

Educational Studies Association of Ireland

Cumann Léann Oideachais na hÉireann

Newsletter

January 2015

WELCOME FROM THE ESAI PRESIDENT

Dear Colleagues,

A very happy 2015 to all and I hope it will be a successful year for educational research in all its forms. The Executive is looking forward to another busy year following on from an eventful and energetic 2014. The year just passed has seen further growth and development in ESAI, in terms of membership (particularly corporate membership) but also in terms of our activities for members.

Our key activities in 2014 centred on (i) a joint ESAI-SCHETU symposium on 'Teacher Supply and Early Career Experiences' in April; (ii) our Annual Conference which was held in the Sheraton in Athlone in April; (iii) organisation of the ESAI Symposium at AERA in April; and (iii) the launch of a special issue of *Irish Educational Studies* by Minister Jan O'Sullivan in October.

Inside this newsletter, you'll find details of the events highlighted above, but also information relating to EERA and ECER, as well as opportunities for established researchers to join the Editorial Board of IES, and opportunities for postgraduates to join the ESAI Executive.

On behalf of the Association, I would like to congratulate the Editorial Board of *Irish Educational Studies* on another successful year for the journal. The special issue *Investment in Education and the intractability of inequality* edited by John Walsh, Selina McCoy – both guest editors – along with Aidan Seery and Paul Conway, is a very interesting read. The Journal has maintained its excellent reputation, is climbing in the rankings, and continues to provide researchers in Ireland with an opportunity to present their work to a wide international audience. Sincere thanks to Editorial team, led by Dr. Aisling Leavy and Prof. Paul Conway and including Prof. Emer Smyth, Dr. Maeve O'Brien, and Prof. Aidan Seery for their continued hard work on all of our behalves.

I would like to finish this short note by paying a particular tribute to my colleagues on the ESAI executive. In common with all other voluntary organisations, ESAI relies on the commitment and dedication of a range of individuals who freely give of their time in order to maintain and enhance the Association. This year has seen a number of new members join the Executive: Dr Merike Darmody (ESRI) and Dr Brendan MacMahon (NUIG) bring a range of new insights and experiences to our discussions. We welcome Merike and Brendan while at the same time acknowledging the contribution of those who have recently stepped down. In particular I would like to thank Dr Rose Malone for her advice, friendship and hard work as former President, and Dr Mella Cusack, Prof. Marie Parker-Jenkins and Dr Tom Farrelly for their contribution over the years.

Looking forward to seeing you all in April at the 2015 Conference in Maynooth,
Dr Delma Byrne, ESAI President

Delma.Byrne@nuim.ie



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IMPORTANT DATES TO REMEMBER!

30th January: Submission deadline for ESAI Conference Abstracts

31st January: Submission deadline for ECER 2015 Summer School, Sheffield

1st February: Submission deadline for abstracts for ECER 2015, Budapest

12th February: IES Launch in Limerick hosted by NISE

13th February: Closing date for applica-

tion for Postgraduate Representation on ESAI Executive

13th February: Closing date for applications for SCoTENS Seed Funding

20th February: Closing date for ESAI Symposium at BERA

10th March: Closing date for applications for Co-Editor and Reviews Editor Positions

ESAI CONFERENCE 2015: CALL FOR ABSTRACTS

The 40th Annual Conference of the Association will open at Maynooth University on Thursday April 9th, and continue in Carton House on Friday 10th and Saturday 11th April 2015. The theme for the 2015 Annual Conference is: **Educational Research and Practice in Times of Transition: Looking to the Future**. Our 2015 conference marks the 40th annual ESAI conference and the build-up to the 40th anniversary since the establishment of the Educational Studies Association of Ireland in 1976.

As we transition into this 40th anniversary period, we begin to reflect on the advances that have been made in educational research over this time, but also to reflect on how the association has changed in the way it manages its affairs. The full call for papers can be downloaded from <http://www.esai.ie/conference-2015-theme>. The closing date for the submission of abstracts is **Friday 30th January**, so we would encourage members of the Association to distribute it as widely as possible. We welcome abstracts for symposia, papers and posters.

