

# Janet de Vigne

## **Contact information:**

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## **Education:**

2014 - 2024: PhD: Education and Social Justice, University of Lancaster (graduated 2025)

'I remember the smell of darkness': a Deleuzian exploration of learning from secondary school negative lived experience among present day academics.

*I examined the lived experience of distributive, recognitional and associational (in)justices of 8 academics on two continents to powerfully reveal human relationship and foreground the twin justices of serendipity (luck) and affect – the contributions of the thesis. The complexity of the participants' experience was diffracted through the Deleuzian lens of the desiring machine, the rhizome, affect and the cartographic imperative. Using narrative inquiry and edusemiotics, I worked with distilled I-poems to create a series of cartographs (based on the work of Sir Grayson Perry) to develop a multi-sensory affective charge for the purpose of communicating to teachers. These cartographs represented the identities of the participants through image and language and will be used as teaching artefacts as well as extended into performance.*

2008 MEd TESOL: MHSES, University of Edinburgh

1985-7 PG studies in Singing and Drama: Guildhall School of Music & Drama, London

1985 BA Hons (2:1) French with German, University of Exeter

## **Higher Education teaching**

**2010-present:** **Transdisciplinary teaching across language teaching and learning (MSc TESOL, LE and LIC), the expressive arts (music and drama, creativity - lectures and workshops on the PGDE primary), course design and marking responsibilities at the University of Edinburgh**

**2010-current:** **Postgraduate teaching: MSc TESOL, MSc Language Education, MSc Language and Intercultural Communication (Institute of Language Education), MSc Inclusive Education (Institute for Education, Teaching and Leadership)**

Research methods: Sources of Knowledge (semester 1), Conceptualising Research (semester 2)  
TESOL Methodology (core)

Second Language Teaching Curriculum (sem 1core),  
Theory and Practice of Second Language Learning (sem 2 option),  
Investigating Individual Learner Differences (sem 2 option)  
Course Organiser: Second Language Teacher Education (sem 2 option)

2010-2012 Teaching English to Young Learners (post graduate)  
2009-2015 Language and the Learner (MSc TESOL core)

## **Dissertation supervision:**

University of Edinburgh:

2010-present Institute of Language Education: Masters' dissertation supervision across MSc TESOL, LE and LIC  
2016-2020 undergraduate MA Research Project in Education

**2010-2021: Undergraduate teaching: Primary Education: MA and PGDE:**

The Nature of Knowledge  
Inclusion and Citizenship in the 21<sup>st</sup> century  
Teaching for Social Justice  
Learning and Integrating the Curriculum Drama (and Music),  
Learning Through and For Practice,  
Independent Research Project in Education (u/g dissertation)  
Preparing for Teaching (PGDE primary) 1, 2, 3: Expressive Arts strand, Drama (and Music)

University of Durham:

2015 MSc TESOL dissertation supervision

**Pastoral responsibilities**

2025 Academic Cohort Lead MSc TESOL: leadership role within the School with responsibility for facilitating student relationships within the academic environment, focusing on welcome, induction and transition, community building and academic support  
2019 MSc TESOL Personal tutor to 20 international postgraduate students

**Other teaching:**

2012-2015 Teacher, English and Media Studies: preparation for undergraduate and graduate study INTO, University of Stirling  
2010-2011 Head of English at International Study Centre, Heriot Watt University 2010-11  
2008-2015 FE: Teacher, English language, Edinburgh College (Telford College campus, Granton)

**Other: (publishing)**

2005-8 Director of Publishing: Churches Together in Britain and Ireland  
2000-2007 Co-director of publishing: Scottish Christian Press, Church of Scotland  
1995-2000 Territory Sales Manager: Germany, Austria, Switzerland: (Churchill Livingstone)

**Higher Education course design**

*MSc TESOL, University of Edinburgh: Course Organiser*

2019-present Second Language Teacher Education (SLTE): second semester p/g option  
2019-21 Methodology: first semester core

2019-20	Theory and Practice of Second Language Learning: second semester p/g option
2010-2012	Teaching English to Young Learners (option): course re-written 2011-12
2018-22	<i>PGDE primary</i> : Drama (Expressive Arts strand, lectures and workshops for early, middle and upper years): course design (lectures and workshops) also Music
2018-22	<i>MA Primary</i> : Drama (Expressive Arts strand, lectures and workshops) also Music

