

Educational Studies Association of Ireland Conference 2013

Cumann Léann Oideachais na hÉireann

DRAFT Timetable (20-03-13)

Thursday 21 March, 7pm (Pavilion, University of Limerick)

Irish Educational Studies Reception and presentation to Dr. Dympna Devine (who is standing down as general editor of IES)

Thursday 21 March, 8pm

Panel Discussion with Prof. Teresa O'Doherty (MIC), Prof. Noirin Hayes (DIT) and Dr. Anne Looney (NCCA)

Friday 22 March, 08.30: Registration Desk Opens (Radisson Hotel, Limerick)

Friday 22 March, 09.00 - 10.00 (Radisson Hotel, Limerick)

Shannon Suite 2 <i>Symposium</i>	Shannon Suite 1 <i>Initial Teacher Education</i>	Portroe <i>Gender and Education</i>	Whitegate <i>Curriculum, Accountability and Austerity</i>	Dromineer <i>ICT in Education</i>	Scarriff <i>Health Education, Sexuality and Ethics</i>
<p><i>From policy to practice: an insight in to the experiences of nine schools promoting 'reading for pleasure'</i></p> <p>Pauline Laurenson, Karol Sadleir, Kevin McDermott, Della Meade</p>	<p><i>The Road Ahead: Challenges for Initial Teacher Education</i></p> <p>Tracey Connolly</p> <p><i>Can you see the good teachers coming? Exploring the quality rationale behind initial teacher education selection criteria.</i></p> <p>Manuela Heinz</p>	<p><i>An Exploration of Sources of Self-Efficacy in an Irish Post Primary School for Young Women</i></p> <p>Dermot Quish</p> <p><i>Gender and Educational Engagement: How are 9-year-old Irish boys and girls faring?</i></p> <p>Denise Frawley, Selina</p>	<p><i>NIJESH SOLK MWIL START GYAMYATH (SAVE US FROM THE TIME OF TRIAL) From Austerity to prosperity and back again. Tracing the Trajectory of accountability in Education.</i></p> <p>Joe O'Hara, Gerry McNamara, Martin</p>	<p><i>Using a virtual learning environment to support the teaching and learning of mathematics in a primary school context.</i></p> <p>Michael James Malone & John O'Shea</p> <p><i>From 1:1 computing to personal education</i></p>	<p><i>The Let's Learn about Drugs Together Programme: a shared learning experience for parent and pupil to support Post-Primary SPHE</i></p> <p>Sancha Power</p> <p><i>Teachers and Civil Partnership: An Exploration of School</i></p>

	<p><i>Múinteoirí tofa na nIarbhunscoileanna lánGhaeilge, Cé hiad? An examination on the Applications, by Applicant & by Entrant to the Diplóma Gairimiúil san Oideachas ITE Programme 2000-2011.</i></p> <p>Sean O'Gradaigh</p>	<p>McCoy, Joanne Banks</p> <p><i>Narrated Lives: Boys in College</i></p> <p>Connor O'Donoghue</p>	<p>Brown</p> <p><i>Curriculum Values of a Knowledge Society: Creating the Space</i></p> <p>Adrian O'Connor</p> <p><i>Curriculum mapping – throwing light inside the 'black box'</i></p> <p>Josephine Boland, Enda Griffin and David Phelan</p>	<p><i>technologies: making sense of an emerging techno-pedagogical landscape.</i></p> <p>Conor Galvin</p>	<p><i>Culture</i></p> <p>Aoife Neary</p>
--	--	---	---	--	---

10.00-10.30: Coffee & Posters

Friday 22 March, 10.30 – 12.00

Shannon Suite 2 Initial Teacher Education	Shannon Suite 1 Special Needs and Learning Support in Education	Portroe School Subjects: Issues and Innovation	Whitegate Policy Analysis and Evaluation	Dromineer Standardised Tests and International Comparisons	Scarriff Identity, Emotional Work and Gender
<p><i>"Journaling was a challenge..."</i></p> <p><i>Professional Development Activities for HEI placement tutors</i></p> <p>Rose Dolan</p> <p><i>Entry requirements for Initial Teacher Education</i></p>	<p><i>Collaborating Forces: Bridging Policy to Practice divide and meeting individual needs of children with special needs</i></p> <p>Sandra Patton</p> <p><i>Perspectives on educational provision for pupils with Mild</i></p>	<p><i>Children's temporal cognition and the history curriculum of the primary school</i></p> <p>Eileen O'Sullivan</p> <p><i>A question of identity? Purpose, policy and practice in the teaching of history in Northern Ireland and the</i></p>	<p><i>Behaviour policy in primary schools</i></p> <p>Amanda Quail and Emer Smyth</p> <p><i>Understanding achievement differences between schools in Ireland – can existing datasets help?</i></p> <p>Lorraine Gilleece, Jude</p>	<p><i>Going round and round with the 3 R's: International experiences of standardised testing and league tables: Implications for educational policy in Ireland</i></p> <p>Leah O'Toole & Annie Ó Breacháin</p>	<p><i>A defensible argument for creating pedagogical space for exploring identity construction with young people in school</i></p> <p>Grace O'Grady</p> <p><i>New policy landscapes and familiar tensions: Teacher educators'</i></p>