This year's conference promises discussion and engagement with current educational research on a wide range of topics. If you are interested in chairing a session at the forthcoming conference, or you have any suggestions please email us at conference@esai.ie.

Our 2015 conference marks the 40th annual ESAI conference and the build-up to the 40th anniversary since the establishment of the Educational Studies Association of Ireland in 1976.



Dr Rose Malone (keynote) and Prof. Emer Smyth (respondent) at the 2014 ESAI Conference

GET TWEETING!!

The 2015 Conference Hashtag is
#esai15

If you missed last year's Conference catch a glimpse of the proceedings at #esai14

REFLECTIONS ON 2014 ESAI CONFERENCE

The 2014 conference **Imagining and Innovating for Sustainable Futures; Education in Challenging Times** was held at the Sheraton Hotel, Athlone. A very well-attended conference heard papers from a variety of participants, including academic researchers, graduate students and educational practitioners. It is this diversity of participation and of research modes that characterises ESAI.

Here were some of the highlights:

Dr Rose Malone, gave the Presidential keynote *A Curriculum for Sustainability? Dilemmas and Choices*, with a response by Prof. Emer Smyth.

We held three ESAI Professional Development Workshops

- Meet the Editors! Publishing with Irish Educational Studies: An overview of the review process, led by the IES Editorial Board
- Prof. Gary Granville led an ESAI-IACD (Irish Association for Curriculum Development) Sponsored Workshop Educators as curriculum change agents: challenging, preparing and supporting educators to be proactive in developing curricula
- Negotiating Ethical Dilemmas in the Research Process: A workshop on negotiating the issues relating to ethical dilemmas in educational research, with a view to developing a framework for ethically sound educational research, led by members of the ESAI Executive

Reflecting collaboration across the ESAI research community, three Symposia were held:

- Symposium on Bulling
- Symposium on Arts as Activism
- Symposium on Understanding and enhancing literacy in post-primary schools

CALL FOR APPLICATIONS OF INTEREST FOR POSTGRADUATE REPRESENTATION ON ESAI EXECUTIVE (TWO POSITIONS)

At the most recent AGM in Athlone, we reported a recent decline in the number of *Associate* (postgraduate student) members in the ESAI. In an attempt to improve the membership base and better represent the research community, we sought permission at the AGM to co-opt a number of Postgraduate representatives on to the ESAI Executive.

The ESAI Executive invites applications for two positions of Postgraduate Representative. The call for positions are on also on the ESAI website. The new Postgraduate Representatives will be working alongside the President and current ESAI Executive team. It is expected that the new Postgraduate Representatives will reflect the geographical diversity of the postgraduate student body to include Northern Ireland and the Irish Diaspora, and other professions where education is a key area, in terms of inter professional education.

As these are new posts, the exact duties of the Postgraduate Representatives are not yet defined. However, general duties are likely to include reviewing the work of ESAI/IES from a postgraduate perspective, and devising initiatives to attract postgraduate students to ESAI. Postgraduate representatives will be co-opted for a 2-year term.

If you are interested please email a general letter of interest indicating (i) why you are interested in the position; (ii) details of your postgraduate research and location of study; and (iii) one academic referee for the position(s) **by 5.00pm Friday 13th February 2015**. Send application materials to both Delma Byrne (Delma.Byrne@nuim.ie) and Merike Darmody (Merike.Darmody@esri.ie).

ESAI MEMBERSHIP

As with all voluntary organisations of our type, ESAI relies on a strong membership base to keep going. Individuals and Agencies/Bodies wishing to take out or renew membership can continue to do so electronically at <http://www.esai.ie/joinesai>.

While membership is relatively steady from year to year, we need a stronger membership base to fully support the primary aims of ESAI, namely to represent and support the advancement of educational research in Ireland. We are currently exploring options to improve our membership base to include:

- * The possibility of broadening the ESAI Executive
- * The development of Membership Interests
- * The creation of Special Interest Groups
- * More frequent updates on research 'ESAI Educational Research Intelligence Briefing'
- * Increased Communication with Membership base

LAUNCH OF IES 33, 4 IN FEBRUARY 2015:

The ESAI Executive and the journal Editorial Board will be undertaking launches of 1-2 journal issues per year.

