

## Conference Programme & General Information

The conference will open in Maynooth University at 5:30pm on the 9<sup>th</sup> April and continue in Carton House on the 10<sup>th</sup> and 11<sup>th</sup> April. The conference will close at 1:30pm on Saturday 11<sup>th</sup> April. Please let us know if you need accommodation from Maynooth University to Carton House on Thursday 9<sup>th</sup> April, as we can organise transport. Email [conference@esai.ie](mailto:conference@esai.ie)

For directions, please see <http://www.esai.ie/sites/default/files/documents/conference-34/2015/conference2015-venue.pdf>

If you are travelling to Maynooth by train, the location is a short 15 minute walk from the station. If you're travelling by car, then it's probably best to park in carpark 7 which is just behind Iontas. It means that you'll be taking the one-way ring road around campus.

### Onsite Registration Hours:

Everyone will have registered before the conference, but a registration desk will be open to pick up name badges, dinner vouchers etc during the conference

- Thursday 9<sup>th</sup> April, Iontas Building Maynooth University from 5:30pm
- Friday 10<sup>th</sup> April, **MAIN Entrance** to Carton House, from 9:00am-5pm
- Saturday 10<sup>th</sup> April, **MAIN Entrance** to Carton House, from 9:00am-12:00.

### Schedule

Please note that this year we received an unprecedented number of papers and symposiums. As a result, you will see below that our schedule is really full! So, we have limited scope to make changes to the schedule. We hope you understand. Should you have any queries, please contact Delma Byrne [delma.byrne@nuim.ie](mailto:delma.byrne@nuim.ie)

### Poster Sessions

Participants presenting their work at the poster session(s) may do so either poster session scheduled in the timetable. There is no specification for the size or layout of posters. Please check in at the registration desk when you arrive in Carton House.

### Paper & Symposium Sessions

*Guidelines for Presenters and Chairs:*

- Thank you for submitting a paper to the ESAI conference. We hope that you will enjoy the experience and that your session will generate a rewarding discussion.
- Please note that all presenters must be both members of ESAI and must pay the conference registration fee <http://www.esai.ie/conference-2015-registration>
- In sessions that have been allocated 90 minutes, you will have approximately 15 minutes for your presentation, and 3 minutes for questions (based on 5 papers per session). **We respectfully ask all presenters to keep within the time limit so as to allow equal time for all papers and adequate time for discussion.** If more than one author speaks to a paper, it is up to the presenters themselves to allocate the 15 minutes among the speakers.

- In sessions that have been allocated 120 minutes, you will have approximately 15 minutes for your presentation, and 5 minutes for questions (based on 6 papers per session). **We respectfully ask all presenters to keep within the time limit so as to allow equal time for all papers and adequate time for discussion.** If more than one author speaks to a paper, it is up to the presenters themselves to allocate the 15 minutes among the speakers.
- Each session will be allocated a chair, who will give a brief introduction, remind speakers when time is nearly up and manage the discussion.
- The speakers and chair can agree among themselves whether to take questions and discussions immediately after each paper or whether to have a discussion on the group of papers at the end of the session. The latter arrangement is more usual and the papers have, where possible, been grouped thematically to facilitate this approach.
- Presenters are very welcome to volunteer to chair a session other than their own and will be given guidelines.
- In a symposium, the time allocation for the various papers can be agreed between the speakers.

## SUMMARY CONFERENCE TIMETABLE

### Thursday 9<sup>th</sup> April, Iontas, Maynooth University

5:30pm: Registration  
6:00pm-8pm: Opening Panel , Iontas Seminar Room 2.31,  
Top Floor, Iontas Building, North Campus, Maynooth University

Panel of Speakers on **'Educational Research and Practice in Times of Transition: Looking to the Future'**

With contributions from

**Professor Ellen Hazelkorn (DIT)**

**Dr Michael Shevlin (TCD)**

**Dr Alan McCully (University of Ulster)**

**Dr Kevin Davidson (NUI Galway)**

**Chaired by Dr Delma Byrne, President of ESAI**

### Friday 10<sup>th</sup> April, Carton House

9am Registration, Main Hotel Entrance Lobby

9:30-11:00

	Symposium	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
--	-----------	--------------	-----------	-----------	-----------	-----------	--------------

11:00-11:30

*Coffee Break*

11:30-12:30

**Key Note: Professor Kathleen Lynch (UCD)**  
**'Academic Freedom & Research: Challenges of Commercialisation and  
New Managerialism**  
Kildare Suite

12:30-1:30

*Lunch, Linden Tree Restaurant*

1:30-3:00pm

	Symposium	Slot 2	Slot 3	Slot 4	Slot 5	Slot 6	Slot 7
--	-----------	--------	--------	--------	--------	--------	--------

3:00-3:30pm

*Coffee Break & Poster Session*

3:30-5:00pm

	Symposium	Session 1	Session 2	Session 3	Session 4	Session 5	Session 6
--	-----------	--------------	-----------	-----------	-----------	-----------	--------------

