



THE UNIVERSITY *of* EDINBURGH

Summary CV

John P Ravenscroft (PhD)

Professor of Childhood Visual Impairment

Head of the Scottish Sensory Centre

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Current Roles:

- **Head and Director of the Scottish Sensory Centre.**
- **Professor of Childhood Visual Impairment.**

- **UKRI AHRC Equality, Inclusion and Diversity Engagement Fellow 2021-2022.**

Previous Roles

- Deputy Head and Acting Head of School (International and Strategic Development Portfolio). Director of Learning and Teaching
- August 2010 – 2013 Head of Institute for Education, Teaching and Leadership
- University of Edinburgh

- September 2009: Deputy Head of Department: Educational Studies. University of Edinburgh
- Jan 2008 Aug 2009: Conjoint Senior Lecturer on Secondment to the University of Newcastle, Renwick Centre, New South Wales, Australia.
- Sept 2005 – Dec 2007: Head of the Scottish Sensory Centre. (60%)
- Jan 1999 – Dec 2007: Senior Research Fellow Research Project “Visual Impairment Scotland”

Strategic Policy Development. Research and Consultancy.

- Professor Ravenscroft has considerable experience of strategic policy development as well as having secured over several million pounds in external funding and consultancy work.
- Professor Ravenscroft is currently working on a range of projects with Assistant Professor Lotfi Merabet and Dr Corinna Bauer from Massachusetts Eye and Ear – Schepens Eye Research Institute, Harvard Medical School.
- His work has been utilised by the Scottish Government. Particularly around the incidence and profile of childhood visual impairment and complex needs as well as how to support children with complex needs within different education environments
- He has also contributed to the Scottish Government policy on Additional Support for Learning as well and has also been involved in the policy on educating teachers for children with special needs.
- His policy contribution has also been noted by the Federal Government in Australia and has played a significant role there in developing policy for families with children with Autism.

- Professor Ravenscroft has been the Chair on a number of external agencies such as Vision 2020 Children's sub group as well as being a member of the Scottish cross parliament group on Education and Sensory Impairment. He has also been on the Education board for the Royal Blind School
- He has delivered a range of consultancy reports both for external funders and for the Scottish Government. These reports have focused on nursery/pre-school and primary experience as well secondary school provision.
- He has a range of experience of strategic policy development and consultancy with various European, United Kingdom and National projects these include the LINGUA project that aims to develop European Union policy on children learning second languages through technology.
- Dr Ravenscroft is skilled at developing research projects and has an international reputation for working with children and young people especially those with additional support needs within education.
- He has an international reputation for developing large register datasets on the number of children that need support and delivering coordinated support programmes that cross education, health and social work.
- Professor Ravenscroft has delivered many (over 50) key note addresses and invited lectures on the education of children with visual impairment.

Selected Successful Grant Income

- UKRI AHRC Equality, Inclusion and Diversity Engagement Fellow 2021-2022
- Principal Investigator RS MacDonald Trust. (2020)
- Principal Investigator: Scottish Sensory Centre. Scottish Government (2011-2021).
- Co-Investigator: University of Edinburgh ESRC GCFR Safe, Inclusive Participative Pedagogy: Improving Early Childhood Education in Fragile Contexts (2020-2023).
- Co-Investigator: Froebel UK Trust. Hub and Spoke Model (2020)
- Principal Investigator (Internal): The Development and Alumni Trust. The Development of BSL Glossary APP. (2014-2015)
- Principal Investigator: Comenius Life Long Learning Programme Lingua Project Mobile Language Learning for Visually Impaired Students (MoLLVIS). (2013-2015).
- Principal Investigator: Facilitating Inclusive Education and Supporting the Transition Agenda (FIESTA). Awarded by Education, Audiovisual and Culture Executive Agency (EACEA) under the Comenius Life Long Learning Programme. (UoE Share (2011-2013).
- Co PI: The project Haptic Experiments: Kinaesthetic Empathy and Non-Sighted Dance Audiences. AHRC (2018 - 2013).
- Principal Investigator. Glasgow Health Board Visual Impairment Scotland. (2011)

Selected Individual Publications since 2014- Current (2018/2021).

Pritchard, D., English, A., Ravenscroft, J. (2021). Extended Cognition, Assistive Technology and Education. (Synthese *In press*).

Ravenscroft, J. (Accepted/In press 2021). Visual impairment and mainstream education: Beyond mere awareness raising. In *Special Educational Needs : A Guide for Inclusive Practice* (3rd ed.). SAGE.

McLinden, M., Ravenscroft, J., Douglas, G., Hewett, R., McCann, E., & Roe, J. (2020). Promoting a balanced early years curriculum for young children with vision impairment: Developing and sustaining personal agency through a bioecological systems perspective. *British Journal of Visual Impairment*.

<https://doi.org/10.1177/0264619619901036>

Ravenscroft, J., & Giese, M. (2020). Was ist eine qualifizierte Lehrkraft im Förderschwerpunkt Sehen? Ein Diskussionsaufruf vor dem Hintergrund aktueller Herausforderungen in der Lehrkräfteversorgung. *blind-sehbehindert*, 140(1), 338-345.

