☐

HINT: Consider
- If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

Comments: No mention

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes ✔
Can't Tell ☐
No ☐

HINT: Consider
- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
- If approval has been sought from the ethics committee

Comments: There was reference to informed consent procedures

4

8. Was the data analysis sufficiently rigorous?

Yes ✓
Can't Tell
No

HINT: Consider
- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
- To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments: The use of thematic and multi-modal analysis was described

9. Is there a clear statement of findings?

Yes ✓
Can't Tell
No

HINT: Consider whether
- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

Comments: The cases are presented in line with the multi-modal analysis they discussed.

Section C: Will the results help locally?

10. How valuable is the research?	HINT: Consider • If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature • If they identify new areas where research is necessary • If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

Comments:	They talk about how the digital stories interfaced with their lives to enable identity affirmation.

6

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Paper for appraisal and reference: Kim, D., & Li, M. (2021). Digital storytelling: Facilitating l ⊞

| Section A: Are the results valid? |

1. Was there a clear statement of the aims of the research?

Yes ✔
Can't Tell
No

HINT: Consider
• what was the goal of the research
• why it was thought important
• its relevance

Comments: Clear research questions

2. Is a qualitative methodology appropriate?

Yes ✔
Can't Tell
No

HINT: Consider
• If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants
• Is qualitative research the right methodology for addressing the research goal

Comments: Correct

| Is it worth continuing? |

3. Was the research design appropriate to address the aims of the research?

Yes ✔
Can't Tell
No

HINT: Consider
• if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)

Comments: This was observed

4. Was the recruitment strategy appropriate to the aims of the research?

Yes ✓

Can't Tell

No

HINT: Consider
- If the researcher has explained how the participants were selected
- If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study
- If there are any discussions around recruitment (e.g. why some people chose not to take part)

Comments: The detailed a specific purposeful sample strategy

5. Was the data collected in a way that addressed the research issue?

Yes ✓

Can't Tell

No

HINT: Consider
- If the setting for the data collection was justified
- If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
- If the researcher has justified the methods chosen
- If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
- If methods were modified during the study. If so, has the researcher explained how and why
- If the form of data is clear (e.g. tape recordings, video material, notes etc.)
- If the researcher has discussed saturation of data

Comments: Detailed data collection

3

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6. Has the relationship between researcher and participants been adequately considered?

Yes	
Can't Tell	✓
No	

HINT: Consider
- If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

Comments: Unclear whether the relationship was considered

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes	
Can't Tell	✓
No	

HINT: Consider
- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
- If approval has been sought from the ethics committee

Comments: Unclear whether ethics were considered

CASP
Critical Appraisal
Skills Programme

8. Was the data analysis
   sufficiently rigorous?

Yes ✓
Can't Tell
No

HINT: Consider
- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
- To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments: They detail an in-depth analysis procedure

9. Is there a clear statement
   of findings?

Yes ✓
Can't Tell
No

HINT: Consider whether
- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

Comments: The findings are clearly displayed in a results section

Section C: Will the results help locally?

10. How valuable is the research?

HINT: Consider
- If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature
- If they identify new areas where research is necessary
- If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

Comments: This study has shown how embedding digital video projects in the school curriculum
can not only engage learners with a wider range of expressive resources, but can also enhance students' motivation, creativity, and authentic interaction with an audience

![CASP - Critical Appraisal Skills Programme logo]

Paper for appraisal and reference: Kristiawan, D., Ferdiansyah, S., & Picard, M. (2022). Pro...

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?

Yes	✓
Can't Tell	
No	

HINT: Consider
- what was the goal of the research
- why it was thought important
- its relevance

Comments: Clear research questions

2. Is a qualitative methodology appropriate?

Yes	✓
Can't Tell	
No	

HINT: Consider
- If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants
- Is qualitative research the right methodology for addressing the research goal

Comments: Correct

Is it worth continuing?

3. Was the research design appropriate to address the aims of the research?

Yes	✓
Can't Tell	
No	

HINT: Consider
- if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)

Comments: This was observed

4. Was the recruitment strategy appropriate to the aims of the research?

Yes ✓

Can't Tell

No

HINT: Consider
- If the researcher has explained how the participants were selected
- If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study
- If there are any discussions around recruitment (e.g. why some people chose not to take part)

Comments: The recruitment procedure was outlined

5. Was the data collected in a way that addressed the research issue?

Yes ✓

Can't Tell

No

HINT: Consider
- If the setting for the data collection was justified
- If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
- If the researcher has justified the methods chosen
- If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
- If methods were modified during the study. If so, has the researcher explained how and why
- If the form of data is clear (e.g. tape recordings, video material, notes etc.)
- If the researcher has discussed saturation of data

Comments: Varied approach to data collection

6. Has the relationship between researcher and participants been adequately considered?

Yes ✓

Can't Tell

No

HINT: Consider
- If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

Comments: They cite some research related to this in the ethics section

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes ✓

Can't Tell

No

HINT: Consider
- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
- If approval has been sought from the ethics committee

Comments: Whole section on ethics

4

8. Was the data analysis sufficiently rigorous?

Yes ✓
Can't Tell
No

HINT: Consider
- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
- To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments: mulitmodal transcription rigorous and thematic analysis process described

9. Is there a clear statement of findings?

Yes ✓
Can't Tell
No

HINT: Consider whether
- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

Comments: This was observed

5

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Section C: Will the results help locally?

10. How valuable is the research?

HINT: Consider
- If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature
- If they identify new areas where research is necessary
- If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

Comments: This research study suggests that local culture-based digital storytelling tasks were effective to
engage students in language learning.

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![CASP Critical Appraisal Skills Programme logo]

Paper for appraisal and reference: Macleroy, V., & Shamsad, S. (2020). A moving story from

1. Was there a clear statement of the aims of the research?	Yes ✓	HINT: Consider
	Can't Tell	• what was the goal of the research
	No	• why it was thought important
		• its relevance

Comments: Clear research aims

2. Is a qualitative methodology appropriate?	Yes ✓	HINT: Consider
	Can't Tell	• If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants
	No	• Is qualitative research the right methodology for addressing the research goal

Comments: Correct

Is it worth continuing?

3. Was the research design appropriate to address the aims of the research?	Yes ✓	HINT: Consider
	Can't Tell	• if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)
	No	

Comments: Critical ethnographic approach is appropriate

4. Was the recruitment strategy appropriate to the aims of the research?

Yes

Can't Tell ✓

No

HINT: Consider
- If the researcher has explained how the participants were selected
- If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study
- If there are any discussions around recruitment (e.g. why some people chose not to take part)

Comments: Unclear how the participants were recruited for this paper or the wider project or why these vignettes were chosen

5. Was the data collected in a way that addressed the research issue?

Yes ✓

Can't Tell

No

HINT: Consider
- If the setting for the data collection was justified
- If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
- If the researcher has justified the methods chosen
- If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
- If methods were modified during the study. If so, has the researcher explained how and why
- If the form of data is clear (e.g. tape recordings, video material, notes etc.)
- If the researcher has discussed saturation of data

Comments: Correct

6. Has the relationship between researcher and participants been adequately considered?

Yes ☐
Can't Tell ✓
No ☐

HINT: Consider
- If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

Comments: Not mentioned

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes ☐
Can't Tell ✓
No ☐

HINT: Consider
- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
- If approval has been sought from the ethics committee

Comments: No mention of ethics

4

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8. Was the data analysis
sufficiently rigorous?

Yes ☐
Can't Tell ✓
No ☐

HINT: Consider
- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
- To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments: Unclear what the data analysis process was

9. Is there a clear statement
of findings?

Yes ☐
Can't Tell ✓
No ☐

HINT: Consider whether
- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

Comments: Although it is clear where the vignettes are presented, data is presented throughout the manuscript and, although this is helpful and relevant, the structure is unclear

5

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Section C: Will the results help locally?

10. How valuable is the research?

HINT: Consider
- If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature
- If they identify new areas where research is necessary
- If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

Comments:	The Bengali students' affective encounters with Bengali artefacts connected them with intergenerational stories about their language, heritage and culture.

Paper for appraisal and reference: Rolón-Dow, R. (2011). Race (ing) stories: Digital storytelli +

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?

Yes ☐
Can't Tell ✓
No ☐

HINT: Consider
- what was the goal of the research
- why it was thought important
- its relevance

Comments: In the first sentence of the abstract a clear aim is stated but then is not re-stated in the main text

2. Is a qualitative methodology appropriate?

Yes ✓
Can't Tell ☐
No ☐

HINT: Consider
- If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants
- Is qualitative research the right methodology for addressing the research goal

Comments: Correct

Is it worth continuing?

3. Was the research design appropriate to address the aims of the research?

Yes ✓
Can't Tell ☐
No ☐

HINT: Consider
- if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)

Comments: This was observed

4. Was the recruitment strategy appropriate to the aims of the research?

Yes ✓
Can't Tell
No

HINT: Consider
- If the researcher has explained how the participants were selected
- If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study
- If there are any discussions around recruitment (e.g. why some people chose not to take part)

Comments: Clear paragraph on the rationale why she selected two of the 14 students and a good context to the background of the study was presented

5. Was the data collected in a way that addressed the research issue?

Yes ✓
Can't Tell
No

HINT: Consider
- If the setting for the data collection was justified
- If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
- If the researcher has justified the methods chosen
- If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
- If methods were modified during the study. If so, has the researcher explained how and why
- If the form of data is clear (e.g. tape recordings, video material, notes etc.)
- If the researcher has discussed saturation of data

Comments: Correct

6. Has the relationship between researcher and participants been adequately considered?

Yes ☐

Can't Tell ☑

No ☐

HINT: Consider
- If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
- How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

Comments: One sentence acknowledges that the researcher was an active participant-observer but does not adequately outline the potential implications of this or ways the researcher was reflexive.

Section B: What are the results?

7. Have ethical issues been taken into consideration?

Yes ☐

Can't Tell ☑

No ☐

HINT: Consider
- If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
- If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
- If approval has been sought from the ethics committee

Comments: No mention in the text

4

8. Was the data analysis sufficiently rigorous?

Yes ✓
Can't Tell
No

HINT: Consider
- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
- To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments: Thematic analysis within a framework of critical race theory

9. Is there a clear statement of findings?

Yes ✓
Can't Tell
No

HINT: Consider whether
- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

Comments: Correct

Section C: Will the results help locally?

10. How valuable is the research?

HINT: Consider
- If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature
- If they identify new areas where research is necessary
- If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

Comments: digital storytelling, in combination with a CRT framework, can provide a window into understanding the ways race operates in the lives of youth and the microaggressions that students of color face in today's educational contexts.

Paper for appraisal and reference: Wake, D. G. (2012). Exploring rural contexts with digital ⊞

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?

Yes	✓
Can't Tell	
No	

HINT: Consider
- what was the goal of the research
- why it was thought important
- its relevance

Comments: Clear research questions

2. Is a qualitative methodology appropriate?

Yes	✓
Can't Tell	
No	

HINT: Consider
- If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants
- Is qualitative research the right methodology for addressing the research goal

Comments: Correct

Is it worth continuing?

3. Was the research design appropriate to address the aims of the research?

Yes	✓
Can't Tell	
No	

HINT: Consider
- if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)

Comments: Phenomenological approach aims to explore lived experience

4. Was the recruitment strategy appropriate to the aims of the research?

Yes	
Can't Tell	✓
No	

HINT: Consider
- If the researcher has explained how the participants were selected
- If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study
- If there are any discussions around recruitment (e.g. why some people chose not to take part)

Comments: Unclear why the schools were selected

5. Was the data collected in a way that addressed the research issue?

Yes	✓
Can't Tell	
No	

HINT: Consider
- If the setting for the data collection was justified
- If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
- If the researcher has justified the methods chosen
- If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
- If methods were modified during the study. If so, has the researcher explained how and why
- If the form of data is clear (e.g. tape recordings, video material, notes etc.)
- If the researcher has discussed saturation of data

Comments: Correct

6. Has the relationship between researcher and participants been adequately considered?	Yes ✔	HINT: Consider
	Can't Tell	• If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
	No	• How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

Comments: This is acknowledged by the researcher adequately

Section B: What are the results?