On 12th Feb IES 33, 4 will be launched in Limerick – hosted by the National Institute for Studies in Education (NISE is a collaboration between LIT, MIC and UL).

The first issue of 2015, that is, IES, 34, 1 will be launched in April at the ESAI Annual Conference, MU and Carton House, Maynooth.

NEWS FROM IRISH EDUCATIONAL STUDIES (IES)

Issues in 2014:

Since 2012 each volume of the IES journal comprises four issues. In 2014, one of the four issues was a special issue titled: *Investment in Education and the intractability of inequality* edited by John Walsh (TCD), Selina McCoy (ESRI/TCD) – both guest editors – along with Aidan Seery and Paul Conway. The well-attended launch of the special issue by Minister Jan O'Sullivan, TD, took place in the Roy-

al Hibernian Academy on the 8th of October. The special issue highlights the extraordinary impact of the *Investment in Education* report fifty years ago in transforming the Irish educational sector, but also highlights continuing inequalities affecting participation (see ESRI news item on the launch: https://www.esri.ie/news_events/institute_news/new-journal-issue-on-inve/index.xml)



L -R: Dr. Aidan Seery (TCD), Dr. Frank Barry (UCD), Dr. Delma Byrne (MU), Dr. Aisling Leavy (MIC), Dr. Selina McCoy (ESRI), Dr. John Walsh (TCD), Minister for Education & Skills Jan O'Sullivan TD, Prof. Paul Conway (UL), Prof. Áine Hyland, Denise Frawley (HEA), and Muiris O'Connor (HEA).

Download IES articles from T&F website:

In order to continue to strengthen the journal's standing within the context of our contract with Routledge/Taylor & Francis, we ask lecturers and researchers to please download articles directly from the *T&F website*, **or** from the T&F option in *your library ejournal system*, to enhance the download statistics. The overall number of article downloads per year is very important for the continued vitality of the journal both from a scholarly and journal development perspective. So, **rather than uploading an article to an online learning environment** (e.g. Blackboard, Moodle... etc.) **please pass on the journal website details to your students and colleagues:**

<http://www.tandfonline.com/loi/ries20#.VLj-4af0>

NEWS FROM IRISH EDUCATIONAL STUDIES (IES)

IES Twitter going from strength to strength:

IES Twitter account has been going from strength to strength since we launched it late August, 2014. There are now almost 300 followers. Do join/follow: @editor_IES



The ESAI Executive invites applications for the positions of Co-Editor and Reviews Editor. Details of the two positions can be found in the next item and are also on the ESAI website.

Editorial Board Positions Advertised:

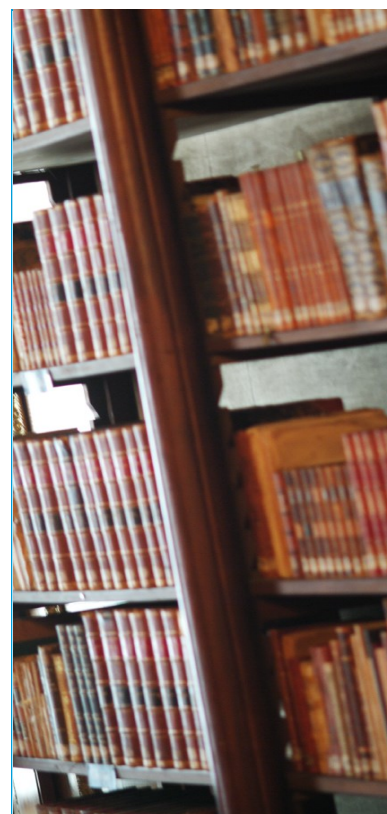
The Editorial Board, at its most recent meeting in October 2014, decided to extend the Editorial Team given the very significant increase in the volume of submissions to the journal since the transition from three to four issues per volume in 2012 and the adoption of the online submission system by IES in early 2013. The ESAI Executive invites applications for the positions of Co-Editor and Reviews Editor. Details of the two positions can be found in the next item and are also on the ESAI website.