6:00pm

**Annual General Meeting (AGM)**  
**Leinster Boardroom**

7:30pm

*Pre-Dinner Drinks Reception, The Mallaghan Suite*

8:00pm

*Conference Dinner, The Drawing Room*

### Saturday 11<sup>th</sup> April, Carton House

9am Registration

9:30-11:00am

Symp.	Session	Symp	Session	Session	Session	Session	Session
<i>Coffee Break &amp; Poster Session</i>							

11:00-11:30am

11:30-1:30pm

Symp	Session	Session	Session	Session	Session	Session	Session
------	---------	---------	---------	---------	---------	---------	---------

**Conference Close**

**Symposium: An Examination of Concepts of School Readiness Among Parents and Educators in Ireland: Findings from a National Research Project**

- 1 An Examination of Concepts of School Readiness Among Parents and Educators in Ireland: Background; Overview and Methodology  
Emer Ring, Mary Immaculate College, Limerick.
- 2 An Examination of Concepts of School Readiness Among Parents and Educators in Ireland: What Educators said.  
Mary Moloney and Máire Mhic Mhathuna,  
Mary Immaculate College & Dublin Institute of Technology.
- 3 An Examination of Concepts of School Readiness Among Parents and Educators in Ireland: What Parents and Children said.  
Aisling Leavy and Patsy Stafford  
Mary Immaculate College & Maynooth University.
- 4 An Examination of Concepts of School Readiness Among Parents and Educators in Ireland: Implications for Future Practice  
Nóirín Hayes, Visiting Professor at the School of Education Trinity College Dublin

**Session 1: Perspectives on Special Educational Needs Education**

- 1 Marginalised youth speaking back through research  
Paula Flynn, TCD
- 2 Training needs of special needs assistants: policy and practice in a time of transition  
Pauline Kerins<sup>1</sup>; Ann Marie Casserly<sup>1</sup>; Evelyn Deacy<sup>1</sup>; Deirdre Harvey<sup>2</sup>; Dolores McDonagh<sup>1</sup>; Bairbre Tiernan<sup>1</sup>.  
<sup>1</sup> Centre for Special Educational Needs, Inclusion and Diversity (CSENID), St. Angela's College, Sligo.  
<sup>2</sup> Education Department, St. Angela's College, Sligo.
- 3 The provision of SEN placement within second level Art teacher education.  
Isobelle Mullaney, NCAD
- 4 Students with SEN mainstreams schools: using peer relations as a measure of inclusion  
Joanne Banks, Denise Frawley and Selina McCoy, ESRI & HEA
- 5 Transitioning Experiences of Blind/Vision Impaired People  
Patricia McCarthy, TCD

**Session 2: Language and Education**

- 1 Who speaks Irish? – Use of Irish language in the Republic and Northern Ireland  
Merike Darmody, ESRI
- 2 Transition or Stasis? The Modern Languages competences of PGCE students  
Eugene McKendry, QUB
- 3 “Is maith liom Gaeilge”. An analysis of variation in primary pupil attitudes to Gaeilge in the Growing Up in Ireland study, focusing on the Teacher factor.  
Ann Devitt, Gene Dalton, Melanie Ní Dhuinn and Jane O’Connell, Joe Condon.  
Trinity College Dublin & Dublin Institute of Technology.
- 4 Implementing a new languages policy for all students in a university context – should all students be exposed to one or two modern languages during their undergraduate and postgraduate degrees?  
Imelda Elliott, Université du Littoral Côte d’Opale (ULCO), Boulogne, France.
- 5 Strategies for English language learners in mainstream classes  
Patrick Farren, National University of Ireland, Galway

### **Session 3: Evaluation of Education Settings & Qualification Frameworks**

- 1 Together towards improvement – The case of Polycentric inspection in Northern Ireland  
Joe O'Hara, Gerry McNamara, Patrick Shevlin, Martin Brown, DCU  
ETI
- 2 An archaeological analysis of the introduction of School Self-Evaluation into primary schools in Ireland.  
Susan Bailey, St Patrick's College Drumcondra
- 3 Exploring school self-evaluation in the Irish primary sector: The educators' perspective  
Gráinne O'Sullivan, TCD
- 4 Making the transition to integrated education and training programme development in the context of the Irish Common Awards System  
Angela Higgins, Kildare and Wicklow Education and Training Board  
Alice Bennett, Freelance Community Arts practitioner  
Brenda Delaney, tutor and trainer  
Kildare and Wicklow Education and Training Board  
Richard Mee, Freelance Organic Horticulture tutor and trainer
- 5 Should qualifications frameworks be applied to the teaching profession? A challenge for research and policy.  
James Urwick, Independent consultant

### **Session 4: ICT and Education**

- 1 Teachers using iPad: The move from ITE to NQT  
Brendan Mac Mahon, Seán Ó Grádaigh & Sinéad Ní Ghuidhir  
National University of Ireland, Galway
- 2 R-NEST: Designing for Augmented, Digital Reflection in Teacher Education  
Bonnie T. Long and Tony Hall, School of Education, National University of Ireland, Galway
- 3 Factors Influencing Foreign Language Teachers in Dutch Higher Education in Their Intention to Integrate Smartphones in Their Lessons  
Saskia O'Neill, Karel Kreijns, Open University Netherlands