7. Have ethical issues been taken into consideration?	Yes	HINT: Consider
	Can't Tell ✔	• If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
	No	• If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
		• If approval has been sought from the ethics committee

Comments: No mention of ethical procedures

4

8. Was the data analysis
   sufficiently rigorous?

Yes ✓

Can't Tell

No

HINT: Consider
- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
- To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments: In depth grounded theory approach

9. Is there a clear statement
   of findings?

Yes ✓

Can't Tell

No

HINT: Consider whether
- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

Comments: But only data source are the digital stories and they present percentages in the findings section

Section C: Will the results help locally?

10. How valuable is the research?

HINT: Consider
- If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature
- If they identify new areas where research is necessary
- If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

Comments: This study examined rural middle school students' narrative inquiry processes as they explored their identity and their local, rural contexts via digital storytelling.

6

Paper for appraisal and reference: Wales, P. (2012). Telling tales in and out of school: Youth

Section A: Are the results valid?

1. Was there a clear statement of the aims of the research?	Yes	✓	HINT: Consider
	Can't Tell		• what was the goal of the research
	No		• why it was thought important
			• its relevance

Comments: Correct

2. Is a qualitative methodology appropriate?	Yes	✓	HINT: Consider
	Can't Tell		• If the research seeks to interpret or illuminate the actions and/or subjective experiences of research participants
	No		• Is qualitative research the right methodology for addressing the research goal

Comments: Correct

Is it worth continuing?

3. Was the research design appropriate to address the aims of the research?	Yes		HINT: Consider
	Can't Tell	✓	• if the researcher has justified the research design (e.g. have they discussed how they decided which method to use)
	No		

Comments: Not many details were given about what the ethnographic methodology looked like or the data collection methods

2

300

4. Was the recruitment strategy appropriate to the aims of the research?

Yes

Can't Tell ✓

No

HINT: Consider
- If the researcher has explained how the participants were selected
- If they explained why the participants they selected were the most appropriate to provide access to the type of knowledge sought by the study
- If there are any discussions around recruitment (e.g. why some people chose not to take part)

Comments: Unclear why the case studies were selected

5. Was the data collected in a way that addressed the research issue?

Yes

Can't Tell ✓

No

HINT: Consider
- If the setting for the data collection was justified
- If it is clear how data were collected (e.g. focus group, semi-structured interview etc.)
- If the researcher has justified the methods chosen
- If the researcher has made the methods explicit (e.g. for interview method, is there an indication of how interviews are conducted, or did they use a topic guide)
- If methods were modified during the study. If so, has the researcher explained how and why
- If the form of data is clear (e.g. tape recordings, video material, notes etc.)
- If the researcher has discussed saturation of data

Comments: No comment on data collection methods

6. Has the relationship between researcher and participants been adequately considered?	Yes		HINT: Consider
	Can't Tell	✔	• If the researcher critically examined their own role, potential bias and influence during (a) formulation of the research questions (b) data collection, including sample recruitment and choice of location
	No		• How the researcher responded to events during the study and whether they considered the implications of any changes in the research design

Comments: No comment on researchers involvement

Section B: What are the results?

7. Have ethical issues been taken into consideration?	Yes		HINT: Consider
	Can't Tell	✔	• If there are sufficient details of how the research was explained to participants for the reader to assess whether ethical standards were maintained
	No		• If the researcher has discussed issues raised by the study (e.g. issues around informed consent or confidentiality or how they have handled the effects of the study on the participants during and after the study)
			• If approval has been sought from the ethics committee

Comments: No statement observed

4

8. Was the data analysis
   sufficiently rigorous?

Yes

Can't Tell ✓

No

HINT: Consider
- If there is an in-depth description of the analysis process
- If thematic analysis is used. If so, is it clear how the categories/themes were derived from the data
- Whether the researcher explains how the data presented were selected from the original sample to demonstrate the analysis process
- If sufficient data are presented to support the findings
- To what extent contradictory data are taken into account
- Whether the researcher critically examined their own role, potential bias and influence during analysis and selection of data for presentation

Comments: Unclear how findings were identified

9. Is there a clear statement
   of findings?

Yes ✓

Can't Tell

No

HINT: Consider whether
- If the findings are explicit
- If there is adequate discussion of the evidence both for and against the researcher's arguments
- If the researcher has discussed the credibility of their findings (e.g. triangulation, respondent validation, more than one analyst)
- If the findings are discussed in relation to the original research question

Comments: The findings are explicit. There is an apparent analysis of multiple sources of information

Section C: Will the results help locally?

10. How valuable is the research?	HINT: Consider
	• If the researcher discusses the contribution the study makes to existing knowledge or understanding (e.g. do they consider the findings in relation to current practice or policy, or relevant research-based literature
	• If they identify new areas where research is necessary
	• If the researchers have discussed whether or how the findings can be transferred to other populations or considered other ways the research may be used

Comments:	Youth Tell's digital storytelling workshops provided a space for the participants to rehearse and perform a range of personas.

Appendix 3: Evidence Profile Table

Summary of Review Finding	Studies That Contributed to the Review Findings	Methodological Limitations	Relevance (Applicable to the Context Specified in the Review Question)	Coherence (Well Grounded in Data and Providing a Convincing Explanation)	Adequacy (the Degree of Richness and Quality of Data Supporting a Finding)	Assessment of Confidence in the Evidence	Explanation of CERQual Assessment
DS functioned as a 'Tool of Identity'. Through DS, CYP were provided with the opportunity to express, reveal and develop their identities.	Anderson & Macleroy (2017); DeGennaro (2018); Kendrick et al. (2022); Kim and Li (2021); Kristiawan (2022); Macleroy (2020); Rolon-Dow (2011); Wake (2012)	'No concerns'. This finding includes papers that were assessed to have No concerns (Kim & LI, Kendrick et al. Kristianwan et al.), these three papers make up a substantial degree of the overall review finding. In addition, the other papers that make up the review findings were assessed to have only minor concerns due to minor	'No concerns'. For a majority of the studies comprising this body of data, no concerns regarding relevancy to the context specified in the review question were raised.	'No concerns'. All studies contributing to this review finding provide comparable explanations, forming a clear and decisive finding, no contradictions in the data were identified.	'No concerns'. The studies that comprise this review finding have been identified as providing rich data, there are a good number of studies contributing to the review finding and the included studies are comprised of a good number of participants.	High Confidence	'No concerns' in the body of data were identified in terms of methodological limitations, relevance, coherence and adequacy of data.

		concerns around recruitment strategies and a sufficiently rigorous data analysis.					
The DS process provided CYP with space, agency and opportunities for collaboration and reflection during the production of their DS. This was seen as an underlying factor to the success in CYP expressing, revealing and developing their identities.	Anderson & Macleroy (2017); Bjorgen (2010); Czop Assaf 2020; DeGennaro (2018); Chilsholm & Trent (2014); Hull & Katz (2006); Johnson and Kendrick (2017); Kim and LI (2021); Kendrick et al. (2022); Kristiawan (2022); Macleroy	'No concerns'. This review finding is substantiated by 14 identified papers. Of these 14 papers, 2 papers were assessed as having moderate concerns regarding methodological limitations (Chrisholm & Trent, 2013; Wales, 2012). This was due to a lack of consideration regarding researcher-participant relationship and concerns around	'No concerns'. For a majority of the studies comprising this body of data, no concerns regarding relevancy to the context specified in the review question were raised.	'No concerns'. All studies contributing to this review finding provide comparable explanations, forming a clear and decisive finding, no contradictions in the data were identified.	'No concerns'. The studies that comprise this review finding have been identified as providing rich data, 14 of 15 studies reviewed contribute to this review finding and the included studies are comprised of a good number of participants.	High Confidence	'No concerns' in the body of data were identified in terms of methodological limitations, relevance, coherence and adequacy of data.

	(2020); Rolon-Dow (2011); Wake (2012); Wales (2012);	the design and data collection approach. 12 papers were considered to either have minor concerns no concerns for methodological limitations.					
As a result of the DS process, CYP construct, reconstruct and enact identities related to place, cultural heritage and dual cultures, themselves as learners and their futures. At times, this included students 'trying on' and/or 'giving voice' to identities	Anderson & Macleroy (2017) Bjorgen (2010) Chilsholm & Trent (2014 Czop Assaf (2020) DeGennaro (2018) Hull & Katz (2006) Honeyford (2013) Johnson and Kendrick (2017) Kendrick (2022)	'No concerns'. This review finding comprises a synthesis of all 15 identified papers. Of these 15 papers, 2 were identified as having moderate concerns regarding methodological limitations as above (Chrisholm & Trent, 2013; Wales, 2012). 13 papers were identified as	'No concerns'. For a majority of the studies comprising this body of data, no concerns regarding relevancy to the context specified in the review question were raised.	'No concerns'. All studies contributing to this review finding provide comparable explanations, forming a clear and decisive finding, no contradictions in the data were identified.	'No concerns'. The studies that comprise this review finding have been identified as providing rich data, there are a good number of studies contributing to the review finding and the included studies are comprised of a good number of participants.	High confidence	'No concerns' in the body of data were identified in terms of methodological limitations, relevance, coherence and adequacy of data.

	Kim and Li (2021) Kristiawan (2022) Macleroy (2020) Rolon-Dow (2011) Wake (2012) Wales (2012)	having minor or no methodological limitations.					
Pupils were provided opportunities to (re)construct and enact multiple cultural identities, developing a stronger connecting to their cultural and cultural heritage and how this relates to language	Anderson & Macleroy, (2017); Czop Assaf, (2020); DeGennaro, (2018); Honeyford, (2013); Hull & Katz, (2006); Kendrick et al. (2022); Kim & Li, (2021); Kristiawan, (2022); Macleroy, (2020);	'Minor concerns'. No concerns were identified for two papers, however, minor concerns were identified for the remaining eight papers. Concerns included unclear reporting regarding an appropriate recruitment strategy and a sufficiently rigorous	'No concerns'. For a majority of the studies comprising this body of data, no concerns regarding relevancy to the context specified in the review question were raised.	'No concerns'. All studies contributing to this review finding provide comparable explanations, forming a clear and decisive finding, no contradictions in the data were identified.	'No concerns'. The studies that comprise this review finding have been identified as providing rich data, there are a good number of studies contributing to the review finding and the included studies are comprised of a good number of participants.	High Confidence	'No concerns' were identified in terms of relevance, coherence and adequacy of data. 'Minor concerns' were identified in terms of methodological limitations, however, not to a degree that undermines confidence levels.