<p>Rory Mc Daid</p> <p><i>Adjusting to Project Maths: challenges for Initial Teacher Education</i></p> <p>Miriam Liston, Olivia Fitzmaurice, Lisa O’Keeffe, Niamh O’Meara, Mark Prendergast, Patrick Johnson</p> <p><i>The impact of accidental policy in revolutionising Irish teacher education</i></p> <p>John Smith</p>	<p><i>General Learning Disabilities in mainstream and special schools</i></p> <p>Pauline Kerins</p> <p><i>Coping with the Inclusion of ADHD: the perceptions and experiences of key stakeholders</i></p> <p>Kate Carr-Fanning & Conor Mc Guckin</p> <p><i>Student-teachers’ attitudes and concerns about inclusive education: The importance of the emotional climate of the placement school</i></p> <p>Catriona O’Toole</p>	<p><i>Republic of Ireland</i></p> <p>Alan McCully & Fionnuala Waldron</p> <p><i>Language learning through physical education: An exploration in the primary school</i></p> <p>Déirdre Ní Chróinín, Siobhán Ní Mhurchú, TJ Ó Ceallaigh</p> <p>Exploring the use of Drama in Education in the teaching and learning of modern foreign languages in Irish second level schools.</p> <p>Celine Healy</p>	<p>Cosgrove, Peter Archer, Susan Weir</p> <p><i>Small worlds, big policy: The enactment of the general allocation model.</i></p> <p>Margaret Egan & Paul Conway</p> <p><i>Theory into Practice: Creating collaborative school-university partnerships in Ireland</i></p> <p>Mary Fleming, Manuela Heinz, Veronica McCauley, Andrea Higgins</p>	<p><i>Educational Innovation and Change: a framework for pedagogical and professional change at Junior Cycle</i></p> <p>Sancha Power & Geraldine Mooney Simmie</p> <p><i>“Northern Ireland is the new Finland” and other surprising findings from international studies</i></p> <p>Eemer Eivers</p> <p><i>Watching Me Watching You: Peer Observation of Teaching across Continents, Counties and Classrooms</i></p> <p>Patricia Kieran & Stella Long</p>	<p><i>emotional work in negotiating practitioner and academic identities</i></p> <p>Maeve O’Brien</p> <p><i>Identity and Learning: The Second Life Dimension</i></p> <p>Sabrina Fitzsimons</p> <p>Una Sarno</p>
12.00- 1.00: Keynote					
1.00-2.00: Lunch					
Friday 22 March, 2.00 – 3.30					
<p>Shannon Suite 2</p> <p><i>Issues in Higher Education</i></p>	<p>Shannon Suite 1</p> <p><i>International Perspectives and</i></p>	<p>Portroe</p> <p><i>Psychological and Guidance</i></p>	<p>Whitegate</p> <p><i>Child Protection and Bullying</i></p>	<p>Dromineer</p> <p><i>Symposium</i></p>	

	Theoretical Underpinnings	Perspectives		
<p><i>An investigation of the influence of classroom based social integration on the intentions to persist of first year students in higher education</i> Tomas Dwyer</p> <p><i>Mind the gap: investigating conceptions of curriculum and knowledge in the transition from Leaving Certificate to Higher Music Education</i> Gwen Moore</p> <p><i>A study of progression of Access Students in Irish Higher Education</i> Cathy McLoughlin , Colette Keogh, Jenny Murphy, Deirdre O Connor, Gemma Lynch, Maeve Bent</p> <p><i>Making the invisible visible: Attitudes and practices of secondary teachers with regard to disciplinary literacy</i> Brendan Mac Mahon</p>	<p>Policy vacuum in the UK: Education, community cohesion and the ‘failure of multiculturalism’ Marie Parker Jenkins</p> <p><i>The unintended consequences of the educational reforms on state primary schools teachers in Greece: A case study</i> Niki Stavrakaki</p> <p><i>The Origins of Critical Theory In Education and Policy: Socialism and Reconstructionist Ideology in Britain, Germany and the USA.</i> Jim McKernan</p> <p><i>Policy and Practice in Education: an intricate fabric or a one-size-fits-all?</i> Andrew O’Shea</p>	<p><i>The Bereavement Audit Study: From Policy to Action</i> Aoife M. O’Brien & Conor McGuckin</p> <p><i>An investigation into the impact of the 2012 DES policy changes in guidance counselling provision on the role of the regular teacher in the post-primary sector.</i> James Galvin & Lucy Hearne</p> <p><i>A case for positive psychology in pre-service teacher education</i> Brian Devitt, Raymond Lynch, Niall Seery</p> <p><i>Risk and Regret: Post-School Transitions and the Irish Recession</i> Selina McCoy & Emer Smyth</p>	<p><i>The challenges of Child Protection policy in practice: Reflections on the role of the Designated Liaison Person for Child Protection in Irish Primary Schools</i> Margaret Nohilly</p> <p><i>Doing Sensitive Research Sensitively - Ethical and Methodological Issues in Researching Workplace Bullying</i> Declan Fahie</p> <p><i>Coping with Cyberbullying: Which responses are helpful?</i> Lucie Corcoran, Conor McGuckin, Mona O’Moore, Stephen J. Minton</p>	<p><i>Teaching children to code: Computers, coding clubs and collaborations in classrooms</i> Aisling Leavy, Rory McGann, Pam O’Brien, Eugene McDonough, Clare McInerney</p>
3.30-4.00: Coffee & Posters				