### **Session 5: Maths Education**

- 1 Mathematics in Transition – A Focus on Algebra  
Mark Prendergast and Paraic Treacy, Trinity College Dublin & University of Derby
- 2 Sociocultural Lessons for Reform-Based Mathematics: Tracing Pedagogical Shifts in a Transition Year Classroom  
Marie Killilea, Presentation College, Athenry, Co. Galway.  
Stephen O'Brien and Michael Delargey, School of Education, University College Cork
- 3 Self-efficacy and its role in teaching and learning in mathematics.  
Liam Walsh, TCD/DES
- 4 Assessment for Learning and Mathematics: Learners' Perspectives  
Ann Marie Gurhy, St. Patrick's College, Drumcondra
- 5 Developing Mathematical Knowledge for Teachers  
Ann O'Shea and Majella Dempsey, Maynooth University

### **Session 6: Historical Perspectives on Education**

- 1 "Times of Transition – looking to the Past?" –Curricular policy in second level education in late nineteenth century Ireland.  
Ann Daly, Maynooth University
  - 2 Back to the Future: Links between literacy research in the 1970s and the Literacy Strategy 2011  
Maighread Tobin, Department of Sociology, Maynooth University
  - 3 Teaching the Irish past in a post-Independence present: Second-level history in the Irish Free State, 1922-42  
Colm Mac Gearailt, TCD
  - 4 Presentation P.S. Waterford (1798-2005): Transitioning Identities  
Angela Tobin, University College Cork
  - 5 A critical evaluation of the literature of the troubles project: philosophy, methodology, findings/outcomes  
Brian Hanratty, St Mary's University College, Belfast.
- Chair: Dr Peter Murray, Maynooth University Department of Sociology*

**1:30-3:00pm Friday 10<sup>th</sup> April**

### **Symposium: Mathematics in primary schools – teaching tools, teaching practice, pupil outcomes**

- 1 Is this mathematics programme effective? The answer depends on the questions asked.  
Eemer Eivers, Educational Research Centre
- 2 Communicating the maths curriculum: How closely do textbooks reflect curriculum content?  
Emer Delaney, Educational Research Centre
- 3 Current Practices in Teaching Maths in Primary Schools: Some Observations from the JUMP Study  
Seán Close and Dolores Corcoran,  
Educational Research Centre, St Patrick's College, Dublin

### **Workshop: The journey to publication: Sharing insights into the review process at *Irish Educational Studies***

Aisling Leavy, Paul Conway, Emer Smyth, Maeve O'Brien, Aidan Seery  
Editors of IES

### **Session 1: Teaching as a Profession**

- 1 "Wow! This is great; this will get me into teaching!" Immigrant Internationally Educated Teachers reflect on teaching in Ireland  
Rory Mc Daid, Marino Institute of Education
- 2 Diversity in Initial Teacher Education (DITE) in Ireland: Critical Perspectives on Gender and Sexuality  
Manuela Heinz, Elaine Keane, and Kevin Davison, NUI Galway
- 3 Selection Methods used in Education: How useful are they in Selecting the Best Secondary School Art Teachers?  
Sharon Kehoe, TCD
- 4 "Not Flaunting It": LGBT-Q Sexualities and the Co-Construction of 'Appropriateness' in Irish Schools  
Aoife Neary, University of Limerick
- 5 Hearts & Minds Without Fear: Unmasking the Sacred in Teacher Preparation  
Barbara A. Clark & James Joss French, Central Connecticut State University, New Britain, Connecticut, United States

### **Session 2: Higher Education**

- 1 Transitioning to Normalised Computer Assisted Learning  
Monica Ward, DCU
- 2 *All they want is a good job!*: perception of success in higher education in a rural Irish post-primary school.  
Katherine Salvador, Trinity College Dublin

- 3 'Postdoctoral Researcher Lives': a national study of the careers of postdoctoral researchers  
Andrew Loxley and John Walsh, Cave Research Centre, TCD
- 4 Mature students and their 'vision' for higher education  
Mark Kearns, School of Education, Trinity College Dublin
- 5 How students with intellectual disabilities experience learning in one Irish university  
John Kubiak, The National Institute for intellectual Disability, School of Education, Trinity College Dublin

### **Session 3: ICT and Education**

- 1 TPACK-TAB – Tablet integration through the development of the TPACK framework.  
Frank Kehoe, UCD
- 2 Print or Digital Textbooks? students' preferences and usage patterns  
Keith Young, Maynooth University
- 3 Sin scéal eile: Using technology to support Irish language learning in primary school.  
Gene Dalton and Ann Devitt, TCD
- 4 Design method for the evaluation and quality assurance of online learning environments.  
Marianne Checkley, Institute of Art Design and Technology
- 5 An Action Research Approach to Developing Synchronous Online Programmes for High Ability Students  
Stuart Kehoe, Centre for Talented Youth Ireland