	Rolon-Dow (2011)	explanation of the approach to data analysis.					
Pupils explored how identity connects with place and how place and culture intertwine in an identity construction process	Anderson & Macleroy, (2017); Chilsholm & Trent (2014); Honeyford, (2013); Macleroy, (2020)	'Minor Concerns'. Minor concerns were identified for three out of the four studies that comprise this review finding and moderate concerns were identified in the fourth. Moderate concerns regarded an insufficient consideration of researcher-participant relationship and minor concerns regarded unclear reporting of recruitment strategy and a sufficiently rigorous data analysis.	'No concerns'. For a majority of the studies comprising this body of data, no concerns regarding relevancy to the context specified in the review question were raised	'No concerns'. All studies contributing to this review finding provide comparable explanations, forming a clear and decisive finding, no contradictions in the data were identified.	'Minor concerns'. Although the studies that contribute to this review finding provide data richness. However, in terms of data quantity there are only four studies that contribute to this review finding and a total of 56 participants make up this review finding.	Moderate Confidence	'Minor concerns' were identified in terms of methodological limitations and data adequacy to a degree that moderately undermines confidence in the review finding, therefore, the review finding was downgraded.

| DS allowed CYP to (re)construct and enact identities related to themselves as learners. This included transforming prior learning identities through the process of DS. However, DS may reinforce a lack of learning identity for pupils who do not have an interest in technology or technology skills. | Bjorgen, (2010); Hull & Katz, (2006); Kristiawan, (2022) | 'No concerns'. No concerns were identified regarding two of the three papers that comprise this review finding and minor concerns were identified regarding the third paper. | 'No concerns'. For a majority of the studies comprising this body of data, no concerns regarding relevancy to the context specified in the review question were raised. | 'Moderate concerns'. A contradictory finding was found in Bjorgen (2010). One participant described in Bjorgen (2010) was described as unable to develop a positive learning identity with DS and Bjorgen (2010) suggests that DS may reinforce a lack of learning identity for pupils who do not have an interest in technology or technology skills. | 'Minor concerns'. Although the studies that contribute to this review finding provide data richness. In terms of data quantity there are only three studies that contribute to this review finding. However, data in these studies come from 134 participants. | Moderate confidence | 'Moderate concerns' were identified in terms of a contradictory finding in coherence. This in conjunction with minor concerns regarding data adequacy means the review finding was downgraded. |
| Some DS projects engaged a (re)construction and/or enacting process related to | Anderson & Macleroy, (2017); Czop Assaf, (2020); | 'Minor concerns'. Minor concerns were identified in all five of the | 'No concerns'. For a majority of the studies comprising this body of data, | 'No concerns'. All studies contributing to this review finding provide | 'No concerns'. The studies that comprise this review finding have been | High Confidence | 'No concerns' were identified in terms of relevance, coherence and |

the future identities of pupils. Pupils reflected upon their future plans and imagined paths previously unimagined with increased commitment and determination.	DeGennaro, (2018); Johnson & Kendrick, (2017); Kim & Li (2021)	papers comprising this review finding. Minor concerns included unclear reporting of recruitment strategy and data analysis.	no concerns regarding relevancy to the context specified in the review question were raised.	comparable explanations, forming a clear and decisive finding, no contradictions in the data were identified.	identified as providing rich data, there are a good number of studies contributing to the review finding and the included studies are comprised of a good number of participants.		adequacy of data. Minor concerns were identified in terms of methodological limitations however not to a degree that undermines confidence levels.
Through CYP (Re)constructing, enacting and giving voice to their identities during the creation of their digital stories, counter-stories were presented. This included CYP presenting their own version of their story, challenging stereotypes or labels through their	DeGennaro (2018) Kendrick et al. (2022) Rolon-Dow (2011)	'Minor concerns'. Of the 3 papers supporting this review finding, 2 papers were identified as having minor concerns regarding methodological limitations (DeGennaro, 2018; Rolon-Dow, 2011) due to it being unclear whether the recruitment	'No concerns'. For a majority of the studies comprising this body of data, no concerns regarding relevancy to the context specified in the review question were raised.	'No concerns'. All studies contributing to this review finding provide comparable explanations, forming a clear and decisive finding, no contradictions in the data were identified.	'Minor concerns'. Although the studies that contribute to this review finding provide data richness. However, in terms of data quantity there are only three studies that contribute to this review finding and a total of 18 participants	Moderate Confidence	'Minor concerns' were identified in terms of methodological implications and adequacy in the body of data. Therefore, confidence in the review finding was reduced to moderate.

'Tool of identity' - DS.		strategy is appropriate (DeGennaro, 2018) and a lack of clarity regarding a statement of aims (Rolon-Do, 2011).			make up this review finding.		
Through the (re)construction and enacting of identities and/or giving voice to counter-stories, CYP presented messages of, or expressed 'hope' in their DS.	Anderson & Macleroy (2017); Czop Assaf (2020); Kendrick (2022)	'Minor Concerns'. Of the papers supporting this finding, there are minor concerns regarding 2 paper's methodological limitations (Anderson & Macleroy (2017); Czop Assaf 2020.	'No concerns'. For a majority of the studies comprising this body of data, no concerns regarding relevancy to the context specified in the review question were raised.	'No concerns'. All studies contributing to this review finding provide comparable explanations, forming a clear and decisive finding, no contradictions in the data were identified.	'Minor concerns'. The studies that contribute to this finding can be considered adequate in terms of data richness and participant numbers, however, in terms of quantity of data, only 3 of the 15 included studies comprise this review finding.	Moderate confidence	'Minor concerns' were identified in terms of methodological implications and adequacy in the body of data. Therefore, confidence in the review finding was reduced to moderate.
As a result of engaging in the DS process and (re)constructing	Anderson & Macleroy (2017)	'Minor concerns'. Of the 5 papers that support this	'Minor concerns'. The review context was specified	'No concerns'. All studies contributing to this review	'No concerns'. The studies that comprise this review finding	Moderate Confidence	'Minor concerns' were identified in terms of

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and enacting identities through their stories, some CYP expressed an outcome of enhanced self-confidence, sense of self-worth and belonging	Czop Assaf (2020) Johnson and Kendrick (2017) Kim and Li (2021) Macleroy (2020)	finding, 4 were considered as having minor concerns. This was due to a lack of clarity around recruitment strategy and data analysis.	as focusing on identity-related process and outcomes. Outcomes of self-confidence, worth and belonging lack relevance to this initial review question.	finding provide comparable explanations, forming a clear and decisive finding, no contradictions in the data were identified.	have been identified as providing rich data, there are a good number of studies contributing to the review finding and the included studies are comprised of a good number of participants.	methodological implications in the body of data and relevance. Therefore, confidence in the review finding was reduced to moderate.

Appendix 4: Reasons for excluded studies

Journal Article Title	Reference	Reason for Exclusion
A Planning Framework for Integrating Digital Literacies for Disciplinary Learning	Castek, J., & Manderino, M. (2017). A planning framework for integrating digital literacies for disciplinary learning. *Journal of Adolescent & Adult Literacy, 60*(6), 697-700.	Not qual research
Being human today: A digital storytelling pedagogy for transcontinental border crossing	Stewart, K., & Gachago, D. (2016). Being human today: A digital storytelling pedagogy for transcontinental border crossing. *British Journal of Educational Technology, 47*(3), 528-542.	Age of participants
Bringing the Book to Life: Responding to Historical Fiction Using Digital Storytelling	Kesler, T., Gibson Jr, L., & Turansky, C. (2016). Bringing the book to life: Responding to historical fiction using digital storytelling. *Journal of Literacy Research, 48*(1), 39-79.	Inadequacy of data*
Children's Augmented Storying in, with and for Nature	Kumpulainen, K., Byman, J., Renlund, J., & Wong, C. C. (2020). Children's augmented storying in, with and for nature. *Education Sciences, 10*(6), 149.	Does not meet DS definition
Creative health promotion methods for young LGBTIQA+ people	Bellamy, R. (2018). Creative health promotion methods for young LGBTIQA+ people. *Health Education Journal, 77*(6), 680-691.	Not qual research
Critical Lessons and Playful Literacies: Digital Media in PK-2 Classrooms	Husbye, N. E., Buchholz, B., Coggin, L. S., Powell, C. W., & Wohlwend, K. E. (2012). Critical lessons and playful literacies: Digital media in PK-2 classrooms. *Language Arts, 90*(2), 82-92.	Not qual research
Designing more just social futures or remixing the radical present? Queer rhetorics,	Wargo, J. M. (2017). Designing more just social futures or remixing the radical present? Queer rhetorics, multimodal (counter) storytelling, and the politics of LGBTQ youth	Does not meet DS definition

multimodal (counter) storytelling, and the politics of LGBTQ youth activism	activism. *English Teaching: Practice & Critique*, *16*(2), 145-160.	
Developing literate identities with English language learners through digital storytelling	Skinner, E., & Hagood, M. C. (2008). Developing literate identities with English language learners through digital storytelling. *The Reading Matrix: An International Online Journal*, *8*(2).	Does not meet DS definition
Digital Narratives as a Means of Shifting Settler-Teacher Horizons toward Reconciliation	Bissell, A., & Korteweg, L. (2016). Digital narratives as a means of shifting settler-teacher horizons toward reconciliation. *Canadian Journal of Education/Revue canadienne de l'éducation*, *39*(3), 1-25.	Age of participants
Digital storytelling as arts-inspired inquiry for engaging, understanding, and supporting Indigenous youth	Eglinton, K. A., Gubrium, A., & Wexler, L. (2017). Digital storytelling as arts-inspired inquiry for engaging, understanding, and supporting Indigenous youth. *International Journal of Education & the Arts*, *18*(5).	Age of participants
Digital Participation, Agency, and Choice: An African American Youth's Digital Storytelling About Minecraft	Lewis Ellison, T. (2017). Digital participation, agency, and choice: An African American youth's digital storytelling about Minecraft. *Journal of Adolescent & Adult Literacy*, *61*(1), 25-35.	Inadequacy of data*
Digital Storytelling: A Narrative Method for Positive Identity Development in Minority Youth	Anderson, K. M., & Mack, R. (2019). Digital storytelling: A narrative method for positive identity development in minority youth. *Social Work with Groups*, *42*(1), 43-55.	Not qual research
Digital storytelling as student-centred pedagogy: empowering high school students to frame their futures	Staley, B., & Freeman, L. A. (2017). Digital storytelling as student-centred pedagogy: empowering high school students to frame their futures. *Research and Practice in Technology Enhanced Learning*, *12*(1), 1-17.	Inadequacy of data*

Digital Storytelling in L2 Writing: The Effectiveness of Storybird Web 2.0 Tool	Kazazoglu, S., & Bilir, S. (2021). Digital Storytelling in L2 Writing: The Effectiveness of" Storybird Web 2.0 Tool". *Turkish Online Journal of Educational Technology-TOJET*, *20*(2), 44-50.	Inadequacy of data*
Digital Youth Divas: Exploring Narrative-Driven Curriculum to Spark Middle School Girls' Interest in Computational Activities	Pinkard, N., Erete, S., Martin, C. K., & McKinney de Royston, M. (2017). Digital youth divas: Exploring narrative-driven curriculum to spark middle school girls' interest in computational activities. *Journal of the Learning Sciences*, *26*(3), 477-516.	Does not meet DS definition
Figured Worlds in Transnational Transmodal Communications	Li, R., & Hawkins, M. R. (2021). Figured worlds in transnational transmodal communications. *TESOL Quarterly*, *55*(1), 5-28.	Inadequacy of data*
Food for Thought: Constructing Multimodal Identities through Recipe-Creation with Homeless Youth	Hill, A. (2020). Food for Thought: Constructing Multimodal Identities through Recipe-Creation with Homeless Youth. *Community Literacy Journal*, *14*(2), 162-170.	Not qual research
I am from Delicious Lasagne: Exploring Cultural Identity with Digital Storytelling	Fitts, S., & Gross, L. (2010). I am from delicious lasagna: Exploring cultural identity with digital storytelling. *Social Studies and the Young Learner*, *23*(1), 8-10.	Not qual research
Identity as a site of difference: toward a complex understanding of identity in multilingual, multicultural classrooms	Stille, S. (2015). Identity as a site of difference: Toward a complex understanding of identity in multilingual, multicultural classrooms. *Intercultural Education*, *26*(6), 483-496.	Does not meet DS definition
Journeying Beyond: Digital Storytelling with Rural Youth	Staley, B. (2017). Journeying beyond: Digital storytelling with rural youth. *The Rural Educator*, *38*(2).	Inadequacy of data*
Mental health, identity and informal education opportunities for adolescents with experience	Hammond, S. P., Cooper, N. J., & Jordan, P. (2021). Mental health, identity and informal education opportunities for	Not an educational context (residential care setting)

