

## ESAI Conference 2017

Pre-conference Opening Panel Event

THURSDAY 20 April, 2017

### Formal Opening of Educational Studies Association of Ireland Conference 2017

[Start-time 7:00pm for 7:30pm]      The Hub (First Floor) / Room 5; The River Lee Hotel, Western Road, Cork, IRELAND.

The now-tradition **ESAI Opening Panel** will take place in **The River Lee Hotel, Cork**, on the evening of Thursday, 20 April starting at 7.30pm.

Our keynote speaker Dr Anne Looney will be joined by a number of invited guests to discuss the conference theme ***Changing Research; working the spaces between education policy and practices***, and to invite us as researchers and practitioners to consider the challenges and expectations driving education research work in contemporary Ireland and beyond; along with the opportunities presented. This is an open session and all conference participants are cordially invited to attend. Anne's guests will include Prof Kathy Hall, Dr Mairin Glenn, Mr Tomás Ó Ruairc, Dr Emer Smyth, and Prof Donal Mulcahy.

The Panel will be convened by Dr Conor Galvin, President of ESAI.

Convivial and engaging conversation is a characteristic of these opening panels. There is always room for another voice... we hope to see you there.

[This event is funded through the Legacy Endowment of the Curriculum Studies Association of Ireland.]

# ESAI Conference 2017

General Programme Main Conference Day 1

FRIDAY 21 April, 2017

## REGISTRATION

[Opens 08:30am]

Foyer Area; Western Gateway Building, University College Cork

09:30 – 11:00 Session 1	Symposium Room G.14	Education Policy Rm G.09	Mathematics Rm G.17	Research Rm G.18	Changing Practice Rm G.13	Mindfulness and Social Issues Rm G.15
	<p><b>1:0 Research Expertise Exchange:</b> Constructing a Community of Practice through an online social network for Irish teachers and other educational researchers. <i>Tony Hall, Jennifer McMahan, Eadaoin Slattery, Des Carswell, Paul Flynn, Marie Ryan, Patrick Burke, Marek McGann.</i></p>	<p>1:1 Opening up education in Irish universities: an analysis of institutional strategy and macro-level policy (<i>Mairéad Nic Giolla Mhichil, Mark Brown, Eamon Costello, Enda Donlon</i>)</p> <p>1:3 (Re)constructing the teacher: a study of the relationship between education policy and teacher identity in Irish post-primary education (<i>Cliona Murray</i>)</p> <p>1:4 Policies and practice for Irish – how Irish wordbricks can help bridge the gaps (<i>Monica Ward, Maxim Mozgovoy, Marina Purgina</i>)</p> <p>1:2 Changing beliefs, changing practice: action research as a catalyst for change in out-of-field maths teaching (<i>Ciara Lane, Máire Ní Riordáin</i>)</p>	<p>1:5 Strengthening the Bridge between Primary and Secondary Maths Education (<i>Mark Prendergast, Niamh O'Meara, Clare O'Hara, Lorraine Harbison, Ian Cantley</i>)</p> <p>1:6 Children's observations of structure within shape patterns: an exploration of catalysts that supported children in achieving a broader perspective (<i>Aisling Twohill</i>)</p> <p>1:7 Infield and out of practice (<i>Kathleen Walsh</i>)</p> <p>1:8 Endorsing the narrative in bilingual learning in maths to inform education policy and practice (<i>Máire Ní Riordáin, Ellis Flanagan</i>)</p>	<p>1:9 Problematizing ethnography and case-study: reflections on using ethnographic techniques and research positioning (<i>Marie Parker-Jenkins</i>)</p> <p>1:10 A Wengerian value-creation framework analysis in the SCOTENS project (<i>Noel Purdy, Maria Campbell, Linda Clarke, Pamela Cowan, Conor Galvin, Kathy Hall, Geraldine Magennis, Teresa O'Doherty</i>)</p> <p>1:11 Mind the gap: developing the roles, expectations and boundaries in the doctoral-supervisee relationship (<i>Patricia Mannix McNamara, Marie Parker-Jenkins</i>)</p> <p>1:12 Living research: an analysis of the research supports identified by the full spectrum practitioner-researcher (<i>Caitriona McDonagh</i>)</p>	<p>1:13 C,TWINS: does computational thinking win when Coding Twins are born? (<i>Elizabeth Oldham, Pamela Cowan, Richard Millwood, Glenn Strong, Nina Bresnihan, Mags Amond, Lisa Hegarty</i>)</p> <p>1:14 Computational thinking: are we all on the same page? (<i>Colette Kirwan, Eamon Costello, Enda Donlon</i>)</p> <p>1:15 Towards Ireland's action plan for 2016-2017. Deconstructing local education clusters in a monoculture system. Empirical evidence from Ireland (<i>Martin Brown, Gerry McNamara, Joe O'Hara, Shivaun O'Brien</i>)</p> <p>1:16 Squaring the circle – vocationalism and further education &amp; training in Ireland (<i>Justin Rami, John Lalor</i>)</p>	<p>1:17 Mindfulness matters in the primary school (<i>Seline Keating, Bernie Collins, Sandra Cullen</i>)</p> <p>1:18 Bullying and Cyberbullying studies in the school aged population on the island of Ireland: a systematic overview (<i>Mairéad Foody, Muthanna Samara, James O'Higgins Norman</i>)</p> <p>1:19 Under the radar – Children of Incarcerated Fathers (<i>Ashling Ryan-Mangan</i>)</p> <p>1:20 Teacher homogeneity in primary schools in Ireland: an exploration of its historical origins (<i>Thomas Walsh</i>)</p>
11:00	Coffee; Registration Area					