Gorrie, F., Goodall, K., Rush, R., **Ravenscroft**, J. (2019) Is it possible to screen for Cerebral Visual Impairment (CVI) using only Five Questions? Validity of the Five Questions and the CVI Questionnaire. Submitted to PLoS One Nov 2018

Ravenscroft, J. (Ed). (March 2019). *The International Handbook of Visual Impairment: Social and Cultural Research*. (Including Chapter 1 and Chapter 18). Routledge.

Ravenscroft, J., Davis, J., Bilgin, M., Wazni, K. (2019) Factors that Influence Elementary School Teachers' Attitudes towards Inclusion of Visually Impaired Children in Turkey. *Submitted to Disability and Society*. (25th October 2018- Minor revision submitted Nov 2018.)

Timmons, J. & **Ravenscroft, J. (2019)**. Using Expressive Movement and Haptics to Explore Kinaesthetic Empathy, Aesthetic and Physical literacy. In *The International Handbook of Visual Impairment* Ed. John Ravenscroft. Routledge.

Wazny, K., **Ravenscroft, J.**, Chan, K.Y, Bassani, D., Anderson, N., Rudan, I. (2019) Setting weights for fifteen CHNRI criteria at the global and regional level using public stakeholders: An Amazon Mechanical Turk study. *Journal of Global Health*. In print.

Wazny, K., Anderson, N., Bassani, D., **Ravenscroft, J.**, Chan, KY, Rudan, I. (2019) Exploring demographic characteristics and their relation to CHNRI criteria from a public stakeholder group: An analysis using random intercept and logistic regression modelling. *Journal of Global Health*.

Argyropoulos, V. & **Ravenscroft, J. (2018)**. Assisting people with vision impairments through technology. *Encyclopaedia of Education and Information Technologies*. Springer, 10 p

Hamilton, L. & **Ravenscroft, J. (2018)** (Eds) *Building Research Design in Education: Theoretically Informed Advanced Methods*. 1st ed. Bloomsbury. P 288

Ravenscroft, J. & Allison, P. (2018) Building a research design: Thinking about knowledge and what it means to education research. In *Building Research Design in Education: Theoretically Informed Advanced Methods*. Hamilton, L. & Ravenscroft, J. (eds.). London: Bloomsbury.

Ravenscroft, J., Davis, J. & McNair, L. (2018). The Continuing Need for Child Led Approaches within Inclusive Systems. *Inclusive Practices, Equity and Access for*

Individuals with disabilities: Insights from Educators across the World. Halder, S. & Argyropoulos, V. (eds.). Palgrave

Davis, J., **Ravenscroft**, J. & Bizas, N. (2017). Transition Inclusion and Partnership. In Valuing Disabled Children and Young People: Research, policy, and practice. Kelly, B., Byrne, B (eds). Routledge

Mike McLinden, M., **Ravenscroft**, J., Cobb, R., Douglas, G. & Hewitt, R. (2017) The significance of specialist teachers of learners with visual impairments as agents of change: Examining personnel preparation in the United Kingdom through a bioecological systems theory. Journal of Visual Impairment and Blindness. 111, 6, p. 569-584 16 p

Ravenscroft, J. Aug (2017) The problem of defining Cerebral Visual Impairment: The case for Cerebral Visual Disorders. British Journal of Visual Impairment. 35, 3, p. 183-184

Ravenscroft, J., Wazny, K. & Davis, J. (2017) . Factors associated with successful transition among children with disabilities in eight European countries. PLoS One. 12, 6, p. 1-17 e0179904

‘McLinden, M., Douglas, G., Cobb, R., Hewett, R. & **Ravenscroft**, J. (2016) Access to learning’ and ‘learning to access’: Analysing the distinctive role of specialist teachers of children and young people with vision impairments in facilitating curriculum access through an ecological systems theory. British Journal of Visual Impairment. 34, 2, p. 177 - 195 18 p., 9

Ravenscroft, J. (2016) Visual impairment and mainstream education: Beyond mere awareness raising. Special Educational Needs : A Guide for Inclusive Practice. Peer, L. & Reid, G. (eds.). 2 ed. SAGE, p. 232 250 p.

Ravenscroft, J. (2016) Where is cerebral visual impairment. *British Journal of Visual Impairment*. p. 3-4 2 .

Ravenscroft, J. Wazni, K. (2016). *The Qualification of Teachers of pupils with visual impairment, or pupils with hearing impairment or pupils with multi-sensory impairment (vision and hearing impairment)* . Scottish Government.

Ravenscroft, J & Deharde, T. (2016) *MoLLVIS: Mobile Language Learning for Visually Impaired Students. The Development of an APP for Blind users learning languages.* COMENIUS. 49 p.

Ravenscroft, J. (2015). A discussion on what is a Qualified Teacher of Pupils with Visual Impairment. *British Journal of Visual Impairment*, Vol 33. No3. pp 161-166.