of living in state care: a role for digital storytelling	adolescents with experience of living in state care: a role for digital storytelling. *Cambridge Journal of Education*, *51*(6), 713-732.	
Multiple becoming's in digital story creation	Dagenais, D., Brisson, G., André, G., & Forte, M. (2020). Multiple becomings in digital story creation. *Language and Intercultural Communication*, *20*(5), 419-432.	Not an educational context (in a home of a family)
Multimodal Cuentos as Fugitive Literacies on the Mexico-US Borderlands	Gonzales, L., & Ybarra, M. G. (2020). Multimodal cuentos as fugitive literacies on the Mexico-US borderlands. *English Education*, *52*(3), 223-255.	Does not meet DS definition
My Family, My Story: Representing Identities in Time and Space Through Digital Storytelling	Pahl, K. (2011). My family, my story: Representing identities in time and space through digital storytelling. *Teachers College Record*, *113*(13), 17-39.	Age of participants (participants included parents as well as children, the data is too interlinked to draw conclusions for the younger children)
Narrating goals: a case study on the contribution of Digital Storytelling to cross-cultural leadership development	Wijnen, E., & Wildschut, M. (2015). Narrating goals: A case study on the contribution of digital storytelling to cross-cultural leadership development. *Sport in Society*, *18*(8), 938-951.	Not qual research
Native American youth finding self through digital story telling	Wicker, M., & Ruan, J. (2023). Native American youth finding self through digital story telling. *Literacy*.	
Nurturing identity formation in adolescence through narrative learning: a dialogue between the pedagogies of media literacy and religious education	Wright, E. (2020). Nurturing identity formation in adolescence through narrative learning: a dialogue between the pedagogies of media literacy and religious education. *British Journal of Religious Education*, *42*(1), 14-24.	Not qual research

Promoting Positive Youth Development and Highlighting Reasons for Living in Northwest Alaska Through Digital Storytelling	Wexler, L., Gubrium, A., Griffin, M., & DiFulvio, G. (2013). Promoting positive youth development and highlighting reasons for living in Northwest Alaska through digital storytelling. *Health promotion practice*, *14*(4), 617-623.	Inadequacy of data*
Putting Multiliteracies Into Practice: Digital Storytelling for Multilingual Adolescents in a Summer Program	Angay-Crowder, T., Choi, J., & Yi, Y. (2013). Putting multiliteracies into practice: Digital storytelling for multilingual adolescents in a summer program. *TESL Canada Journal*, 36-36.	Not qual research
Redacting 'Stock Stories' of Education Inequities: Toward Legitimate Digital Participation	Chang, E. (2020). Redacting 'Stock Stories' of Education Inequities: Toward Legitimate Digital Participation. *International Journal of Multicultural Education*, *22*(2), 163-181.	Does not meet DS definition
Researching Identity and L2 Pragmatics in Digital Stories: A Relational Account	García Pastor, M. D. (2020). Researching identity and L2 pragmatics in digital stories: A relational account. *CALICO Journal, 2020, vol. 37, num. 1, p. 46-65*.	Age of participants
Rethinking Composing in a Digital Age: Authoring Literate Identities Through Multimodal Storytelling	Vasudevan, L., Schultz, K., & Bateman, J. (2010). Rethinking composing in a digital age: Authoring literate identities through multimodal storytelling. *Written communication*, *27*(4), 442-468.	Does not meet DS definition
Science identity development: how multimodal composition mediates student role-taking as scientist in a media-rich learning environment	Jiang, S., Shen, J., Smith, B. E., & Kibler, K. W. (2020). Science identity development: how multimodal composition mediates student role-taking as scientist in a media-rich learning environment. *Educational Technology Research and Development*, *68*, 3187-3212.	Does not meet DS definition
Sharing therapeutic experiences of place: Co-creative digital storytelling as a way to explore connection to place	Heck, E., & Tsai, M. (2022). Sharing therapeutic experiences of place: Co-creative digital storytelling as a way to explore	Age of participants

	connection to place. *Emotion, Space and Society*, *43*, 100879.	
Sites of possibility: applied theatre and digital storytelling with youth	Alrutz, M. (2013). Sites of possibility: Applied theatre and digital storytelling with youth. *Research in Drama Education: The Journal of Applied Theatre and Performance*, *18*(1), 44-57.	Not qual research
#SoundingOutMySilence: Reading a LGBTQ Youth's Sonic Cartography as Multimodal (Counter)Storytelling	Wargo, J. M. (2018). # SoundingOutMySilence: Reading a LGBTQ youth's sonic cartography as multimodal (counter) storytelling. *Journal of Adolescent & Adult Literacy*, *62*(1), 13-23.	Does not meet DS definition
Teaching language and culture in a digital age	Chamberlin-Quinlisk, C. (2012). Teaching Language and Culture in a Digital Age. *Journal of Educational Technology*, *9*(1), 11-18.	Not qual research
The art of belonging: exploring the effects on the English classroom when poetry meets multilingual digital storytelling	Hirsch, S., & Macleroy, V. (2020). The art of belonging: Exploring the effects on the English classroom when poetry meets multilingual digital storytelling. *English in Education*, *54*(1), 41-57.	Inadequacy of data*
The experience of belonging in youth from refugee backgrounds: A narrative perspective.	Chen, S., & Schweitzer, R. D. (2019). The experience of belonging in youth from refugee backgrounds: A narrative perspective. *Journal of Child and Family Studies*, *28*, 1977-1990.	Does not meet DS definition
Use of a Digital Storytelling Workshop to Foster Development of Intergenerational Relationships and Preserve Culture with the Nak'azdli First Nation: Findings from the Nak'azdli Lha'hutit'en Project	Freeman, S., Martin, J., Nash, C., Hausknecht, S., & Skinner, K. (2020). Use of a digital storytelling workshop to foster development of intergenerational relationships and preserve culture with the Nak'azdli First Nation: Findings from the Nak'azdli Lha'hutit'en project. *Canadian Journal on Aging/La Revue canadienne du vieillissement*, *39*(2), 284-293.	Inadequacy of data*

Using Digital Stories to Understand the Lives of Alaska Native Young People	Wexler, L., Eglinton, K., & Gubrium, A. (2014). Using digital stories to understand the lives of Alaska Native young people. *Youth & Society*, *46*(4), 478-504.	Inadequacy of data*
Using digital storytelling as a turn-around pedagogy	Schmier, S. A. (2021). Using digital storytelling as a turn-around pedagogy. *Literacy*, *55*(3), 172-180.	Age of participants
Using digital storytelling to facilitate critical thinking disposition in youth civic engagement: A randomized control trial	Chan, C. (2019). Using digital storytelling to facilitate critical thinking disposition in youth civic engagement: A randomized control trial. *Children and Youth Services Review*, *107*, 104522.	Not qual research
Walk a Day in My Shoes: Cultivating Cross-Cultural Understanding Through Digital Literacy	Clarke, L. W. (2020). Walk a day in my shoes: Cultivating cross-cultural understanding through digital literacy. *The reading teacher*, *73*(5), 662-665.	Not qual research

*'Inadequacy of data' relates to: the quantity of qualitative data related explicitly to identity and/or self-concept reported in the 'Findings' section of a paper did not meet the inclusion criteria for this review.

Appendix 5: Reflexivity for the Systematic Review

Social Identity Map
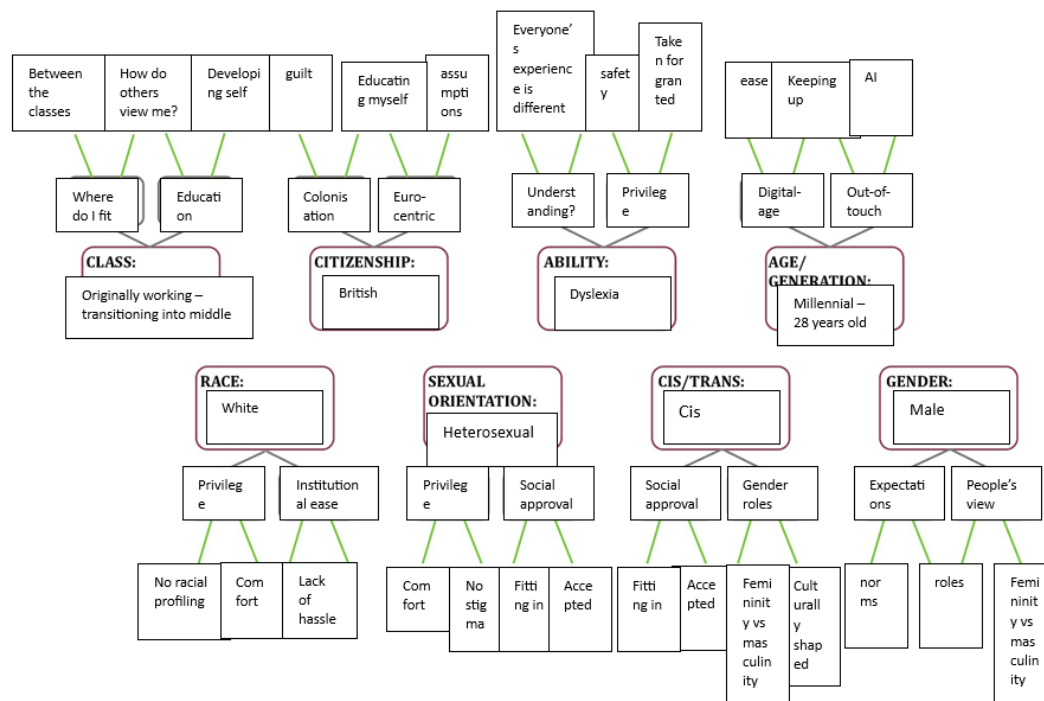
Extracts of Memo's

August 2022:

It appears as if DS is a tool of identity, offering CYP agency, space and opportunities for reflection to construct, reconstruct and embody identities. Identities related to place, themselves as learners, culture and futures, resulting in hope, belonging, confidence and counter-stories which feedback into continual reconstruction and embodiment.

I think the theoretical diagram is helpful in depicting the three analytical themes. I still need to identify if it is better rearranged and how the boxes should interact.

July 2023:

It is interesting after doing a second search that no further papers were identified, is progression in this field stalling?

March 2024:

I needed to change the theoretical diagram to reflect the levels of confidence, by thickening the lines, and emphasising that the boxes are inextricably linked.