### **HE Research Participation**

2025-6	2 <sup>nd</sup> Taiwan UK University Consortium: researching teaching and learning through English as Medium of Instruction through cross-cultural and contextualised approaches (Edinburgh team lead: Professor Yvonne Foley, with the National Taiwan University).
2021-23	Hybrid Pioneers: a cross-institute initiative developed at MHSES and COLL to research 'hybridity in action' from a range of staff and student perspectives. This arose from the Shared Learning Spaces group below.
2021	The Shared Learning Spaces initiative: Connected Classrooms (University of Edinburgh, technology-enabled space – lead (Edinburgh) Prof Do Coyle. Aim: to design a dynamic, collaborative toolkit for teachers and learners that would aid collaboration on co-designing and using learning spaces.
2019-21	Playing beyond CLIL (International research project (Erasmus), exploring CLIL learning and teaching evaluation and assessment through drama. (Lead (Edinburgh) Prof Do Coyle)
2012	Pedagogical implications of AutoTutor: ICE 3 (Integrating CALL in Early Education Environments) EU funded, exploring the uses of a computer generated language correction programme – leads (Edinburgh) Richard Easton and Dr Michael Lynch

### *Funding*

Erasmus funding awarded for PhD writing course, Timisoara 2018

### **Conference presentations and publications in proceedings:**

2022:	World CLIL, The Hague: Playing beyond CLIL: Deeper Learning and Assessment in Drama Based CLIL Learning Spaces (with Prof Do Coyle and Dr Michael Lynch)
2019	European Congress of Qualitative Inquiry, Edinburgh: <i>Learning identity: relationships of memory, place and space to perceptions of failure and success</i> (from PhD pilot)
2016	(in absentia) APA/PCA (Popular Culture of America Association) San Diego USA <i>James T Kirk: Father to a Generation?</i>
2015	100 Year Star Ship (100YSS, sponsored by DARPA) Santa Clara, California <i>Interstellar embryos through interstellar teens: human development and education in an off world context</i> (published in proceedings)

2015 APA/ APC New Orleans, USA: *Underdog to Superdog: Superheroes as positive role models in the critically literate classroom* (published in proceedings)

2014 100 Year Star Ship, Houston, Texas: *Education in Space – a chance for Utopia?* (published in proceedings)

2013-15 British Interplanetary Society, London: *Aspects of Education in Space*

2012 ICE3 (Integrating CALL in Early Education Environments), Barcelona: *Technology in education* (research output: The pedagogical implications of AutoTutor)

**Conference organising committees:**

2026 SLTEd Second Language Teacher Education: Curriculum change in second language teacher education: dynamics, flexibility, and transgression (lead: Dr Dario Banegas)

2026 2<sup>nd</sup> Embedding Language in the Curriculum: exploring teaching and learning through English as the Medium of Instruction in Scottish Schools (a cross-institute initiative for schools) – day conference for teachers

2025 Embedding Language in the Curriculum: exploring best practice in primary and secondary language teaching and learning – day conference for teachers

**Publications**

*Co-authored:*

2006 *with Helen Murdoch She Wore her Serenity Brightly – a biography of Dorothy Robertson*, Edinburgh, Shoving Leopard

2024 (under contract, tentative title) *Lesson Ideas for Italian Teachers: Task Based Learning and CLIL in the English language classroom* (sole author), Zeticula Ltd (imprint to be confirmed)

*Book chapters:*

2023 de Vigne, J 2023: *Deconstructing and Reprivilaging the Education System for Space* Schwartz, J. S. J., Billings, L., Nesvold, E (eds) *Reclaiming Space: Progressive and Multicultural Visions of Space Exploration*, Oxford University Press

2022 de Vigne, J 2022: *Human conflict resolution in a non-Terran context* in Cockell, C (Ed) *The Institutions of Extraterrestrial Liberty*, Oxford University Press

2016 de Vigne, J 2016: *Sturm und Drang: Guaranteeing Teenage Liberty in Space*, in Cockell, C. (Ed) 2016 *Dissent, Revolution and Liberty beyond Earth*, Springer, London

2015 de Vigne, J 2015: *Are we there yet? Pursuing a Utopian Ideal in Education*, in Cockell, C. (Ed) 2015 *Human Governance Beyond Earth*, Springer, London

2014 de Vigne, J 2014: *Education and Liberty in Space*, in Cockell, C. (Ed) 2014 *Liberty Beyond the Earth*, Springer, London.