**11:30 – 12:30**

**Session 2**

**Conference Keynote [ Room G.05]**

Changing Research; the challenges and opportunities of researching in transient times.

**Dr Anne LOONEY**

**12:30 Lunch; Registration Area**

**<<<< Educational Studies Association of Ireland, AGM >>>>**

[Room G.15 ]

**All Welcome!**

**13:30 – 15:00**

**Session 3**

**Symposium**  
Room G.15

**Leadership Issues**  
Rm G.17

**Policy and Practice**  
Rm G.18

**Practice Challenges**  
Rm G.14

**Initiatives in Primary**  
Rm G.13

**Inclusion**  
Rm G.09

**3:0 SCHOOL PATRONAGE AND PRACTICES AT THE TIME OF SOCIAL CHANGE**  
*Merike Darmody, Marie Parker Jenkins, Patrick Sullivan, Barry O'Reilly, Laura Dooley.*

SIG; 'Belief Systems, Ethics and Philosophy in Education' (BEPE)

3:1 A review of leadership preparation and development for the Irish secondary school context (*Gavin Murphy*)

3:2 Nine years into the instructional leadership project in Ireland: virtuous cycle within a vicious circle (*Finn Ó Murchú, Joan Russell, Barrie Bennett*)

3:3 Identifying challenges of foster children in schools (*Daniel O'Sullivan*)

3:4 To boldly go where no learning network has gone before (*Mairin Glenn*)

3:5 Education policy and practice at institutional level: languages for all (*Imelda Elliott*)

3:6 Ignoring practice: the shaping of US education policy despite the educational community (*Donal E. Mulcahy*)

3:7 Critical theory and Henry Giroux: the assault of authoritarian neoliberalism on democratic public education in Trumpland (*Jim McKernan*)

3:8 Invented traditions regarding secondary school attendance patterns prior to the commencement of the 'free' second level education scheme in 1967 (*Tom O'Donoghue*)

3:9 Learning at the limits: teacher perspectives on learning and identity in post-primary alternative education settings (*Kevin Cahill, Alicia Curtin, Kathy Hall, Dan O'Sullivan*)

3:10 Teachers' ontological and epistemological beliefs and the impact on approaches to teaching international school environment (*Mary C. Kelly*)

3:11 Reflections on reflective practice and the creation of a teaching portfolio (*Teresa Whitaker*)

3:12 Between the classroom and the staffroom: the significance of contextual engagement in the school placement (*Elaine McDonald, Enda Donlon, Sabrina Fitzsimons, PJ Sexton*)