Appendix 6: Overview of Lesson Content

	Lesson Content Overview
Lesson 1 – Introduction to the programme, Identity and 'Identity mapping'	**Teaching Phase 1: Introduction, Lesson Objectives and Main Teaching Phase (Introduction to Key Terms and Discussion)** • Children are introduced the programme and provided an overview of what it will entail • The current lesson objectives are presented • The key term for the lesson is provided (Identity), teaching is provided on this term (a video is watched), class discussion and questions are answered • Pupils listen to a 'Stars Story' and see what an identity map looks like **Teaching Phase 2: Key Terms in Context and Modelled Example of Identity Mapping** • The class read 'This is How We Do It' by Matt Lamothe as an example to provide a broad overview of identity and aspects of identity • 'Identity maps' for some of the children in this book are provided as examples of what an 'identity map' is and how to make one **Teaching Phase 3: Independent activity, Plenary and Reflection** • The children begin to create their own identity map by following the provided instructions and labelling the relevant sections of it • If there is time, the pupils can print their unique fingerprints into the centre of their identity map • The class are invited to reflect upon the lesson and learning that has taken place and they look forward to what will take place in the next lesson • A home task is provided – for children to go home and speak to someone in their family/an adult that is important to them and ask about their family story
Lesson 2 – Family Stories and where we grow up	**Phase 1: Recap, Lesson Objectives and Main Teaching Phase (Introduction to Key Terms and Discussion)** • A recap of the prior lesson is provided • The current lesson objectives are presented • The key terms/topics for the lesson are provided (family stories and communities) and teaching and class discussion takes place around these terms/topics

	• Children have the opportunity to share their family story if they would like to **Phase 2: Applying Key Terms to Individual Lived Experience, Plenary and Reflection** • The pupils begin to think about their family story and where they live and if this is currently important to them • The pupils have an opportunity to add to their own 'identity map' • The class comes together to reflect on their learning and think ahead to the next lesson
Lesson 3 – Culture and ethnicity	**Phase 1: Recap, Lesson Objectives and Main Teaching Phase (Introduction to Key Terms and Discussion)** • A recap of the prior lesson is provided • The current lesson objectives are presented • The key terms/topics for the lesson are provided (culture, race, ethnicity, diversity) and teaching and class discussion takes place around these terms **Phase 2: Applying Key Terms to Individual Lived Experience, Plenary and Reflection** • The pupils begin to think about their culture and have an opportunity to add to their own 'identity map' • The class comes together to reflect on their learning and think ahead to the next lesson
Lesson 4 – The groups we belong to	**Phase 1: Recap, Lesson Objectives and Main Teaching Phase (Introduction to Key Terms and Discussion)** • A recap of the prior lesson is provided • The current lesson objectives are presented • The key topic for the lesson are provided (the groups we belong to, religion) and teaching and class discussion takes place around these terms **Phase 2: Applying Key Terms to Individual Lived Experience, Plenary and Reflection** • The pupils begin to think about the groups they belong to that are currently important to them • The pupils have an opportunity to add to their own 'identity map' • The class comes together to reflect on their learning and think ahead to the next lesson
Lesson 5 – Values and	**Phase 1: Recap, Lesson Objectives and Main Teaching Phase (Introduction to Key Terms and Discussion)** • A recap of the prior lesson is provided • The current lesson objectives are presented

personal identity	• The key terms/topics for the lesson are provided through teaching (personal factors, values, ability) and teaching and class discussion takes place around these terms **Phase 2: Applying Key Terms to Individual Lived Experience, Plenary and Reflection** • The pupils begin to think about their values and personal self-aspects that are important to them (likes/dislikes, hobbies, things they are successful at etc.) • The pupils have an opportunity to add to their own 'identity map' • The class comes together to reflect on their learning and think ahead to the next lesson
Lesson 6 – Changing identities and future aspirations	**Phase 1: Recap, Lesson Objectives and Main Teaching Phase (Introduction to Key Terms and Discussion)** • A recap of the prior lesson is provided • The current lesson objectives are presented • The key terms/topics for the lesson are provided through teaching (change, future aspirations) and teaching and class discussion takes place around these terms **Phase 2: Applying Key Terms to Individual Lived Experience, Plenary and Reflection** • The pupils begin to think about how their identity map may change over time and how different aspects will be more prominent depending on the contexts they are in • The pupils think about their potential future aspirations in education and beyond • The pupils have an opportunity to add to their own 'identity map' • The class comes together to reflect on their learning and think ahead to the next lesson
Lesson 7 – 'What Makes Me' Story	**Phase 1: Recap, Lesson Objectives** • A recap of the prior lesson is provided • The current lesson objectives are presented • In this lesson the pupils will write out their 'what makes me… me' story **Phase 2: Modelled Example** • The teacher provides a modelled example of what a narrative could look like **Phase 3: Main activity, Plenary and Reflection**

	• Taking up the majority of the lesson, pupils construct their story, choosing what is most important to them from their 'identity map', using differentiation/scaffolding as required • The class comes together to reflect on the process and think ahead to the next lesson
Lesson 8 – Celebration and sharing stories	**Phase 1: Recap, Lesson Objectives** • A recap of the prior lesson is provided • The current lesson objectives are presented **Phase 2: The Sharing of Stories** • Taking up a majority of the lesson, children are given the opportunity, with no pressure or expectation, to share their story and completed 'identity map' **Phase 3: Main activity, Plenary and Reflection** • The class comes together for a shared reflection on the programme and what they have learnt and discussed • A closing statement is provided and a reminder that they can carry on this work outside of school

Appendix 7: Senior leadership information sheet

[REDACTED DUE TO THE PRESENCE OF PERSONAL INFORMATION]

Appendix 8: Senior leadership consent form

[REDACTED DUE TO THE PRESENCE OF PERSONAL INFORMATION]

Appendix 9: Teacher information sheets and consent forms

[REDACTED DUE TO THE PRESENCE OF PERSONAL INFORMATION]

Appendix 10: Pupil information sheets and opt-out consent forms

[REDACTED DUE TO THE PRESENCE OF PERSONAL INFORMATION]

Appendix 11: Standardised scripts used when administering pupil questionnaire measures

Thank you for agreeing to be a part of this project. Remember that you do not have to take part and that if you wish to stop taking part at any point you are free to do so and that is completely fine.

What I am now going to do is ask you to fill out four short questionnaires.

(Present questionnaires)

For each questionnaire there are some statements about how you might have been feeling or thinking.

For each statement put a tick in the box which best describes your thoughts and feelings. There are no right or wrong answers.

The instructions for the questionnaires are on the top of the sheet in case you forget. Take your time and put your hand up if you have any questions or need any help reading.

Appendix 12: Fidelity checklists

Adherence

School:	Class:	Lesson:
Lesson Component	**Level of Adherence:** *Did the teacher adhere to the lesson component as specified?*	
	Strongly Disagree (under 20% adherence) Disagree (between 20-40% adherence) Neither Agree nor Disagree (between 40%-60%) Agree (between 60%-80% adherence) Strongly Agree (between 80%-100% adherence)	
	Strongly Disagree (under 20% adherence) Disagree (between 20-40% adherence) Neither Agree nor Disagree (between 40%-60%) Agree (between 60%-80% adherence) Strongly Agree (between 80%-100% adherence)	
	Strongly Disagree (under 20% adherence) Disagree (between 20-40% adherence) Neither Agree nor Disagree (between 40%-60%) Agree (between 60%-80% adherence) Strongly Agree (between 80%-100% adherence)	
	Strongly Disagree (under 20% adherence) Disagree (between 20-40% adherence) Neither Agree nor Disagree (between 40%-60%) Agree (between 60%-80% adherence) Strongly Agree (between 80%-100% adherence)	
	Strongly Disagree (under 20% adherence) Disagree (between 20-40% adherence) Neither Agree nor Disagree (between 40%-60%) Agree (between 60%-80% adherence) Strongly Agree (between 80%-100% adherence)	
	Strongly Disagree (under 20% adherence) Disagree (between 20-40% adherence) Neither Agree nor Disagree (between 40%-60%) Agree (between 60%-80% adherence) Strongly Agree (between 80%-100% adherence)	
	Strongly Disagree (under 20% adherence)	

	Disagree (between 20-40% adherence) Neither Agree nor Disagree (between 40%-60%) Agree (between 60%-80% adherence) Strongly Agree (between 80%-100% adherence)
	Strongly Disagree (under 20% adherence) Disagree (between 20-40% adherence) Neither Agree nor Disagree (between 40%-60%) Agree (between 60%-80% adherence) Strongly Agree (between 80%-100% adherence)
Strongly Disagree = 1, Disagree = 2, Neither agree nor disagree = 3, Agree = 4, Strongly Agree = 5 **Total Adherence Fidelity Score:** **/** **% Fidelity of Implementation for Adherence**	

Quality

School:	Class:	Lesson:
Was the implementer enthusiastic?	Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree	
Was the implementer prepared?	Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree	
Did the implementer have a positive attitude towards the programme?	Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree	
Strongly Disagree = 1, Disagree = 2, Neither agree nor disagree = 3, Agree = 4, Strongly Agree = 5 **Total Quality Fidelity Score:** **/3** **% Fidelity of Implementation for Quality**		

Responsiveness

School:	Class:	Lesson:
The pupils engaged with the discussion elements of the lesson	Strongly Disagree Disagree Neither Agree nor Disagree Agree	

	Strongly Agree
The pupils engaged with the 'phase 2' aspects of the lesson content	Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree
The pupils engaged with the identity mapping aspect of the lesson	Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree
The pupils were enthusiastic about the discussion elements of the lesson	Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree
The pupils were enthusiastic about the 'phase 2' aspects of the lesson	Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree
The pupils were enthusiastic about the identity mapping element of the lesson	Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree
The pupils were able to use elements of the discussion and key terms taught and apply this to their identity map and 'phase 2' elements of the lesson	Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree
Overall the pupils were able to follow the lesson	Strongly Disagree Disagree Neither Agree nor Disagree Agree Strongly Agree

Strongly Disagree = 1, Disagree = 2, Neither agree nor disagree = 3, Agree = 4, Strongly Agree = 5

Total Responsiveness Fidelity Score:
/8
% Fidelity of Implementation for Responsiveness

Overall Fidelity of Implementation

School:	Class:
Average of fidelity for Adherence, Quality, Responsiveness **% Fidelity of Implementation**	

Appendix 13: Pupil questionnaire measures

The Stirling Children's Wellbeing Scale

[REDACTED DUE TO COPYWRITE PURPOSES]

The Brief Multidimensional Students' Life Satisfaction Scale

[REDACTED DUE TO COPYWRITE PURPOSES]

The Rosenberg Self-Esteem Scale – Children

[REDACTED DUE TO COPYWRITE PURPOSES]

The Psychological Sense of School Membership Scale – Primary

[REDACTED DUE TO COPYWRITE PURPOSES]

Appendix 14: Observational notes

What makes me lesson three – observation

•   In circle – talking to partner about what has happened over the last few weeks

•   children remembering key terms DNA, family story, community

•   children standing up and moving around if they have white socks, blonde hair et cetera and moving around

•   where have you heard culture before the teacher asks – family culture, where are your family from, what you represent, what that culture believes in, if you have a tradition

•   children looking at board for definitions on the PowerPoint slide

•   questions – might be how you solve something related to

•   ethnicity – definition of PowerPoint slide

•   Miss A shares her ethnicity - white Irish

•   children share 'fully Asian', 'Asian British', 'white Spanish', 'my father is from the Caribbean'.

•   Spelling mistake one slide – maybe need to have slide on just word 'race' et cetera – may need to include prompt for group discussion?

•   Discussion – 'what is the problem with this grouping on race' the teacher asks. The discussion lasting a few mins per topic/keyword. 'May be unkind if you put them in the wrong group' students says. 'Could be racist' student says. 'If there were a group of white people could be mean' student

says. 'May start to not use your name to identify, skin colour for example hi black boy, hi white girl'. 'If you want to play - if you were separated into different groups that wouldn't be nice. Might come across unkind'. 'Dad from India, mum from Spain'.

• Mr B says 'if you singled out, for example having blonde hair, you would feel singled out'. A child replies 'I felt individual but singled out'. Another child replies 'I would feel uncomfortable'.

• Mr B, 'can change hair colour now, can't change eye colour'.