### **Session 4: Teacher Education**

- 1 B.Ed. Transitions: A View from the End of a Three Year Programme  
Michael O'Leary & Zita Lysaght, St Patrick's College, DCU
- 2 Transition Through Research ? Pedagogical stakes of the academization of teacher training in France  
Philippe Bongrand, University of Cergy-Pontoise, France
- 3 From 'Nothingness into Being' – The Art of Policy Persuasion in European Teacher Education  
Anne McMorrough and Conor Galvin,  
Marino Institute of Education, Dublin & UCD Dublin College of Human Sciences
- 4 Research as Resilience in the transition from Initial Teacher Education to Working in School Cultures: Examples from an existing programme.  
Audrey Halpin, Joanne Jackson, Rebecca Waugh, Samuel Ross, Lorraine Harbison, Church of Ireland College of Education
- 5 Some thoughts on the explication of the teacher educator.  
Rose Dolan and Michael Kenny  
Maynooth University Department of Education & Department of Adult & Community Education
- 6 Education in the Republic of Ireland: the soul of the teacher in an age of measurement  
Geraldine Mooney Simmie and Joanne Moles,  
Faculty of Education and Health Sciences, University of Limerick

### **Session 5: Methodologies and Research Impact**

- 1 Transitioning past the challenges posed by discourse analysis based research  
Brigid Bennett, School of Education, UCD
- 2 "Pixel Possibilities – tales of using visual research instruments in educational research"  
Melanie Ní Dhuinn and Andrew Loxley, School of Education, Trinity College Dublin
- 3 Making the Transition from Teacher to Ethnographic Researcher-*Ethical dilemmas and the insider-outsider debate*  
Miriam Doran Hamilton, Mary Immaculate College
- 4 PUBLIC UNDERSTANDING OF ARTS AND HUMANITIES RESEARCH'S VALUE: THE CASE OF IRELAND  
Andrew Gibson<sup>1</sup> and Ellen Hazelkorn<sup>2</sup>. Higher Education Policy Research Unit  
Dublin Institute of Technology
- 5 Preparing for the change: Sensitising teachers to Nature of Science  
Anne O' Dwyer and Joanne Broggy

### **Symposium on School Placement**

- 1 Transitions in Teacher Preparation in Ireland: Interim Findings from the Literature  
Kathy Hall, Regina Murphy, Catherine Mulryan, Alicia Curtin  
UCC & St Patrick's College Drumcondra
- 2 An analysis of the levels of reflection attained by student teachers on School Placement  
PJ Sexton, Helen Leonard, Enda Donlon, Sabrina Fitzsimons, and Elaine McDonald  
Mater Dei Institute of Education
- 3 Using historiography as an analytical tool to explore the *Guidelines on school placement* (Teaching Council, 2013) and other influential publications published since 1994.  
Sarah O'Grady, St Patrick's College, Drumcondra
- 4 Experiences of PME Students from Maynooth University while on School Placement  
Sarah O'Grady and Rose Dolan, St Patrick's College, Drumcondra Maynooth University
- 5 What's in a name? Transitioning from the role of supervisor to placement tutor  
Thomas Walsh & Rose Dolan  
Maynooth University

### **Session1: Special Educational Needs**

- 1 Life with ADHD: listening to the voices of young women and those who teach them. An exploration of emerging themes from reflections on educational and social experiences.  
Andrea Lynch, National University of Ireland Galway
- 2 The impact of using a process drama approach on levels of concentration in children with Attention Deficit Hyperactivity Disorder  
Elaine Clotworthy and Carmel O'Sullivan, TCD
- 3 Teacher knowledge, understanding and confidence in working with students diagnosed with Asperger's syndrome  
Keith Young, Patricia Mannix McNamara, Barry Coughlan, University of Limerick
- 4 Autism and Literacy: Connecting, Collaborating and Sharing for Change  
Carol-Ann O'Síoráin, TCD
- 5 "A journey to Paris", a parents unexpected journey into the world of intellectual disability  
Clara O'Byrne and Orla Muldoon, University of Limerick
- 6 ASD Transitions in an Age of Inclusive Practice: The Voice of Parents  
Colin McElroy, TCD

### **Session 2: Patronage & Religion in the Classroom**

- 1 *Uneasy Bedfellows? Ethics, ERB and Religious Instruction in Irish Primary Schools*  
Anne Marie Kavanagh, St. Patrick's College, Drumcondra
- 2 A critical discourse analysis of legislation and texts that determine whether religious discrimination in Irish schools' admission policies is legally justifiable or a human rights violation?  
Eukaria O'Grady, University College Cork
- 3 An Exploration into the Genealogy of the term 'Patron' as a concept in Irish Education Governance: An Interim Report`  
Barney O'Reilly, Independent Researcher (University Of Limerick)
- 4 Seeing the Beauty of God: The role of religious paintings in RE, in three catholic post-primary schools.  
Caroline O'Sullivan Ryan, University College Cork
- 5 Read in the name of your Lord: Quranic education in two Irish Muslim Schools. '*Read in the name of your Lord who has created you from a single clot*'- Quran, chapter 96 verse 1-2  
Youcef Sai, TCD