3:13 Irish in the primary school: engaging children and parents with *Is Tusa an Múinteoir* programme (*Jane O'Connell*)

3:14 The studio classroom: developing a studio habits framework to enhance meaningful integration of the curriculum in DEIS primary school (*Anne Marie Morrin, Ruth Bourke*)

3:15 Coding in primary school (*Claire Carroll, Aisling Leavy*)

3:16 Using assessment for Learning to enhance maths education in primary school: A Lesson Study Approach (*Ann Marie Gurthy*)

3:17 Working the spaces between policy of inclusion and teachers interpretations and the inactments in practice (*Órla Ní Bhroin*)

3:18 Masking the seams between policy and practice: the undercoat, the filler, the gloss of inclusive education (*Carol-Ann O'Síordáin, Miriam Twomey, Michael Shevlin, Conor McGuckin*)

3:19 Inclusion in Irish schools: special classes (*Joanne Banks, Selina McCoy*)

**15:00 Coffee; Registration Area**

<b>Session 4</b> <b>15:30 – 17:00</b>	<b>Symposium</b> Room G.15	<b>Research</b> Rm G.18	<b>Inclusive Education</b> Rm G.17	<b>Aesthetics</b> Rm G.14	<b>Initial Teacher Education</b> Rm G.13	<b>Assessment</b> Rm G.09
	<p><b>4:0 DIGITAL LEARNING REVISITED: EXPLORING SOME OF THE BIG QUESTIONS.</b> <i>Mark Brown, Eamon Costello, Enda Donlon, Tom Farrelly, Mairead Nic Giolla-Mhichil, Monica Ward</i></p> <p>SIG; Technology Enhanced Learning (TEL)</p>	<p>4:1 But is it valued? Pre-service teachers' perspectives on the use and conduct of educational research (<i>Jennifer Hennessy, Raymond Lynch</i>)</p> <p>4:2 Frontier Taxonomies: exploring the synergies between teaching, learning, research and writing development (<i>Alison Farrell, Sharon Tighe-Mooney</i>)</p> <p>4:3 Critical need: discourse analysis as applied to the workshop model (<i>Cara M. Mulcahy</i>)</p> <p>4:4 Tidy binaries vs prolific paradigms: the reimagining of teacher education research (<i>Suzanne O'Keefe</i>)</p>	<p>4:5 A thousand tiny pluralities: children engaging ethics and injustice amid debates on school futures in Ireland (<i>Karl Kitching</i>)</p> <p>4:6 Inclusive Education: Using and Creating evidence while effectively working the spaces between policy and practice (<i>Audrey Halpin, Ricky McMahon, Laura Welch, Alyson Crowley</i>)</p> <p>4:7 Early Career Teachers' habitus and its influence on the Teacher-Parent Relationship in Designated Disadvantaged Schools (<i>Gareth Burns</i>)</p> <p>4:8 Parents as nomads; journey, in betweenness and identity (<i>Miriam Twomey</i>)</p>	<p>4:9 Signs of solidarity: a performative ethnography of deaf children's schooling in Ireland (<i>Jim Deegan, Noel P. O'Connell</i>)</p> <p>4:10 Drama in education: opening spaces for critical pedagogy to come alive in the practice of Chilean teachers (<i>Catalina Villanueva, Carmel O'Sullivan</i>)</p> <p>4:11 Gender and social inequalities in cultural participation among children and young people: the implications of out of school learning for within school outcomes. (<i>Emer Smyth</i>)</p> <p>4:12 Exploring Conflicting Discourses of Creativity within Educational Contexts. (<i>Donna Callan</i>)</p>	<p>4:13 Pre-service teachers' perceptions of a blended approach enriched with a cyclical self-assessment process (<i>Antonio Calderon, Ann MacPhail</i>)</p> <p>4:14 A study of the reasons for joining the teaching profession (<i>PJ Sexton, Sabrina Fitzsimons, Elaine McDonald, Enda Donlon</i>)</p> <p>4:15 Pre-service teachers' use of assessment strategies when teaching primary P.E. (<i>Suzu Macken, Ann MacPhail, Antonio Calderon</i>)</p> <p>4:16 Mathematical Knowledge of Teaching (MKT) and a Pedagogical Model for Computer Science (<i>Cornelia Connolly</i>)</p>	<p>4:17 An overview of Culturally Responsive assessment practices in European Schools (<i>Joe O'Hara, Martin Brown, Denise Burns, Gerry McNamara, K Funda Nayir, Oya Taneri</i>)</p> <p>4:18 The fear of not knowing: teachers' attitudes towards implementing quality assessment in P.E. (<i>Ann-Marie Young, Melissa Parker</i>)</p> <p>4:19 Exams and Irish history – Intermediate history and gauging the national narrative 1926-68 (<i>Colm Mac Gearailt</i>)</p> <p><b>Academic Publishing</b> Rm G.09 4:20 How to get published in an academic journal: Tips from the editors of Irish Educational Studies (<i>Aisling Leavy, Paul Conway, Emer Smyth, Maeve O'Brien, Aidan Seery, Tony Hall, Delma Byrne</i>)</p>
<b>19:30 for 20:00</b>	<p><b>Pre-Dinner Drinks:</b> Glucksman Gallery Terrace, University College Cork  <b>Conference Dinner:</b> <i>FRESCO</i> Restaurant at The Glucksman Gallery, University College Cork</p>					
<p><b>Late-night Network session at The River Lee Hotel Bar.</b>  <b>Social Resilience Training for Researchers; Survivors Photo @ 1am</b></p>						