New Co-Editor:

We would like to welcome Dr Aidan Seery (TCD) as a Co-editor as he moves from his role as Reviews Editor. See the item below for the now vacant Reviews Editor position, as well as an additional Co-editor position.

Paul Conway, Aisling Leavy, Emer Smyth, Maeve O'Brien and Aidan Seery

Editorial Team



The qualifications necessary for consideration as Co-Editor and Reviews Editor include:

- Prior involvement in journal publishing as author, reviewer and/or associate editor
- Research record and evidence of leadership in the field of education
- Ability to dedicate a substantial portion of annual workload to managing journal activities
- Skills necessary to work with prospective contributors in a supportive yet critical spirit
- Ability to maintain and strengthen international professional networks of authors and reviewer and in turn enhance the Journal's reputation and impact.



CALL FOR CO-EDITOR AND REVIEWS EDITOR POSITIONS

Irish Educational Studies

Official journal of the Educational Studies Association of Ireland (ESAI)

<http://www.tandfonline.com/toc/ries20/current>

Co-Editor and Reviews Editor Positions

The Executive of the Educational Studies Association of Ireland (ESAI, www.esai.ie) invites applications for the positions of Co-Editor and Reviews Editor of *Irish Educational Studies*, the official journal of the ESAI. *Irish Educational Studies* focuses on a range of topics relevant to education, drawing on the full spectrum of disciplines and methodological approaches that inform educational research, including anthropology, sociology, psychology, history, economics, philosophy, politics and curriculum studies. The journal is currently ranked in the Thompson Reuters Social Science Citation Index (SSCI)[™]. The call for applications for these new positions is motivated by a substantial increase in submissions to the journal since its inclusion on the Social Science Citation Index, the move to the ScholarOne online management system and the expansion from three to four issues per year.

The new Co-Editor will be working alongside the current editorial team. The current team consists of Paul Conway and Aisling Leavy (General Editors) and Emer Smyth, Maeve O'Brien and Aidan Seery (Co-Editors). It is expected that the new Co-Editor and Reviews Editor will add to the disciplinary and geographical diversity of the current team.

The *Co-Editor* will be responsible for management of peer-review and editorial processes. These processes include determining the composition of the reviewer pool, guiding manuscripts through the review process using a web-based system, over seeing revisions, the initiation and management of special issues, initiating and conducting communication with prospective authors, reviewers, associate editors, ESAI Executive and association members as well as others stakeholders. This initial assignment would be for a 3-year term.

The *Reviews Editor* will be responsible for contacting publishers to secure books to review, identifying and distributing books to suitable reviewers, and readying reviews prior to final publication. Although there is no fixed number of books to review per issue, we anticipate that between 2 and 3 book reviews will be published each year. This initial assignment would be for a 3-year term.

If you are interested in serving as Co-Editor or Reviews Editor please email a copy of your curriculum vitae and a letter of interest indicating the position(s) for which you are applying, your qualifications and relevant experience for the position(s) by 5.00pm Tue 10th **March 2015**. Send application materials to both Paul Conway (Paul.Conway@ul.ie) and Aisling Leavy (Aisling.Leavy@mic.ul.ie).

NEWS FROM EUROPE

ECER Conference 2015, ECER Summer School, and EERA Update

ECER Conference 2015, Budapest: "Education and Transition - Contributions from Educational Research" Call for Abstracts

The European Conference on Educational Research (ECER) 2015 takes place from 7th – 11th September 2015 at the very impressive location of Corvinus University, Budapest.

The conference is preceded by the Emerging Researchers' Conference and will also be the host for the Focal Meeting of the World Education Research Association (WERA).

Submissions deadline: 1 February 2015

Please find more information in the PDF-Call for Proposals at:

http://www.eera-ecer.de/fileadmin/user_upload/Documents/ECER Documents/ECER Call for Proposals final.pdf

ECER Summer School 2015

There are funded places available at the Summer School on Data and Educational Research "What is Data anyway?" hosted by EERA and the University of Sheffield.