Friday 22 March:, 4.00 – 5.30			
Shannon Suite 2	Shannon Suite 1 Science and Mathematics Education	Portroe Socio – economic Factors	Whitegate Initial Teacher Education
<p>Symposium <i>‘Things do not change; we change’</i>: new directions for the arts within teacher education Sinead Dineen, Michael Finneran, Ailbhe Kenny</p> <p><i>The challenge of supporting literacy in a digital age: Perspectives from Irish classrooms</i> Duncan Mc Carthy & Brian Murphy</p>	<p><i>Changing times for the Junior Certificate Science Curriculum- Promoting student understanding through the use of Creative and Teacher-Led Continuous Professional Development (CPD)</i> Joanne Broggy & Jennifer Johnston</p> <p><i>Bonus points are not enough: What we need to do to increase the percentage of students achieving at the highest levels in mathematics.</i> Úna Scanlon-Feeley</p> <p><i>Investigating a task-based community of practice as a professional development intervention in mathematics education</i> Aoibhinn Ní Shúilleabháin</p> <p><i>Co-operative Learning in Junior Cycle Science</i> Maeve Liston & Cornelia Hourihan</p>	<p><i>Changing the tide: exploring the effects of an academic enrichment programme on students from socio-economic disadvantaged schools.</i> Elizabeth Breslin</p> <p><i>A SWOT analysis for Irish in the Northern Ireland Education system</i> Eugene McKendry</p> <p><i>‘Risky Business’</i>: policy implementation in infant classes in Irish primary schools. Jacqueline Fallon & Carmel O’Sullivan</p>	<p><i>What is the Purpose of Mentoring in teacher continuing education: reproduction or productive transformation?</i> Geraldine Mooney Simmie & Joanne Moles</p> <p><i>Considerations of the communicative attributes of an online environment for teaching practice</i> Enda Donlon</p> <p><i>An Investigation of Pupils and Teachers at The Point of Transition From Primary to Post-Primary School: Issues in the Teaching and Learning of Science.</i> Sarah-Jane Blackwell</p>
Friday 22 March, 5.30: ESAI Annual General Meeting			
Friday 22 March, 8.00: Conference Dinner			

Saturday 23 March, 9.30-11.00 (Radisson Hotel, Limerick)