**ESAI Conference 2017**  
**General Programme Main Conference Day 2**  
**SATURDAY 22 April, 2017**

**REGISTRATION**

**[Opens 09:00am] Foyer Area; Western Gateway Building, University College Cork**

<b>09:30 – 11:00</b>	<b>Symposium</b> Room G.15	<b>Sustainability</b> Room G.18	<b>Education Policy</b> Room G.13	<b>Language and Literacy</b> Room G.09	<b>Initial Teacher Education</b> Room G.14	<b>Inclusion</b> Room G.17
<b>Session 5</b>	<p><b>5:0 The Teaching Council@ESAI:</b> an introduction to the Teaching Council's reframed research funding scheme and a series of short talks by teachers who have been identified by TC as leading research-practitioners.</p>	<p>5:1 How does Development Education contribute to the preparation of teachers in a global society? (<i>Deirdre Hogan, Joanne O'Flaherty</i>)</p> <p>5:2 Living tributaries: environmental pedagogies in the 21<sup>st</sup> century (<i>Judith Madera</i>)</p> <p>5:3 Situating multigrade classes within the education landscape: a preliminary path through the literature (<i>Breed Murphy, Aisling Leavy</i>)</p> <p>5:4 Welfare and Prosecution: the experiences of parents and children referred to the Education Welfare Service in Ireland (<i>Sinead O'Flynn</i>)</p>	<p>5:5 Diane Ravitch: conservative or progressive (<i>D. G. Mulcahy, D. E. Mulcahy</i>)</p> <p>5:6 When curriculum policy meets curriculum practice in the Junior Cycle classroom: Why context matters in the enactment of JC reform (<i>David King</i>)</p> <p>5:7 Changing research and learner mobility: insights from QUAKE (<i>Cathal de Paor</i>)</p>	<p>5:9 The battle of literacy vs numeracy (<i>Kathy O'Sullivan, Niamh O'Meara, Paul Conway</i>)</p> <p>5:10 Evidence-based pedagogies to enhance L2 learning in immersion classes (<i>Sylvaine Ní Aogáin, Pádraig Ó Duibhir</i>)</p> <p>5:11 Towards a language based view of teaching and learning in Irish primary schools: explicating the gap between linguistic research and teaching and learning (<i>Shane Leonard</i>)</p> <p>5:12 Media and violence: does McLuhan provide a connection? (<i>Jane O'Dea</i>)</p>	<p>5:13 Science Teachers' views of education studies vs the natural sciences (<i>Liam Guilfoyle, Orla McCormack, Sibel Erduran</i>)</p> <p>5:14 Creating an online research community in ITE: enhancing practice in contemporary Ireland and beyond (<i>Aoife Lynam</i>)</p> <p>5:15 All aboard or still at check-in? ITE tutors use of digital technologies. Lessons from a small island (<i>Stephen Roulston, Pamela Cowan, Martin Brown, Joe O'Hara, Roger Austin, Paul Conway</i>)</p> <p>5:16 We're not in the money. Counting the costs of being a PME student (<i>Melanie Ní Dhuinn, Mark Prendergast, Andrew Loxley</i>)</p>	<p>5:17 Cascading support from practitioners to learners in FET: learning difficulties and other issues (<i>Jane O'Kelly, John Lalor, Justin Rami, Peter Tiernan, Francesca Lorenzi</i>)</p> <p>5:18 Preliminary findings from LEAP transition programme for gifted disadvantaged kids (<i>Eamonn Carroll</i>)</p> <p>5:19 Team-teaching for inclusion: a critical discourse analysis of team meetings (<i>Eamonn McCauley, Delma Byrne</i>)</p>