The summer school aims to:

- Open and promote a European research space for collaboration and networking between early career educational researchers
- Explore the opportunities and challenges available through traditional and contemporary approaches to data in educational research project
- Introduce and examine critically new ways of thinking about 'data' and consider these in relation to participants' current and future research projects

Deadline is January 31. Please forward this information on to any doctoral students. This is a link to the website which gives you all the details on the summer school and the application process: <http://www.eera-ecer.de/season-schools/data-and-educational-research/>

EERA Update

The most recent EERA Council meeting was held in Budapest in January 2015. The official journal of EERA, *European Educational Research Journal (EERJ)* is in the process of moving from Sympoium to Sage, and two new co-editors have been appointed: Eric Mangez and Maarten Simons. Eric Mangez is Professor of Sociology of Education at the University of Louvain (UCL), Belgium and Maarten Simons is Professor of Education Policy and Theory at the Laboratory for Education and Society of the KU Leuven (KUL) Belgium.



EERA participates in a number of European projects and international partnerships. Its current focus is on the upcoming European framework programme, 'Horizon 2020'. More recently, EERA has adopted a political role advocating protection of funds for social science research and educational research and is in constant contact with EU and Horizon 2020 to increase pool of resources for social science research. However, it has recently become apparent Horizon 2020 has already suffered from budget cuts between the original and final proposals. Any additional cuts on the funding programmes of Horizon 2020 would seriously endanger its essential contribution to the solution of urgent societal problems and impacts on Europe's economy.

EERA are now members of the European Alliance for Social Sciences and Humanities (EASHH). EASHH aims to bring together scientific networks, associations and disciplines to promote European social sciences and humanities. EERA are also a member of Initiative for Science in Europe (ISE) which focuses on the role of science in policy making. Further information can be found on the EERA website <http://www.eera-ecer.de/about/projects-partnerships/>

The 2016 EERA Conference is likely to be held in either Dublin or Glasgow, however a decision has not yet been reached at this point.

ESAI SYMPOSIUM AT AERA 2015, CHICAGO IL

Each year AERA invites international educational research associations to submit symposia to the AERA annual conference. For many years, the ESAI Executive has submitted a symposium involving ESAI members, ensuring a range of institutions are represented with a symposium theme that provides some scope for a range of inputs and perspectives. Last year, we welcomed applications from ESAI members to present their work at the symposium and received a greater number of applications than places. Using the set criteria outlined in the call, the following papers were selected for the ESAI Symposium at AERA. Congratulations to the successful applicants! The date of the symposium has not yet been announced.

If you are travelling to AERA and are interested in being a discussant for the symposium, please email Delma Byrne (Delma.Byrne@nuim.ie).

Symposium Title: 'A perspective from Ireland on Toward Justice: Culture, Language, and Heritage in Education Research and Praxis'

The theme of the Educational Studies Association of Ireland (ESAI) symposium draws heavily on the theme of the AERA annual conference, prompting us 'to consider how education praxis, research, theory, and policy can change the world—toward more justice'. In this symposium, we examine interpretations of the meaning of culture, language, and heritage in education research and praxis with the aim of advancing justice, in the Irish context. Papers in the symposium represent contributions from researchers and educators working collaboratively across higher education institutions.

Chair: Dr Conor Galvin, Director of Graduate Studies at UCD College of Human Sciences, and Vice-President of the Education Studies Association of Ireland.

Paper 1: Language(s) in education and society in Ireland North and South: 'The longed-for tidal wave of Justice can rise up, and hope and history rhyme' (Seamus Heaney).

Social and educational policy documentation in the EU, Ireland and the UK aspire to language policies and practices which develop multilingualism and a respect for heritage and interculturalism, while promoting the knowledge economy. This paper will discuss how the

plethora of policy papers and reports currently circulating might be harnessed to integrate the languages of business, diplomacy, heritage, lifestyle, community and newcomers. The particular challenge facing Ireland is how linguistic diversity can be accommodated in a society where it often seems that 'English is Enough.' The role of Irish is central to these considerations. Although the first official language in the Republic, in Northern Ireland Irish is controversial and has been described as "the green litmus paper of community relations".

Dr Eugene McKendry, School of Education, Queen's University Belfast

Paper 2: Multilingualism challenges and opportunities in the Irish Post-primary education sector.