Shannon Suite 2 Higher Education Policy	Shannon Suite 1 Cooperation and Collaboration	Portroe Education in the Early Years	Whitegate Assessment in Education	Dromineer Science and Mathematics Education	TBC CPD Event
<p><i>Is it possible to speak educationally about teacher education: A question for policy</i> Anne M. Phelan</p> <p><i>‘The problem of Trinity College Dublin’: A historical perspective on rationalisation in higher education</i> John Walsh</p> <p><i>The impact of the Bologna process on UCD School of Business</i> Orna O’Brien</p> <p><i>The Policy Impacts on Internationally Mobile Researchers and Research in Education’.</i> Caroline K. Healy</p>	<p><i>Formation of School Identity through Community of Practice - A school-based perspective</i> Anna Dillon and Suzanne O’Keeffe</p> <p><i>Informing Policy through Learner-Centred Improvement Processes: A Case Study Using Collaborative Modes of Inquiry</i> Louise Long</p> <p><i>Establishment of Teacher Learning communities to contribute to increased teacher and student engagement in assessment for learning in light of Junior Cycle Developments.</i> Helena Collins</p>	<p><i>‘A Good Start is Half the Work: Implications for Early Years Education in Ireland’</i> Emer Ring & Mary Moloney</p> <p><i>An examination of social stratification processes in early childhood care and education</i> Lana Cummins & Delma Byrne</p> <p><i>Learning experiences in the early years: an investigation using the Growing Up in Ireland dataset.</i> Catriona O’Toole, Delma Byrne, Eileen O’Toole</p> <p><i>The Changing Nature of Irish Early Childhood</i></p>	<p><i>The Impact of Standardised Assessment Within the Primary School Context in Ireland: Key Actor Perspectives.</i> Michael Mc Namara</p> <p><i>An Investigation into Classroom Assessment Methods in the Irish Post-Primary Science Classroom</i> Alison Cullinane & Maeve Liston</p> <p><i>How Inclusive is Assessment Policy in Ireland?</i> Joseph Travers & Graeme Douglas</p> <p><i>Using Social Constructivist Pedagogies to achieve Behaviourist Objectives</i></p>	<p><i>The Mallow Schools Project: A self-sustainable model for CPD in science and mathematics education</i> Grainne Walshe, Anne O’ Dwyer, Alison Cullinane</p> <p><i>Performance Based Assessment in Science- is it the answer?</i> Padraig Egan</p> <p><i>The effect of educational policy on the development of Science in the Transition Year</i> Sarah Hayes & Peter E. Childs</p> <p><i>Junior cycle reform in Irish secondary education: Solid framework or shoddy</i></p>	<p>Dr Conor Galvin, UCD, will lead a round-table discussion on</p> <p>Connecting Research, Policy and Practice</p> <p>This roundtable-type discussion addresses some of the challenges raised by the tension between policy, research and practice. It considers the idea of the policy knowledge continuum – looking at the creation, application and mediation of research from a uniquely Irish perspective. And it also looks at the way new researchers might go about finding their way into this world.</p>

		<i>Care and Education Policy and Practice?</i> Lisa Kiely	<i>to create Adaptive Expertise that can be measured using Standard Assessment Approaches.... Bloomin' Confusing?</i> Zita Lysaght	<i>scaffolding?</i> David King	
--	--	---	--	--	--

11.00-11.30: Coffee & Posters

Saturday 23 March, 11.30 – 1.00

Shannon Suite 2 Higher Education	Shannon Suite 1 Ethos and Patronage	Portroe Higher Education	Whitegate Diversity and Interculturalism	Dromineer
<i>Hitting the Right Note: pre-service music education teachers develop their critical capacity through observation in the school placement practicum</i> Jean Downey & Geraldine Mooney Simmie	<i>Rethinking religion in Irish Classrooms: The implications of the Forum on Patronage and Pluralism in the Primary Sector</i> Thomas G. Grenham & Patricia Kieran	<i>“The institutionalisation of differentiation at higher education level: the domino effect”</i> Ludovic Highman	<i>Language and Intercultural Education in the Primary Gaelscoil: Changing times, Changing Practices, Changing Policy?</i> Úna Ní Sheanáin	<i>School Principals’ Career Path in Ireland</i> Azize Ummanel
<i>“I am not a dyslexic person. I’m a person with dyslexia”. Identity constructions of dyslexia amongst nursing students in higher education in Ireland.</i>	<i>Altruism or Containment: interrogating the potential and limitation of educational ethos in changing times</i> Anne Lodge & Michael Jackson	<i>Rising tide meets a perfect storm: New accountabilities in teaching and teacher education in Ireland</i> Paul F. Conway & Rosaleen Murphy	<i>“Add diversity and stir”: The Problems with Intercultural Education policy at second level in Ireland</i> Laura Dooley	<i>Implementation of Policy: A bottom-up approach with top-down support.</i> Fiona King
	<i>Ethics in a Secondary School</i>	<i>Opportunities Gained, Opportunities Lost: The reality of supervision communities during school placements.</i> Anne Marie Young	<i>Support for Migrant Students in Irish schools</i> Beata Sokolowska, Daniel Faas & Merike Darmody	
			<i>The role of educational psychological research in</i>	

<p>William Evans</p> <p><i>Symposium: Fusing Content and Pedagogy: Facilitating the growth of Pedagogical Content Knowledge in Pre-Service Teacher Education.</i></p> <p>Carol O'Sullivan, Eva Devaney, Aisling Leavy, Mairéad Hourigan, Gwen Moore</p>	<p><i>Classroom: initial observations from a case study in the use of literature and film in moral formation and ethical inquiry</i></p> <p>Colm Kenny</p>	<p><i>The End of the Road or a New Beginning: Reflections on the Education and Training Boards Bill 2012.</i></p> <p>Barney O'Reilly</p>	<p><i>informing storybook representations of children from ethnic minority groups</i></p> <p>Maeve Dupont & Aisling Costelloe</p>	
---	---	---	--	--