**11:00 Coffee; Registration Area**

11:30 – 13:00 Session 6	Symposium Room G.15	STE(A)M & TEL Room G.18	Higher Education Room G.13	Inclusion & Exclusion Room G.14	CPD Room G.17
	<p><b>6:0 NEARI@ESAI:</b> An exploration of how we can drive educational action research work in contemporary Ireland and beyond for teacher-researchers, including the role of the Network of Educational Action Researchers of Ireland (NEARI) in this development. <i>Bernie Sullivan</i> <i>Caitriona McDonagh</i> <i>Máirín Glenn</i></p>	<p>6:1 STEM career choices: barriers and influences – a snapshot of the current views of generation Z in Ireland (<i>Mary Mullaghy</i>)</p> <p>6:2 Video observation of self and colleagues: the development of an emergent framework for reflective practice in early years education (<i>Andrew Dineen, Melanie Ní Dhuinn</i>)</p> <p>6:3 Data use in secondary schools (<i>Cornelius Young, Gerry McNamara, Martin Brown</i>)</p> <p>6:4 Investigating the use of computer games to identify high ability students (<i>Emily Church</i>)</p>	<p>6:5 Is now the time to re-think how to frame retention and persistence of part-time flexible students in higher education? (<i>Nuala Hunt</i>)</p> <p>6:6 The social and academic Higher Education experiences of Black and Minority Ethnic (BME) Students in Ireland (<i>Maeve Dunne, Elaine Keane</i>)</p> <p>6:7 “Very casual, just a chat”: Newly qualified primary teachers’ perspectives on their mentoring experiences during induction. (<i>Dan O’Sullivan</i>)</p>	<p>6:9 Supporting the enactment of inclusive pedagogy in a primary school: implications for the new model of allocation (<i>Aoife Brennan</i>)</p> <p>6:10 Integrated education and deeper learning in Northern Ireland’s Secondary Schools (<i>James Nehring</i>)</p> <p>6:11 Parents need to play (<i>Michael Shevlin, Miriam Twomey</i>)</p> <p>6:12 The Nazareth Vocation: Lay/Coadjutrix Sisters and Social Hierarchy in American Convents. (<i>Brian Titley</i>)</p>	<p>6:14 Ongoing Assessment Using eportfolios: lessons to be learned from a 2 year study of eportfolio integration in Irish secondary schools (<i>Rachel Farrell, Seán Gallagher, Brendan Waldron, Martin Brown, Gerry McNamara, Joe O’Hara, Shivaun O’Brien</i>)</p> <p>6:15 Self-organised CPD - the TeachMeet phenomenon (<i>Mags Amond, Richard Millwood, Keith Johnston</i>)</p> <p>6:16 Learning by doing: A model of continuing professional development for data-use in school self-evaluation (<i>Shivaun O’Brien, Gerry McNamara, Joe O’Hara, Martin Brown</i>)</p>
Close of Conference					