The linguistic and cultural dimensions of Irish society are a rich tapestry of official bilingualism overlaid with a vibrant multilingualism (Census 2011, Eurobarometer 2012). While the National Strategy Literacy and Numeracy for Learning and Life (LNLL) (DES, 2011) acknowledges some of the multilingual contexts that exist in schools, it is broadly framed as an English language document which does not address the multilingual environments in Irish-medium schools and in many English-medium schools. This paper presents a case study of two post-primary schools, one a linguistically diverse English-medium school and one an Irish-medium school, focusing on both the challenges and opportunities of linguistic diversity in the implementation of the LNLL strategy. The data derives from interviews with teachers, students and student-teachers.

Dr. Ann Devitt (TCD), Melanie Ní Dhuinn (TCD), Dr. Brendan Mac Mahon (NUIG).

Paper 3: Within and Without - Considering the power of competing educational discourses in our understanding of adolescent literacy practice, policy and research.

This paper draws on the shared empirical research and recently published book ('Networks of Mind: Language, Culture, Neuroscience', 2014) of the authors alongside Alicia's recent doctoral thesis research to explore the role of educational discourse in adolescent practice, policy and research. Current educational discourses look in (to brain) or out (to experience) to understand literacy and learning.

For many years, the ESAI Executive has submitted a symposium involving ESAI members, ensuring a range of institutions are represented with a symposium theme that provides some scope for a range of inputs and perspectives.

Despite the allure of neuroscience, neuroscientific insights which "look in" do not translate into educational practice without "looking out" to a broader understanding of the role of culture, environment, relationships in learning. The purpose of this paper is to interrogate adolescent literacy practice, policy and research using a cultural lens to investigate power, heritage and justice within and without neuroscientific and sociocultural discourses.

Prof. Kathy Hall (UCC), Dr. Alicia Curtin, Lecturer (UCC).

Paper 4: Culture, heritage and values in Irish education – perspectives in art and history

This paper is a critical review and evaluation of a mod-

ule in an Initial Teacher Education programme in an Irish art college. Through the production of original artworks, graduate students give personal responses to the values and foundational beliefs evident at key moments in 20th century Irish education history and policy. The art projects take various forms – 2D or 3D work in a variety of media, digital media projects or performative pieces. Students have chosen to address such issues as Irish language, corporal punishment, censorship, gender, sexuality, special needs and religion in Irish education. In presenting some of these artworks, the paper provides a critical commentary on the potential of the creative arts to inform teacher education programmes.

Professor Gary Granville (NCAD).

EARLY CAREER RESEARCHER EVENT

The Association has a strong record of involvement in convening policy seeding events and this is an aspect of the association's work which we plan to expand in the coming year.

In April of 2014, a joint ESAI-Standing Committee of Heads of Education and Teacher Unions (SCHETU) symposium 'Teacher Supply and Early Career Experiences' was held at the INTO Learning Centre, Parnell Square.

ESAI Executive members, Rose Malone and Conor Galvin, oversaw the event and there were a number of illustrating research presentations about teacher supply and early career experiences., including:

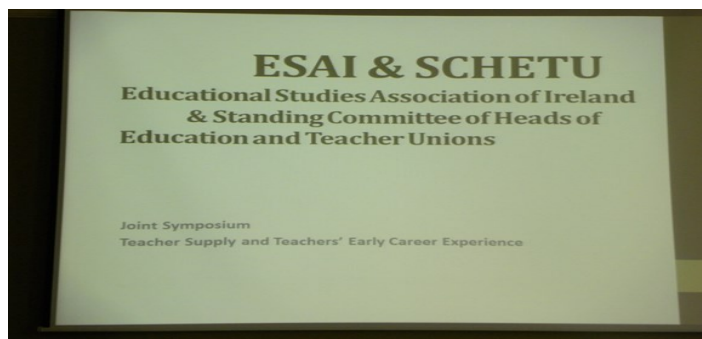
'Current Issues for Early Career Teachers in Ireland',
Mary Burke & Billy Redmond, The National Induction Programme for Teachers (NIPT)