• They watch diversity video

• In video children asked 'is it good to be different?' Some nodded their head

• the children continue to be engaged by the video

• the discussion begins. 'Have you ever been treated differently' asked the teacher. There is a peer group discussion before bringing it to the group, that is the whole class group. Peer group discussion, there's about half and half engagement with this. Some of the discussion peters out with some then picks up again. One pupil asks is it good to be difference. Mrs A says 'it's quite scary to share this'. It is asked 'have you ever been treated differently?' Pupil response 'when playing they go for me because I'm a lot slower'. Another pupil replies 'my downstairs neighbour is racist because we are Polish and he said we shouldn't be here'.

• Need to consider how to contain discussion – maybe some context

• pupil replies that they've been 'made fun of'

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- Mr B sets up a safe space. 'Your white so your most likely to be racist to white people' another child said to them. Another pupil responds 'my next door neighbour's catholic and really horrible, sometimes we play football in the garden, they reported it to the police' she was reported to the police because she started filming the pupil - It made me feel betrayed'. Another pupil says 'went up to Irish children and they said why you spent speaking like that - I felt sad'. The pupil replied 'I felt sad' when asked how did that make you feel.

- one pupil says I asked a group of people if we could play with him they said yes but not my friend because he had bad friend.

- The pupil says 'I've been treated differently' but 'I don't want to discuss it because it is personal'

- another pupil says 'they spoke to us in Chinese and I didn't know what they were saying'

- Mr B says it's okay to share one on one

lesson five – personal identity and values observation

- teacher goes through initial explanation of the lesson

- partner talk about the key term values

- things that are precious to you, you might value groups and family

- it could be if your kind, funny

- it could be the cost of something

- you could value a person

- new can value money sometimes

- you could value maths abilities

- video plays all the children watch and are engrossed, honest, kindness, leadership

- played into write a list of things you love - list to identify class values

- summarise – Mr B checked understanding of this word

- group discussion about what was taken from the video

- you can tell what qualities you have based on likes and dislikes someone's as. You can learn from people who are different to some answers. Miss A says we can learn about different values. The message is reinforced by playing the video again. On second watch there continues to be interest and engagement in.

'We are all unique and we can always learn from others' pupil says. You could write a list Mr B adds this can help us see who we are. 'Even though we have different values we are all unique' pupil says. Mr B recognises unique comes up and asks what does that word mean. The pupil replies 'one-of-a-kind, everyone's a little bit different'. Someone else adds 'in your perfect your own way no one has the same'. In the discussion the pupils are taking example from the video, teamwork, cooperation, logic and thinking abilities, curiosity, hard work, perseverance, resiliency, kindness, family. Pupil talks about love of football and asked what does that mean in terms of values. They reply 'teamwork, value being calm and being by yourself'.

Video played – Mr B pauses the video and talks about the British Empire. Discussion begins and people say people 'weren't very kind', we were family again, we would work hard and life would be better, they don't like to play but after a while if you got better, after a while it felt like, she met the Queen.

In discussion about the video they discussed that she tried hard over and over again she is persistent, she values kindness and others.

• Everyone stands up and have a movement break

• because of a race she was more determined. Respect someone says, love – she was excited, quality someone else says, she had a love of cooking someone else says. It's good to be helpful someone adds. Kindness someone else adds. Having fun someone else adds. Mr B says music was a key value running through his family.

, They move on to the identity mapping activity. Mrs A's class joyfully write values on the whiteboard sharing with others one of her values, teamwork and cooperation is another, the children write their values down. These values include teamwork, sharing, kindness, equality. Mrs A comments that some people have similar values for example teamwork seems common. Teamwork keeps coming up. Love is another value. Other people mention adventurous, patience, helpfulness, honesty.

What makes me lesson eight – celebration and is sharing stories – observation

• girl sharing about her poster

- children being added to the list to share the poster, children are excited to share

- the girl was a bit nervous to share her poster

- talking through posters seemingly fine

- teacher asking other children what they learnt about identity posters. Children respond 'I don't know (pupil) spoke so many languages'.

What we wrote in autobiography was accurate miss A says

- children speaking through posters

- standing at the front of class

- child – boy talking about how he considered dog as his brother

- people didn't know about Italian heritage of one pupil they were surprised

Appendix 15: Teacher and pupil semi-structured interview schedules and rationale for question selection

Below are the teacher and pupil semi-structured interview schedules. Each bullet point represents a question on the schedule that was asked during the interviews or the 'root question'. Underneath each question in brackets and italicised is the rationale for why that question was selected. The rationale for each question was rooted in prior literature on the development of interview questions for educational research (Cohen, 2018) and/or project evaluation (Cheng & Metcalfe, 2018).

Child Participant Semi-Structured Interview Schedule

Introduction:

Thank you for all coming along to this discussion today. My name is Matthew Skinner and you may remember me from being in class during some of your PSHE lessons. I am doing some research on the lessons you have been doing in PSHE, the 'What Makes Me' project. I am interested to hear your views and ideas on the programme and what you have learnt.

Before we begin, I want to remind you that all of the conversations we have today should be kept confidential. Do you all know what confidential means? (discuss the meaning of confidentiality). I will not share the information that we discuss, unless something that is talked about makes me think that someone is at risk of harm or in danger. In that case, I will need to tell someone.

The general ideas of this discussion will be used to help write a report and improve the 'What Makes Me' project for future children, but no one will be able to tell who said what in the report. I hope this means that you feel able to speak openly and honestly, please don't feel as though you need to hold anything back that you feel is important to share and there are no right or wrong answers.

In a minute, I will begin the recording and ask some questions. Before we start, I'd like to check if you are ok to take part?

If at any point, once the discussion has started, you feel uncomfortable or no longer want to participate, then just let me know and we can take a break or you can return to class.

Questions:

- **Let's start by talking about what you learnt during the What Makes Me project. Can you tell me about what you learnt about during the project?**

  (*This question acted as a general opening question to identify the initial thoughts of the pupils and gather information on what they identified as the most memorable aspects of the programme for them.*)

- **What was your favourite part of the lessons?**

  (*This question acted as a question rooted in project evaluation. The question remains broad in order to not restrict the pupil in focusing on what was most important to them and potentially biasing the answer.*)

- **What was the favourite thing you learnt? – What was good about it? Why did you enjoy it?**

  (*This question acted as a question rooted in project evaluation. The question remains broad in order to not restrict the pupil in focusing on what was most important to them. It is positively worded although is closely followed by the reverse. Both wording was utilised to gain a range of opinions.*)

- **Did you learn anything new about yourself while doing the lessons?**

  (*This question acted as a question to gather information relevant to pupil identity development and associated processes and/or outcomes of the programme. The question remained broad in order to not restrict the pupil in focusing on what was most important to them and potentially biasing the answer.*)

- **Did you learn anything new about your classmates while doing the lessons?**

  (*This question acted as a question to gather information relevant to outcomes of the programme. The question remained broad in order to not restrict the pupil in focusing on what was most important to them and potentially biasing the answer.*)

- **Was there anything you felt uncomfortable discussing or learning?**

  (This question acted as a question rooted in project evaluation. The question remains broad in order to not restrict the pupil in focusing on what was most important to them and potentially biasing the answer. The question was also rooted in the principal that the potential for discomfort was recognised during observation of lesson 3 of the programme.)

- **Did you enjoy the discussions you had as a class? What did you/did you not enjoy about them?**

  (This question acted as a question rooted in project evaluation. The question remains broad in order to not restrict the pupil in focusing on what was most important to them. The initial question is a closed question and so follow ups were provided depending on the response.)

- **How could the discussions be made better?**

  (This question acted as a question rooted in project evaluation. The question remains broad in order to not restrict the pupil in focusing on what was most important to them. The question is interested in focusing on the premise that the discussions could be improved and, therefore, what this would look like from the pupil perspective. The rationale for there being scope to improve the discussions were based on naturalistic field observations.)

- **Did you enjoy the taking part in the project? – What did you enjoy about it? / What did you not enjoy about it?**

  (This question acted as a question rooted in project evaluation. The question remains broad in order to not restrict the pupil in focusing on what was most important to them. The initial question is a closed question and so follow ups were provided depending on the response.)

- **What was your favourite activity?**

  (This question acted as a question rooted in project evaluation. The question remained broad in order to not restrict the pupil in focusing

on what was most important to them. It is a positively worded question and so the reverse is also asked.)

- **What was your favourite lesson?**

(This question acted as a question rooted in project evaluation. The question remained broad in order to not restrict the pupil in focusing on what was most important to them. It is a positively worded question and so the reverse is also asked. This is distinct to a previous question which asked 'what was your favourite part of the lessons'. Here, the question is asking which specific lesson as a whole, not which part of the lessons, for example, the discussion parts or the identity-mapping activities.)

- **Where there any lessons that you didn't enjoy too much?**

(This question acted as a question rooted in project evaluation. The question remained broad in order to not restrict the pupil in focusing on what was most important to them. It is the reverse of a positively phrased question in order to seek a balanced view. Softer wording was used as opposed to 'didn't like' in order to attempt to reduce social desirability. This is based on the principal that indirect wording can reduce social desirability (Nixon, 2013). In other terms, softer wording was used as the researcher aimed to seek critical feedback.)

- **Where there any activities you didn't like so much?**

(This question acted as a question rooted in project evaluation. The question remained broad in order to not restrict the pupil in focusing on what was most important to them. It is the reverse of a positively phrased question in order to seek a balanced view. Softer wording was used as opposed to 'didn't like' in order to attempt to reduce social desirability. This is based on the principal that indirect wording can reduce social desirability (Nixon, 2013)).

- **Is there anything you would like more of?**

(This question acted as a question rooted in project evaluation. The question remained broad in order to not restrict the pupil in focusing on what was most important to them. It is a positively worded question and so the reverse is also asked.)

- **Is there anything you would like less of?**

    (This question acted as a question rooted in project evaluation. The question remained broad in order to not restrict the pupil in focusing on what was most important to them. It is the reverse of a positively phrased question in order to seek a balanced view.)

- **What do you think could be done to make the project better?**

    (This question acted as a question rooted in project evaluation. The question remains broad in order to not restrict the pupil in focusing on what was most important to them. The question is interested in focusing on the premise that the programme could be improved and, therefore, what this would look like from the pupil perspective. In other terms, the question is explicitly asking for critical feedback in order to ensure a balanced view is produced and the social desirability of responses is reduced.)

- **How could the lessons be made better?**

    (This question acted as a question rooted in project evaluation. The question remains broad in order to not restrict the pupil in focusing on what was most important to them. The question is interested in focusing on the premise that the lessons could be improved and, therefore, what this would look like from the pupil perspective. In other terms, the question is explicitly asking for critical feedback in order to ensure a balanced view is produced and the social desirability of responses is reduced.)

- **How could the identity maps be made better?**

    (This question acted as a question rooted in project evaluation. The question remains broad in order to not restrict the pupil in focusing on what was most important to them. The question is interested in focusing on the premise that the identity maps could be improved and, therefore, what this would look like from the pupil perspective. In other terms, the question is explicitly asking for critical feedback in order to ensure a balanced view is produced and the social desirability of responses is reduced.)

- **If you could describe the programme in one or two words what would they be?**

   (This question was an experimental question interested in what initial words come to the pupils when they are considering the programme.)

- **Do you think you have developed any new skills or strengths through doing this project? What are they?**

   (This question is an outcomes-based question. The question remains broad in order to not restrict the pupil in focusing on what was most important to them.)

- **Has the project and making the identity map made you feel happier? How so**

   (This question is an outcomes-based question. The question remains broad in order to not restrict the pupil in focusing on what was most important to them.)

- **How has the project and making the identity map made you better understand who you are as a person?**

   (This question is an Identity and outcomes-based question. The question remains broad in order to not restrict the pupil in focusing on what was most important to them.)

- **Has the project and making the identity map made you feel more like a part of a group? How so?**

   (This question is an Identity and outcomes-based question. The question remains broad in order to not restrict the pupil in focusing on what was most important to them.)