### **Session 3: Enhancing student learning**

- 1 Readiness to learn; the impact of drama in education approaches upon the development of critical thinking skills and student ability to self-direct in Irish secondary schools.  
Sarah Clarke, TCD
- 2 From sedentary classrooms to active classrooms as teachers transition to a new method of teaching: Integrating physical activity and academic content  
Rosemarie Martin and Elaine M. Murtagh, Mary Immaculate College, University of Limerick
- 3 To what extent is the implementation of Differentiated Reading impacted by teachers' understanding of meaningful learning and transition in relation to the Zone of Proximal Development?  
Helen Heneghan, School of Education, Trinity College Dublin.
- 4 Peer-teaching: A marriage of convenience?  
Ruth Forrest, Maynooth University
- 5 Transitions toward a practice turn and partnership approach in teacher education: issues for policy, research and practice  
Paul Conway, University of Limerick

### **Session 4: Health and Wellbeing**

- 1 An exploration of Irish post primary teachers' psychological well-being and perceived stress levels.  
Brian Devitt, Raymond Lynch and Niall Seery, University of Limerick
- 2 Identification of Hidden Adolescent Bullying –uncovering covert relationship dynamics in the classroom using a socio-metric test and empathy scales  
Maria Garvey, TCD
- 3 Linking Demands, Resources and Engagement to Principal's Levels of Stress and Strain in Irish Voluntary Secondary schools  
Teresa Hand-Campbell, University of Leicester
- 4 “don't say it ..ssh ..can you soften the title ?” a study of the barriers to raising awareness of domestic violence.  
Norah Sweetman, TCD School of Education
- 5 An Interpretivist Study of the Professional Resilience of Guidance Counsellors in the Irish Post-Primary Sector  
Eimear Mc Donnell, Lucy Hearne, University of Limerick
- 6 Student teacher transition to school placement: The influence of sleep on student teachers' daytime functioning during school placement.  
Deirdre Harvey, St. Angela's College, Sligo

### **Session 5: CPD**

- 1 SWIFT Beginnings – Establishing a Summer Writing Institute For Teachers  
Alison Farrell, Maynooth University  
Deirdre McClay, Letterkenny IT  
Donna Callan, St Mary's Secondary School, Holy Faith Convent, Glasnevin, Dublin
- 2 Irish post-primary teachers' experiences of Continuing Professional Development  
Laoise Ní Thuairisg, Pádraig Ó Duibhir, Coláiste Phádraig, Droim Conrach
- 3 Self-study as professional learning  
Déirdre Ní Chróinín<sup>1</sup>, Tim Fletcher<sup>2</sup>, Mary O'Sullivan<sup>3</sup>  
1: Mary Immaculate College, University of Limerick  
2: Brock University, Canada  
3: University of Limerick
- 4 Exploring Flipped-Classroom methodology as a model for teacher professional development  
Jillian Kellough and Damian Murchan, TCD
- 5 LeaComm Learning Community of Migration & Minorities: Platform for Teachers & Teacher Educators.

- Exchange House Ireland National Traveller Services
- 6 Problem-Based Learning in Initial Teacher Education: A Transition to Collaborative Learning  
Máire Ní Ríordáin and Pauline Logue Collins  
<sup>1</sup> National University of Ireland, Galway, <sup>2</sup> Galway-Mayo Institute of Technology

**Symposium 2: Further Education in a time of transition**

- 1 Further Education in a time of transition  
Bernie Grummell and Michael Murray, Maynooth University
- 2 Participating in the Higher Diploma in Further Education: Preparation of critically reflective educational practitioner  
Michael Kenny and Students of Higher Diploma in FE Studies, Maynooth University
- 3 The Further Education and Training Strategy 2014-2019 (SOLAS 2014): An instrument of the market or an opportunity for transition.  
Michael Kenny and Fergal Finnegan, Maynooth University
- 4 Transitions between further and higher education  
Justin Rami, Sarah Gunning, Ita Tobin, Dublin City University
- 5 The Further Education and Training Strategy 2014-2019 (SOLAS 2014): An instrument of the market or an opportunity for transition.  
Michelle Kinsella and Michael Kenny, Maynooth University

**9:30-11:00: Saturday 11<sup>th</sup> April**

**Symposium: The National Behaviour Support Service: A Multi Disciplinary, Evidence-Based Approach to Promoting Positive Behaviour for Learning**

- 1 The NBSS Teacher as Researcher Project:  
Empowering Teachers through an Action Research Literacy and Learning Initiative  
Fiona Richardson & Jean Henefer, National Behaviour Support Service
- 2 Movement Matters: A Purposeful Movement Programme to Promote, Improve and Teach Positive Behaviours for Learning  
Valerie Maher, Ms Carolyn Lanigan-O'Keefe<sup>2</sup>, & Jean Henefer, NBSS  
Trinity College Dublin
- 3 NBSS Level 3 Behaviour Support: Student Voice  
Jean Henefer, NBSS
- 4 FRIENDS for Life  
Sharon Costello and Jean Henefer, NBSS