Support for Early Career Teachers: the Scottish Experience . Susan Quinn, Educational Institute of Scotland (EIS) President

'Teacher Workforce Planning;' Tomás Ó Ruairc, Teaching Council in Maynooth



Above: Susan Quinn (EIS) gives an overview of the Scottish experience at the event



ESAI EXECUTIVE COMMITTEE 2014/15

Dr Delma Byrne, Maynooth University, President
Dr Conor Galvin, UCD, Vice-President
Dr Merike Darmody, ESRI, Hon Secretary
Dr Annelies Kamp, DCU, Hon Treasurer /SIG Co-ordinator
Dr. Andrew Loxley, TCD, SIG Co-ordinator
Dr. Catriona O'Toole, MU, Membership Secretary
Dr. Josephine Boland, NUIG
Dr. Brendan MacMahon, NUIG
Dr. Enda Donlan, Mater Dei, Webmaster
Dr. Alan McCully, UU
Prof. Paul Conway, UL
Dr. Aisling Leavy, MIC

FUNDING CALLS

The Irish Research Council (IRC)

The IRC has published terms and conditions of two postgraduate scholarship schemes: the Government of Ireland Postgraduate Scholarships Scheme (GOI) and the Employment Based Postgraduate Programme (EBP). Application deadline is **4pm on 11th February 2014**. Terms and conditions are available at <http://www.research.ie/funding/postgraduate-funding>.

The Employment Based Programme is a relatively recent scheme under which research students are employed by a co-funding partner while pursuing a PhD or research masters programme. Any type of organization that deals with education issues (other than a higher education institution) can potentially act as employment partner. Research projects in all disciplines are eligible. If you are working in an agency/organisation and have an interest in pursuing postgraduate work, contact any of the Education Departments to see if you are eligible to apply for funding.

SCoTENS

The Standing Conference on Teacher Education North and South (SCoTENS) provides seed funding for collaborative research and professional activities focusing on teacher education in Northern Ireland and the Republic of Ireland. Visit <http://scotens.org/2014/12/call-for-scotens-northsouth-research-projects-january-2014-2015/> to download an application form.

ESAI SYMPOSIUM AT BERA 2015: CALL FOR PAPERS FOR A SYMPOSIUM/FULL SYMPOSIUM

This year, the British Educational Research Association (BERA) will hold its annual conference in Belfast from 15th-17th September. In the spirit of collaboration, and because BERA are coming to Ireland, they have invited kindly ESAI to submit a symposium to their annual conference.

This year, we welcome applications from ESAI members to present their work at the symposium. In all, the symposium will include 4-5 papers over 90 minutes, which should include time for commentary, questions and discussion. The session will also have a chair and a discussant.

ESAI members are invited to submit a proposal for a complete symposium or alternatively, individual members may submit individual papers for consideration in a general symposium. A selection committee comprising members of the ESAI Executive will review proposals. All proposals should be submitted to bera@esai.ie by **Friday 20th February 2015**. The ESAI Executive will review proposals and notify all applicants by 27th February 2015.

As with the ESAI Symposium at AERA, we encourage a broad range of themes, as well as a wide range of academics at different stages of their career, selected from a range of institutions to get involved in the symposium. Key criteria for selecting the papers include (in no particular order):

- All authors must have a current ESAI membership (membership details are available on www.esai.ie);
- The topic of the paper should be sufficiently broad;
- Preference will be given to papers/symposium that include a number of authors from one or more institutions);
- The involvement of early career academics and researchers is strongly encouraged;
- Collaborative papers that draw on the expertise of ESAI members North and South, or on the expertise of ESAI members internationally is strongly encouraged.

We welcome proposals for papers pertaining to any sector in the education system. In your submission **please include the following:**

- Title of Paper/Theme of Symposium (if applicable)
- Symposium Abstract (if applicable)
- Paper Abstracts: Abstracts should be **no more than 120 words**.
- Contact Details: Please provide the names, institutional affiliations and email addresses of all co-authors.
- Audiovisual Equipment Needs: Please specify any audiovisual equipment needs.

Educational Studies Association of Ireland

Cumann Léann Oideachais na hÉireann

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