Closing Remarks:

Thank you for taking part. I hope you have found the discussion interesting. Your comments and ideas will be extremely useful in helping improve the What Makes Me programme for future children.

- **How would you sum up your overall impression of the programme?**

  (This question acted as a general opening question to identify the initial thoughts of the teachers and gather information on what they identified their overall opinions).

- **What was your view and experience on the teaching content of the programme?**

  (This question acted as a question rooted in project evaluation. The question remains broad in order to not restrict the teacher in focusing on what was most important to them and potentially biasing the answer.)

- **What do you think the pupils engaged best with? – Why?**

  (This question acted as a question rooted in project evaluation. The question remained broad in order to not restrict the teacher in focusing on what was most important to them. It is a positively worded question and so the reverse is also asked.)

- **What do you think pupils engaged least with? – Why?**

  (This question acted as a question rooted in project evaluation. The question remained broad in order to not restrict the teacher in focusing on what was most important to them. It is the reverse of a positively phrased question in order to seek a balanced view.)

- **What do you think your class's perspective of the programme is? – Why?**

  (This question acted as a question rooted in project evaluation. The question remains broad in order to not restrict the teacher in focusing on what was most important to them and potentially biasing the answer.)

- **What was your favourite lesson to teach? – Why?**

  (This question acted as a question rooted in project evaluation. The question remained broad in order to not restrict the teacher in focusing on what was most important to them. It is a positively worded question and so the reverse is also asked.)

- **Were there any lessons that you found more challenging to teach? – Why?**

  (This question acted as a question rooted in project evaluation. The question remained broad in order to not restrict the teacher in focusing on what was most important to them. It is the reverse of a positively phrased question in order to seek a balanced view.)

- **What aspect of the lessons do you think was most effective? – Why?**

  (This question acted as a question rooted in project evaluation. The question remained broad in order to not restrict the teacher in focusing on what was most important to them. It is a positively worded question and so the reverse is also asked.)

- **Were there any aspects that you think were not so effective? – Why?**

  (This question acted as a question rooted in project evaluation. The question remained broad in order to not restrict the teacher in focusing on what was most important to them. It is the reverse of a positively phrased question in order to seek a balanced view. Softer wording was used as opposed to 'didn't like' in order to attempt to reduce social desirability. This is based on the principal that indirect wording can reduce social desirability (Nixon, 2013). In other terms, softer wording was used as the researcher aimed to seek critical feedback.)

- **How could the discussions be improved?**

  (This question acted as a question rooted in project evaluation. The question remains broad in order to not restrict the teacher in focusing on what was most important to them. The question is interested in focusing on the premise that the discussions could be improved and, therefore, what this would look like from the teacher perspective. In other terms, the question is explicitly asking for critical feedback in order to ensure a balanced view is produced and the social desirability of responses is reduced.)

- **How could the PowerPoints be improved?**

(This question acted as a question rooted in project evaluation. The question remains broad in order to not restrict the teacher in focusing on what was most important to them. The question is interested in focusing on the premise that the lesson PowerPoints could be improved and, therefore, what this would look like from the teacher perspective. In other terms, the question is explicitly asking for critical feedback in order to ensure a balanced view is produced and the social desirability of responses is reduced.)

- **How, if at all, do you think the programme has helped to shape pupils understanding of their identity?**

(This question is an Identity and outcomes-based question. The question remains broad in order to not restrict the teacher in focusing on what was most important to them. It has been phrased in a way to allow participants to share that they believe it has not influenced pupil's identity development.)

- **How do you think the process of identity mapping worked for the children?**

(This question acted as a question rooted in project evaluation. The question remained broad in order to not restrict the teacher in focusing on what was most important to them.)

- **How could the identity mapping process be improved?**

(This question acted as a question rooted in project evaluation. The question remains broad in order to not restrict the teacher in focusing on what was most important to them. The question is interested in focusing on the premise that the identity mapping process could be improved and, therefore, what this would look like from the teacher perspective. In other terms, the question is explicitly asking for critical feedback in order to ensure a balanced view is produced and the social desirability of responses is reduced.)

- **How, if at all, do you think the programme had impacted the pupil's wellbeing?**

(This question is an outcomes-based question. The question remains broad in order to not restrict the teacher in focusing on what was most

important to them. It has been phrased in a way to allow participants to share that they believe it has not influenced pupil wellbeing.)

- **How, if at all, do you think the programme has impacted the pupil's sense of belonging in school and in the wider community?**

  (This question is an outcomes-based question. The question remains broad in order to not restrict the teacher in focusing on what was most important to them. It has been phrased in a way to allow participants to share that they believe it has not influenced pupil sense of belonging.)

- **Was there any part of the programme you would like to have seen more of?**

  (This question acted as a question rooted in project evaluation. The question remained broad in order to not restrict the teacher in focusing on what was most important to them.)

- **Was there any part of the programme you would have liked to *have seen less of?***

  (This question acted as a question rooted in project evaluation. The question remained broad in order to not restrict the teacher in focusing on what was most important to them.)

- **What do you think could be done to make the programme more effective?**

  (This question acted as a question rooted in project evaluation. The question remains broad in order to not restrict the teacher in focusing on what was most important to them. The question is interested in focusing on the premise that the programme could be more effective and, therefore, what this would look like from the teacher perspective. In other terms, the question is explicitly asking for critical feedback in order to ensure a balanced view is produced and the social desirability of responses is reduced.)

- **Is there anything we have not mentioned that you would like to talk about?**

(This question provides scope for teachers to share anything else relevant that may have been missed otherwise.)

Appendix 16: Examples of the Reflexive TA Process from Raw Data to Analysis and Reporting
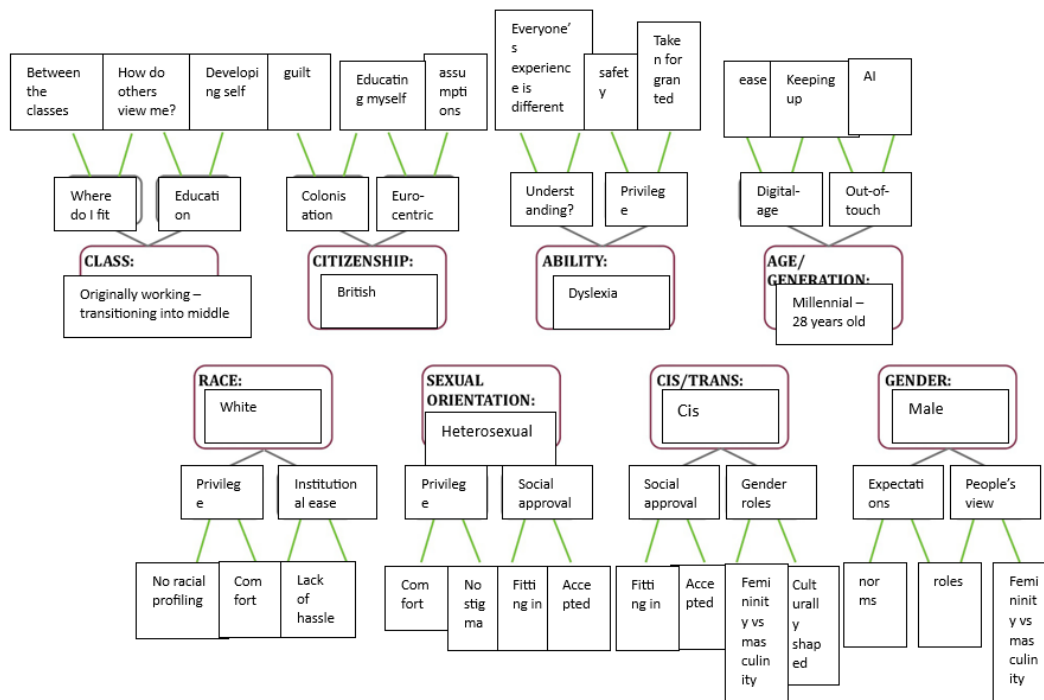
Reflexive TA Six-Phase Process (Braun & Clarke, 2022b)					
Step 1: Dataset Familiarisation	**Step 2:** Rigorous and Systematic Coding	**Step 3:** Generating Initial Themes	**Step 4:** Developing and Reviewing Themes	**Step 5:** Refining, Defining and Naming Themes	**Step 6:** Producing the Analytic Report
Examples of Reflexive TA Procedure from Raw Data to Reporting					
Raw Data	*Codes Generated*	*Initial Themes generated*	*Initial themes reviewed and developed*	*Refined and finalised themes Generated*	*Reporting in Findings Section*
Because I get to know all of the stuff that I love and I don't need to think of it all in my head. Because sometimes you forget all the stuff that you love and when you just look at the poster you, you see all of the stuff that you love, you don't need to think of it in your head.	Making unconscious identities conscious	A Space for Voicing and Recognising Identities		A space for recognising, voicing and hearing others identities	"I get to know all of the stuff that I love and I don't need to think of it all in my head. Because sometimes you forget all the stuff that you love and when you just look at the [identity map] you, you see all of the stuff that you love, you don't need to think of it in your head." (Child 3, p.17)
I actually didn't know that I was Irish until a couple days ago, and because when I got home, I asked where am I from and what do I speak and then	Realising previously unrecognised aspects of identity	A Space for Voicing and Recognising Identities		A space for recognising, voicing and hearing others identities	*Not quoted in report*

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they said I'm Scottish and Irish and that I speak Romanian and Spanish.					
I know a lot more now than I did	Increasing awareness	Raising understanding, belonging and personal attributes		Fostering growth: understanding, belonging and personal development	… a theme of fostering growth in pupils understanding, belonging and other attributes of personal development was described. "I know a lot more now than I did" (Child 1, p.6).
she feels a lot more comfortable now because she can talk to her friends.	Building social connection in the group	Raising understanding, belonging and personal attributes		Fostering growth: understanding, belonging and personal development	Through talking to new classmates during the programme, pupils reported making new or closer friends, feeling more comfortable to talk to others, recognising that their friends are there to support them…
the children actually really enjoyed putting the posters together and like they enjoyed presenting them	Enjoyment of the Programme	Enjoyment, engagement, benefit, a relaxed feeling and the resulting positive affect		Moving forward: fundamentals in place but adaptions needed	Likewise, they enjoyed the identity mapping aspect of the programme "the children actually really enjoyed putting together the [identity maps] and like they enjoyed presenting them" (Mrs A, p.2).
it was scary at times 'cause like, ohh. Like what if I say the wrong thing? I don't want to like, offend anyone. So that was the tricky bit	nerve wracking what emerged from discussions	Future adaptions to the programme		Moving forward: fundamentals in place but adaptions needed	A further aspect of improvement to consider is further guidance and support available for teachers around what to do when pupils raise something such as racist incidents in the sessions. "it

					was scary at times 'cause like, ohh. Like what if I say the wrong thing? I don't want to like, offend anyone. So that was the tricky bit." (Mrs A, p.3)

Social Identity Map

Between the classes | How do others view me? | Developing self | guilt | Educating myself | assumptions | Everyone's experience is different | safety | Taken for granted | ease | Keeping up | AI

Where do I fit | Education | Colonisation | Euro-centric | Understanding? | Privilege | Digital-age | Out-of-touch

CLASS:
Originally working – transitioning into middle

CITIZENSHIP:
British

ABILITY:
Dyslexia

AGE/GENERATION:
Millennial – 28 years old

RACE:
White

SEXUAL ORIENTATION:
Heterosexual

CIS/TRANS:
Cis

GENDER:
Male

Privilege | Institutional ease | Privilege | Social approval | Social approval | Gender roles | Expectations | People's view

No racial profiling | Comfort | Lack of hassle | Comfort | No stigma | Fitting in | Accepted | Fitting in | Accepted | Femininity vs masculinity | Culturally shaped | norms | roles | Femininity vs masculinity

Reflexive Journal

Post child Interviews – 22/05/2023

The children were so wonderfully insightful during the interviews. I was pleased to hear how well some of them could articulate their experiences and perspectives of the programme. It was a wonderful experience interviewing them. Going in to the interview, particularly a child interview, there is always the possibility of not being able to have an in-depth conversation about the topic of interest. Particularly because the topic was identity and there was always the possibility of that being a difficult concept to grasp I was relieved when the children were able to share insightful opinions. Across the board to. In every interview there was a moment or two, or a comment shared that interested me immensely.