**Symposium 2: The Junior Cycle in Transition - the Bridge21 Model and delivering the curriculum**

- Ciarán Bauer, Aibhín Bray, Jake Byrne, Lorraine Fisher, Sharon Kearney, Danielle O'Donovan, and Kevin Sullivan  
Centre for Research in IT in Education (CRITE)  
School of Education and School of Computer Science & Statistics  
Trinity College Dublin
- 1 Bridge21 and Computer Science  
Jake Byrne, Lorraine Fisher, & Kevin Sullivan  
Centre for Research in IT in Education, School of Education and School of Computer Science & Statistics, Trinity College Dublin
- 2 Bridge21 and the Humanities  
Danielle O'Donovan, Sharon Kearney, & Ciarán Bauer  
Centre for Research in IT in Education (CRITE), School of Education and School of Computer Science & Statistics, Trinity College Dublin
- 3 Bridge21 & Project Maths  
Aibhín Bray

Centre for Research in IT in Education, School of Education and School of Computer Science & Statistics, Trinity College Dublin

### **Session 1: Educational Leadership & Curriculum**

- 1 Shaping the Educational Agenda in a Time of Transition  
D. G. Mulcahy, Central Connecticut State university
- 2 Social Justice Leaders: innate or circumstances?  
Fiona King and Joe Travers, St. Patrick's College, Drumcondra
- 3 A mixed methods study of the leadership style of principals in the Irish post primary sector  
Claire Freeman and Lucy Hearne, University Of Limerick
- 4 International and Remote Schooling: Global to Local Curriculum Policy Dynamics  
Tom O'Donoghue, The University of Western Australia
- 5 Shakespeare Without Boots: The Case Against Compulsory Shakespeare at Junior Cycle  
Martin Murphy and Carmel O'Sullivan, TCD
- 6 Integrating The Curriculum: Negotiating Meaningful Learning To Support Social Regeneration  
Joanne Fitzpatrick, Emmanuel O'Grady, Emmanuel O'Reilly, University of Limerick

### **Session 2: Science**

- 1 Science hooks: a teacher education approach to advancing science engagement  
Veronica McCauley and Kevin Davison, NUI Galway
- 2 Formative assessment in Science and Mathematics Education (FaSMEd)  
Majella Dempsey and Niamh Burke, Maynooth University
- 3 Problem Solving – The Missing Paradigm in Mathematics Teacher Education`  
Niamh O'Meara and Aoife Guerin, NCE-MSTL, University of Limerick
- 4 Particles or waves? – Communicating Science concepts through visual art.  
Anne Marie Morrin, Mary Immaculate College, Limerick
- 5 Constructing generalisations from visual spatial patterns  
Aisling Twohill, St Patrick's College, Dublin City University

### **Session 3: Inclusive Education System?**

- 1 Educational 'Othering' from the inside: The presence and absence of Irish Travellers in the Intercultural Education Strategy  
Aoife Titley, Froebel Department of Early Childhood and Primary Education, Maynooth University
- 2 Mono-Ethnic to Multi-Ethnic – Exploring Student Achievement over time in Four High Concentration Multi-Ethnic DEIS Schools  
Krizan Vekic, Mater Dei Institute of Education
- 3 Let's stop failing learners: How after school programmes can ease the transition through education  
Tracy Galvin<sup>1</sup> ; Joanne O'Flaherty<sup>1</sup>; Jim Gleeson<sup>2</sup>  
<sup>1</sup>University of Limerick; <sup>2</sup>Australian Catholic University, Queensland
- 4 Engaging Young Learners in the Learning Process at Tallaght Training Centre  
Ellen McManus, DCU
- 5 Developing Self-Regulated Learners?: Examining Theories that Underpin Transitional "Learning to Learn" Modules in Irish Third-Level Institutions  
Aisling O'Connor Institute of Technology, Tralee and Laura Costelloe National College of Ireland

### **Session 4: Higher Education:**

- 1 The progression and completion rates of students with disabilities in Higher Education.  
Declan Reilly, Trinity College Dublin
- 2 Do students who enter University through a supported entry programme make a successful transition to graduation?  
Jennifer Murphy and Fiona Sweeney, UCD Access Centre
- 3 Mediating multiple research findings and consultations with practitioners to inform policy

development in access to higher education

Audrey Halpin and Kieran Houlihan

- 4 The Future Funding of Higher Education: Considerations from the Student Experience  
Delma Byrne, Maynooth University

- 5 TY students adaptation to university on an Early University Entrance Programme  
Catriona Ledwith, Centre for Talented Youth, Ireland, DCU

- 6 Learner Engagement and Community-Based Learning: Findings from a new university in the North of England  
Timothy R. N. Murphy, Education and Professional Studies, University of Limerick

### **Session 5: Enhancing Student Learning, Engagement and Well-Being**

- 1 Redefining high performance in Northern Ireland: How do secondary schools serving high poverty communities under pressure for test performance manage to teach the whole child?  
James H. Nehring and Stacy A. Szczesiul, Graduate School of Education,  
University of Massachusetts Lowell

- 2 The role of engagement and test-taking behaviour in PISA 2012 in Ireland  
Rachel Perkins, Educational Research Centre