**Research report:**

2012 de Vigne, J 2012: Pedagogical implications of AutoTutor: report (Erasmus funded, European project (Scotland, Romania, Spain) exploring a computer generated language correction programme – leads (Edinburgh) Richard Easton and Dr Michael Lynch)

**Articles: (peer reviewed)**

2022 Castro, P., Breidbach, S., Coyle, D., de Vigne, J., Hahl, K., Lynch, M (2022) Deeper Learning and Assessment in Drama-based CLIL Learning Spaces, Language Education and Multilingualism – the Langscape Journal 5/2022 <http://edoc.hu-berlin.de/18452/26137>

Various other papers available at <https://lancaster.academia.edu/JanetdeVigne>

**Examining and trainer status**

2019 Cert TESOL trainer, Trinity College London

2013 **International English Language Examiner:** Trinity College London, examining adults and children in Italy, Spain, India and China in GESE (General English as a Second Language) and ISE (International Standard English) oral exams.

2015 **SELT (Secure English Language Testing) Examiner:** Trinity College London, examining the English language capacity of adults living in the UK for the purposes of securing a British passport.

**Other professional activities:**

**Teacher education:**

2022-present International (French/ Spanish) teaching training in Ireland (Limerick, Dublin) and Spain (Seville) for LFEE: CLIL, Irish culture and literature

2019 Association of Finnish Teachers: teacher training: requested workshops on the Life and Times of Robert Burns and Creative Writing (ELA – Edinburgh Language Academy)

**Performance outputs:**

2025: Shards of Normality: International Laboratory Ensemble, director: Yuri Birte Anderson, current perceptions of the Ukraine/ Russia war: multi-modal performative installation at the Freies Werkstatt Theater, Keln devised and performed in June, clip here: <https://www.youtube.com/watch?v=5yceNjMKBzc>

2023: Die Schritte der Nemesis (second iteration): ILE, director Yuri Birte Anderson: remaking the play by Nicolai Evreinov at Theaterlabor, Bielefeld

2022: Die Schritte der Nemesis: ILE, director Yuri Birte Anderson: reconceptualization of the play by Nicolai Evreinov about Stalin's show trials of 1936-8 in six scenes at the Staatstheater, Braunschweig (crit here: <https://nachtkritik.de/nachtkritiken/deutschland/bremen-niedersachsen/niedersachsen/braunschweig/staatstheater-braunschweig/die-schritte-der-nemesis-staatstheater-braunschweig-die-regisseurin-yuri-birte-anderson-inszeniert-nikolaj-evreinovs-chronik-ueber-die-stalinistischen-schauprozesse>) Devised over three weeks, I played the role of Nemesis (and ensemble).

2018-19 The Last Days of Mankind (Karl Kraus) with the Tiger Lilies (EU funded experimental theatre project): International (Serbia, Scotland, France, Poland, Germany, Ireland) professional performance ensemble: Performances: Edinburgh (Leith), Katowice (Poland), Bielefeld (Germany) commemorating the end of WW1

2016 Das Lied der Nacht by Hans Gal: opera concert: Lianora, Erbprinzessin von Sizilien (lead) at the Queen's Hall, Edinburgh, UK premiere conducted by Robert Dick

2008 Slumdog Millionaire (roles: Ada, German tourist at the Taj Mahal and Scots voice over) director: Danny Boyle

2006 The Saint of Bleecker Street by Giancarlo Menotti: opera: Anina, the Saint (lead) at the Festival Theatre, Edinburgh, Scottish premiere conducted by Richard Lewis

2003 Stepping Out, dir. Ken Anderson at Pitlochry Festival Theatre – Mrs Fraser (winner of Leon Sinden award).

**Charity:**

2025-on Founding board member (Scotland): Movement in Refuge – Magnus Wolfe Murray (providing exercise and movement options for displaced people).

2019 one month with the Dunkirk Women's Refugee Centre, Grande Synthe, Northern France: I took a car load of donations from Edinburgh to Dunkirk and spent a month among displaced people seeking to travel to the UK. This resulted in a presentation to the Scottish Parliament and a commendation for the work of the charity. I continue to teach about this on the MSc in Inclusive Education at Edinburgh.

2013 – 2020 Founding board member: Skatepal – Charlie Davis (building skate parks in Palestine), <https://www.skatepal.co.uk/> We took the work of the charity into the Scottish Parliament for Scotland's Refugee Week, highlighting who we are, what we do, and what we want.

**References:** Professor Do Coyle, Chair in Languages Education and Classroom Pedagogies, MHSES, University of Edinburgh

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Professor Yvonne Foley, Chair of NALDIC (National Association for Language Development in the Curriculum) and Personal Chair in Literacies and Language Education, MHSES, University of Edinburgh

E: [yvonne.foley@ed.ac.uk](mailto:yvonne.foley@ed.ac.uk)

Further information: available on request.