I wonder how my social identities of class, citizenship, age and race shaped how I presented my self during the interviews and effected how the children responded to me. Did the children from a similar ethnic background respond differently to me compared to the children from a global majority background? There was little in the interviews to suggest this but I will keep this in mind when beginning analysis.

Post Teacher Interviews – 14/07/2023

Good productive teacher interviews today. I am happy that they felt comfortable to share honest opinions about how they think the programme should be developed in the future. There was a thought in my mind about researcher positionality and if the teachers felt like they would be able to share honest reflections. Luckily, they seemingly felt that they were able to. I suppose that speaks to the rapport I have developed with them over the programme delivery period. Which on the one hand is beneficial although I should always acknowledge my role in the social construction of their opinions. I was also pleased to hear that they were motivated to carry on delivering the programme next year.

Initial Coding – 14th August 2023

Initial coding is interesting. I am yet to see what themes will be generated but I know that will come with time.

Analysis 1 – 15th August 2023

I wonder if the programme provides the catalyst for discussion providing space for listening to celebrate identities and for identity construction and further identity exploration. I think it is becoming clear that the program provided space for pupils to share feelings to engage in deeper thinking and to explore self aspects of their identity in a different way through a new lens. It sounds like it helped provide children with the opportunity to talk exposing them to new concepts and helped them to consider themselves more deeply.
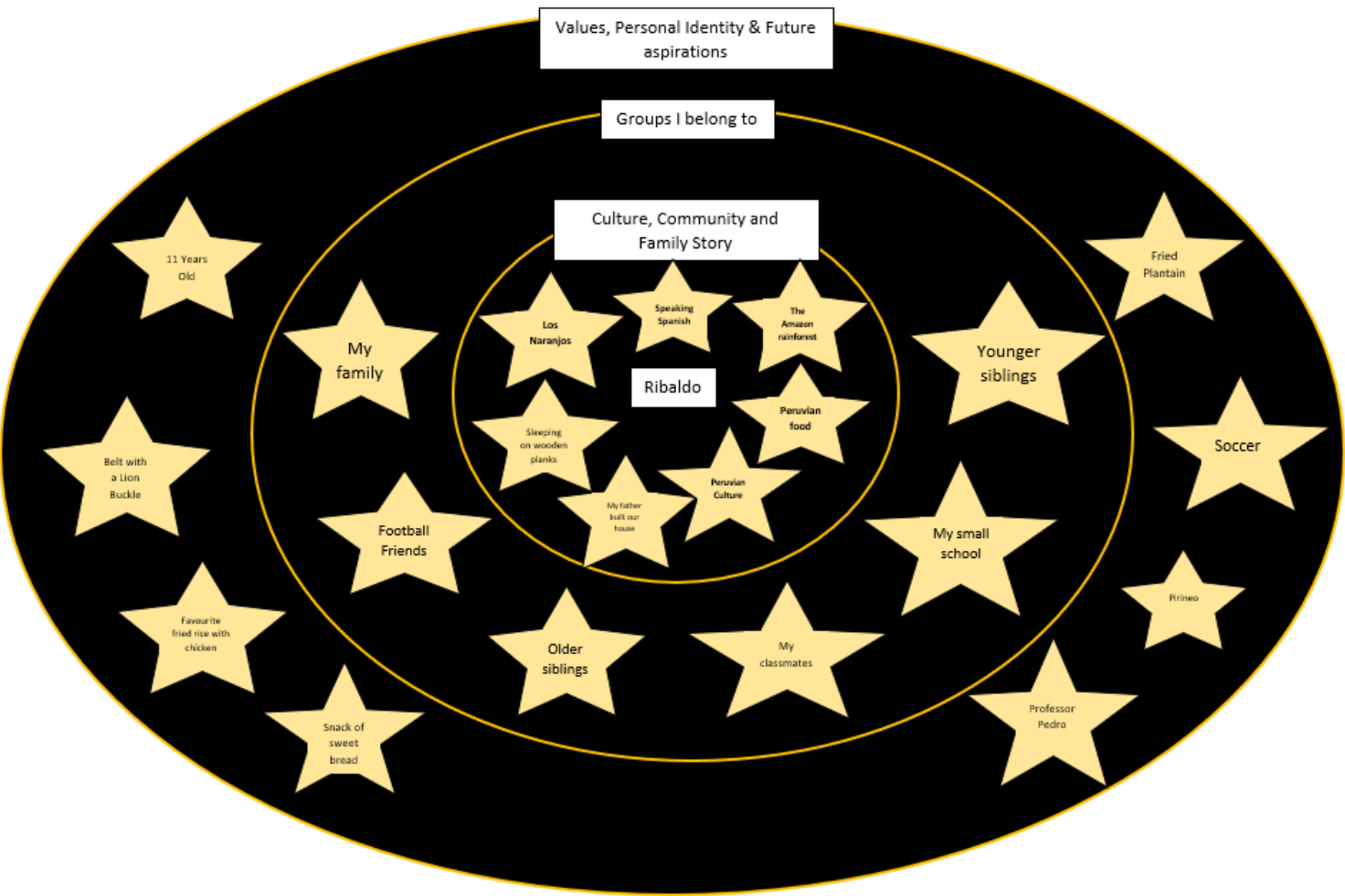
Analysis 2 – 15th August 2023

The notion of space remains important. The programmed provided them with space to focus on pertinent topics such as focusing on relevant local communities. This space allowed the pupils to voice their stories and identities making the unconscious conscious with the pupils voicing their values adversity they have experienced their culture and experiences of well-being. I think this came through the content of the programme. It allowed the children to engage in *physically* showing their identity giving them the opportunity to present their identity maps and re-voicing forgotten identities making their identities explicit and tangible. To this end, I think the physical act of producing the identity maps has been the catalyst to making identities tangible.
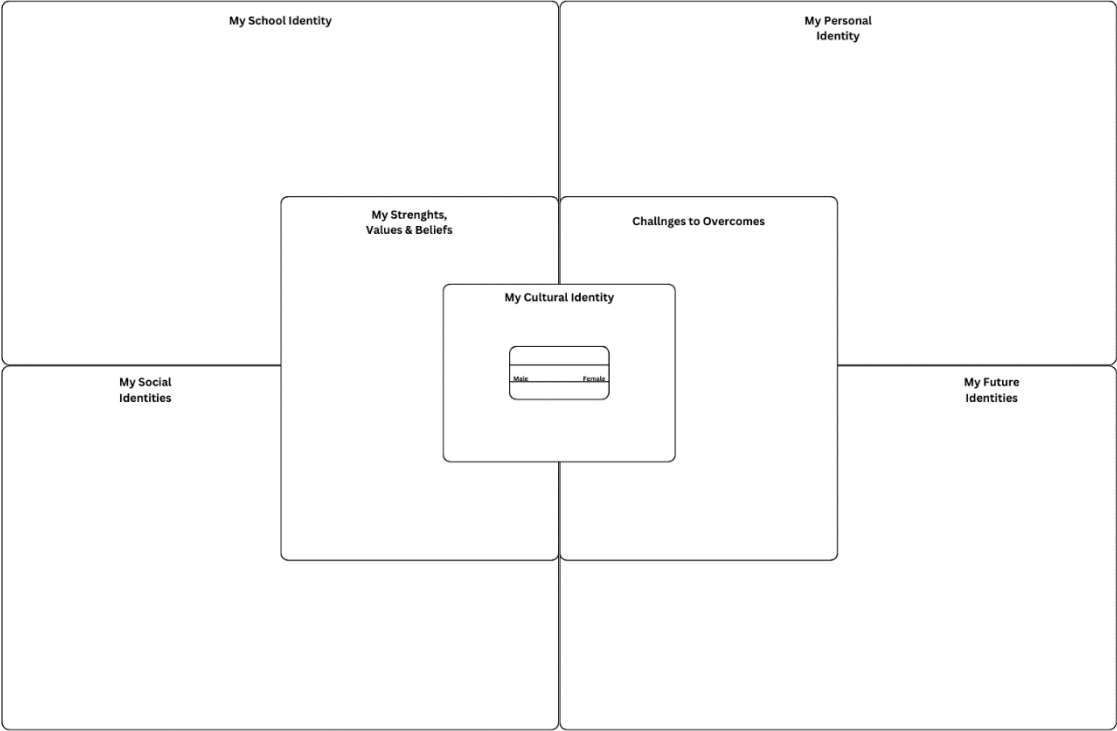
Analysis 3 – 17th August 2023

The participants engaged in voicing their interests on their identity maps voicing self aspects that are important to them this process acting as a reminder and a call to action to voice identities and leading pupils to feel special in voicing their identities. However there was some references to unvoiced aspects of identity continue to being unvoiced or being unable to voice it. As well as voicing their identities children were also able to hear the stories and identity of others in the classes listening to others even if it does not relate themselves with pupils being heard in a different way. This process of space in voicing lead pupils into recognising different aspects of their identities. This included recognising the culture language is central to their cultural identity recognising their likes and dislikes their strengths their abilities their family stories and their friends including recognising the support that their friends give them. In addition recognition to understanding diversity and diversity in identities became apparent. Through this recognition process pupils realise previously unrecognised aspects of their identities recognising other qualities previously unknown but pertinently recognising how they were situated within the wider group recognising that they are not alone building both longing beyond self recognising similarities with the wider group and recognising the strengths of others up and beyond school recognising different communities that they belong to. This space voicing and recognition process led to an increase in awareness and understanding. This being an understanding of other cultures of self of their classmates identities of how they exist within the wider community beyond self. It led to increased understanding of family stories the importance of communities in religion and identity. Learning from the programme led to a broadening of their mind and eye opening and enriching experience connecting aspects of identity previously unconnected. At times this led to a shift in perspective moving pupils beyond their internal world. Through the processes of space voicing and recognising identities this led to building social connections in the group references were made to feeling part of the team and different communities raising sense of

belonging and feelings of being closer to the group. Feelings of pride emerged regarding culture and nationality, confidence was raised kindness increased through the process of knowing others identities worth was realised some were inspired to strive to achieve aspirations and feelings of happiness emerged.

Appendix 18: Identity Map Representative Example

Values, Personal Identity & Future aspirations

Groups I belong to

Culture, Community and Family Story

11 Years Old

Fried Plantain

My family

Los Naranjos

Speaking Spanish

The Amazon rainforest

Younger siblings

Ribaldo

Peruvian food

Soccer

Belt with a Lion Buckle

Sleeping on wooden planks

Peruvian Culture

My father built our house

Football Friends

My small school

Pirineo

Favourite fried rice with chicken

Older siblings

My classmates

Snack of sweet bread

Professor Pedro

Appendix 19: Conceptualisation of identity map for use in EP practice

My School Identity

My Personal
Identity

My Strenghts,
Values & Beliefs

Challnges to Overcomes

My Cultural Identity

Male   Female

My Social
Identities

My Future
Identities

Appendix 20: Official Letter of Ethical Approval

[REDACTED DUE TO THE PRESENCE OF PERSONAL INFORMATION]