- 3 Transitions Towards Creative Classrooms in Ireland, North and South  
Céline Healy and Anne McMorrough  
Maynooth University, Department of Education & Marino Institute of Education, Dublin

- 4 Mindful schools? Exploring the potential of mindfulness programmes for enhancing resilience and wellbeing in children and adolescents  
Catriona O'Toole<sup>1</sup> Mairead Furlong<sup>2</sup>, Sinead McGilloway<sup>2</sup>, Aril Bjørndal<sup>3</sup>

<sup>1</sup> Maynooth University Department of Education

<sup>2</sup> Maynooth University Department of Psychology

<sup>3</sup> Regional Centre for Child and Adolescent Mental Health, Eastern and Southern Norway (RBUP)

- 5 The Classroom X-Factor: Nonverbal Communication in the Primary Classroom  
John Gardner<sup>1</sup> and John White<sup>2</sup><sup>3</sup> Deputy Principal of Stirling University <sup>2</sup> Queen's University, Belfast,

**11:30-1:30 Saturday 11<sup>th</sup> April**

### **Symposium: Exploring the "Continuing" in CPD: Perspectives from the TL21 R&D Programme**

Anthony Malone, National University of Ireland Maynooth

Niamh Foley, Luttrellstown Community College, Co. Dublin

Paul Fields, Kilkenny Education Centre

Martin Quirke, Kilkenny Education Centre

Pádraig Hogan, National University of Ireland Maynooth

Mary Nihill, President, NAPD

Anne Brosnan, National Co-ordinator, Project Maths

- 1 Symposium Overview

- 2 Perspectives from the Education Centre

Paul Fields & Martin Quirke, Kilkenny Education Centre

- 3 Perspectives from the School

Niamh Foley, Luttrellstown Community College, Co. Dublin

- 4 Perspectives from the University

Anthony Malone, Maynooth University

- 5 Perspectives from Respondents

Mary Nihill and Anne Brosnan,

National Association of Principals and Deputy Principals, Project Maths

- 6 Open Forum

### **Session 1: Conceptualising Transition**

- 1 The Importance of the Reconstructionist Theory of Education at a Time of Social Transition: Bertrand

Russell on Education”  
Jim McKernan, East Carolina University

- 2 The meaning and value of ‘transition’.  
Paul McLaughlin, Department of Education & Professional Studies, University of Limerick
- 3 Making the Transition: Illuminating the path through literature.  
Christa de Brun, Waterford Institute of Technology
- 4 Education as a Life-Long Transition: Exploring Gerantagogy In an Irish Rural Context  
Brian Donovan, Schools of Education, Trinity College, Dublin, and National College for Art and Design

### **Session 2: Parental Involvement**

- 1 Parental involvement and pupil reading skills in Ireland: Findings from PIRLS 2011  
Lorraine Gilleece, Educational Research Centre, Drumcondra
- 2 Plastic people in pinstripe suits: Exploring the views of Irish parents on the publication of school league tables  
Orla McCormack, Raymond Lynch, and Jennifer Hennessy, University of Limerick
- 3 An investigation of the factors that influence the involvement of fathers in the education of their children in DEIS Primary schools in Cork City  
Dorothy Keane, Scoil na Croise Naofa, Cork
- 4 Victims or villains? How do educators, and society more generally, view and treat children of incarcerated parents  
Ashling Ryan-Mangan, Trinity College Dublin
- 5 Students’ Health – A Family Affair in a Changing world  
Kathy Harrison, Trudy Corrigan, Gerry McNamara, Joe O’Hara, School of Education Studies, Dublin City University

### **Session 3: Teaching and Learning**

- 1 Changing Places: Student transitions and enquiry-based learning outside the classroom  
Susan Pike and Sandra Austin, St Patrick’s College
- 2 Engaging pre-service science teachers in the TEMI project  
Broggy, J.<sup>1,3</sup>, Childs, P. <sup>1,2</sup>, McCormack, O.<sup>3</sup>, McManus B.<sup>1,2</sup>, O’Dwyer, A.<sup>1</sup>  
<sup>1</sup>National Centre for Excellence in Mathematics and Science Teaching and Learning,  
<sup>2</sup>Chemical and Environmental Sciences,  
<sup>3</sup>Department of Education and Professional Studies,  
University of Limerick, Limerick, Ireland.
- 3 Professional collaboration and how Positioning Theory might assist in promoting deeper understandings that in turn promote greater learning.  
Finn Ó Murchú, Dept. of Education and Skills
- 4 A new physical learning space-an opportunity for real change!  
Niamh Barry, University College Dublin
- 5 Practice Education in Times of Transition  
Aoife Prendergast, Institute of Technology, Blanchardstown, Dublin
- 6 Then and Now: How does Current Academic Literature on Critical Pedagogy Relate to Freire’s Original Views?”  
Catalina Villanueva and Carmel O’Sullivan, School of Education, Trinity College Dublin

### **Session 4: Education Reform**

- 1 Age or stage? Influences on the transition to junior cycle education  
Emer Smyth, ESRI
- 1 Coherence, Connectivity and Communication – Educational Change and its Relationship with Teachers  
Frank Chambers, NUIG
- 2 Captains in Uncharted Canons: Teachers’ Experiences of Curriculum Reform in Senior Cycle English  
Mary Mooney, Tony Hall\* and Brendan Mac Mahon\*

Ballyhaunis Community School, Co. Mayo, Ireland

\*School of Education, National University of Ireland, Galway

- 3 School based assessment – A national questionnaire of teachers’ views and opinions  
Alison Cullinane<sup>1</sup> and Maeve Liston<sup>2</sup>  
<sup>1</sup>NCE-MSTL – University of Limerick, <sup>2</sup> Mary Immaculate College, Limerick Science or reform?
- 4 The Assessment Washback Effect: an analysis of current practice  
Kathryn McSweeney, University of Stirling and Human Ecology Ireland
- 5 Supporting 2nd year students in self-assessment: a case study in the context of CPD for the new Junior Cycle Framework.  
JoAnne Ford, Dublin City University

### **Session 5: Early Childhood**

- 1 From sectoral to systemic solutions in educational policy  
Sarah FitzPatrick, NCCA
- 2 Traveller Parents and Traveller preschools in Ireland: Transitions in Policy, Experience and Involvement  
Anne Boyle, Marie Flynn, Joan Hanafin, St. Patrick’s College, Dublin City University
- 3 Becoming ‘The Magnet Woman’ :Researching with young children about pretend play using participatory methods  
Triona Stokes, Queen’s University Belfast
- 4 What’s Rhythm got to do with it? –Transitioning Towards an ‘in-the-moment’ Pedagogy  
Miriam Twomey and Nóirín Hayes, Visiting Professor at the School of Education Trinity College Dublin
- 5 Educational transition in bio-ecological perspective: The key role of relationships  
Leah O’Toole<sup>1</sup> and Nóirín Hayes<sup>2</sup>  
<sup>1</sup>Marino Institute of Education <sup>2</sup>Visiting Professor at the School of Education Trinity College Dublin
- 6 Children’s Childcare Arrangements and their Influence on Child Wellbeing from Infancy to Middle Childhood: Findings from a National Research Project  
Delma Byrne and Catriona O’Toole, Maynooth University

### **Session 6: Teacher Identity**

- 1 The Dual Identity of the Artist-Teacher  
Dervil Jordan, St Patricks College/NCAD
- 2 Positional Identity Shaping of Beginning Teachers: A ‘*Figured Worlds*’ Perspective  
Dan O’Sullivan, School of Education, University College Cork
- 3 The Influence of the Neo-Liberal Accountability and Performativity Discourse on Early Career Teachers’ Understandings of ‘Making a Difference’  
Gareth Burns, St. Patrick’s College, Drumcondra
- 4 The Times They are a Changin’: Inequalities in Capitals and Challenges for Teacher Educators in the ITE Field  
Maeve O’Brien, St Patrick’s College
- 5 Professionals in the popular music world with no formal training  
Mark Cronin, UCL Institute of Education
- 6 Foreclosing teaching: exploring identity statuses in student teachers' career choice  
Fiona Crowe and Oliver Mc Garr  
<sup>1</sup> St. Angela’s College, Sligo, <sup>2</sup> University of Limerick.
- 7 Searching for the self in adult education through a Bourdieuan lens of habitus, field and capital  
Carol Yelverton-Halpin, University College Cork

## Poster Session(s)

- 1 Transition of students with Autistic Spectrum Disorders from primary to post-primary school - A framework for success  
Evelyn Deacy, Fiona Jennings and Ailbhe O'Halloran  
Centre for Special Educational Needs, Inclusion and Diversity (CSENID), St. Angela's College, Sligo.
- 2 The Further Education Network – developing a community of practice  
Bernadette Brady, Christine Brunton, Ronan Callanan, CDETБ
- 3 Learning Scientific Practices through Video Games  
Onur Imren & Sibel Erduran  
EPI\*STEM, National Centre for STEM Education  
University of Limerick
- 4 Conceptualisation of Entrepreneurial Skills in Science Education through Argumentation  
Sila Kaya, Sibel Erduran, Naomi Birdthistle  
University of Limerick
- 5 (Re)constructing the teacher: Teacher identity and education change  
Clóna Murray, Maynooth University
- 6 An Investigation of Teacher Care Practice in the Classroom  
Máire Ní Láimhín, St. Patrick's College of Education, Drumcondra
- 7 Choice and Quality: The attitudes of 6<sup>th</sup> Class students to the Transition to Post-Primary Education.  
Gavin Lynch-Frahill
- 8 Different together” An Exploration of the Opinions of Drama Participants and Stakeholders about the ASD-Specific Setting of O'Sullivan's Drama-in-Education Sessions for Children and Young people with Autism Spectrum Disorder (ASD)  
Susan Kennedy-Killian and Carmel O'Sullivan, Trinity College Dublin
- 9 The Voice of the Child in the Disadvantaged Primary School Classroom.  
Sinéad Burke, School of Education, Trinity College, Dublin.
- 10 Emotional Intelligence as the Modulator of Stress among Leaders in Irish Education  
Teresa Hand-Campbell, University of Leicester/TCD