

Conference Programme

ESAI Conference 2018

President's Address & ESAI Supported Book Launch

THURSDAY 5 April, 2018

Formal Opening of Educational Studies Association of Ireland Conference 2018

[Start-time: 6:30pm for 7:00pm] Halls Merrion 11 & 111; The Talbot Hotel Stillorgan, Dublin, IRELAND.

ESAI President's Address, 2017-18.

Values and Purpose in Education; bringing informed criticality to what we do. Values and beliefs are part of the human condition. We all carry with us sets of each developed throughout the course of our lives. The life we live and the people in that life – family, friends, colleagues, our wider personal & professional communities – all shape our experiences which in turn contribute to a sense of who we are and how we work the world. As educators and as researchers in education, we are additionally involved in shaping the values and perceptions of purpose held by others; our students. We broker values & indeed beliefs in a rather unique way. This brings responsibilities. It is important therefore, from time to time, to stand back and (re)consider those values we work with and through. Arguably, there are times when the dominant values of our society need to be celebrated, supported, and defended. There are also times when these values need to be challenged. This is particularly so, perhaps, in times characterised by increasingly strident discourses of educational system 'shortcomings' and particularly of higher education 'failure', the seemingly unstoppable rise of administrative convenience within our higher education institutions, and the still-evident impacts of austerity on the fabric and culture of our education system more broadly. This balance between celebration and critique forms the focus here; and whether it can be lived authentically in an ordinary academic life.

The Address will be Invited by Dr Enda Donlon, Current Vice-President of ESAI and President Designate, 2018-20.

ESAI Supported Book Launch/ Celebration

The second part of our opening event this year is given over to the celebration of an engaging, new book by two ESAI colleagues and one-time Executive Members – Dr Annelies Kamp and Dr Majella McSharry; *Re/Assembling the Pregnant and Parenting Teenager: Narratives from the Field(s)* Peter Lang: Oxford, 2018. The tone will be informal. We feel that the authors are best placed themselves to speak to the book's evolution and coming together, so that is what we have arranged. ESAI is pleased to be associated with this important, timely and thought-provoking publication.

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

ESAI Conference 2018

General Programme

FRIDAY 6 April, 2018

REGISTRATION

[Opens 08:30am]

Foyer Area; O'Brien Centre for Science, University College Dublin

FRIDAY
09:00 – 10:30
Session 1

Symposium
Room E2.16

1.1: Junior Cycle Reform; Connecting the Voices: a Symposium on curriculum development & meaningful change.

David King
Áine Woods
Gráinne Macken
John O'Reilly
Ger Halbert

Teacher Learning & Development
Rm E2.14

1.2 Exploring Teaching Philosophies using evidence-based Teaching Portfolios: Considering teacher values & purpose beyond teaching technique
Miriam Hamilton

1.3 How do educational networks attract practitioner researchers internationally? Do values have a purpose in this process?
Bernie Sullivan, Caitriona McDonagh

1.4 Irish and Finnish teachers' perceptions of their professional autonomy: a comparative study.
Maija Salokangas, Gerry Harvey, Wieland Wermke

1.5 Self-Study Action Researchers: tree hugging navel gazers or serious researchers?
Mary Roche, Máirín Glenn

Values
Rm H2.12

1.6 Values and Purpose in Education: Can we put Equity Front and Centre?
Ellen Reynor

1.7 Educational Values through the Eyes of Our Pupils
Fionnuala Tynan, Margaret Nohilly

1.8 Values, Emotion and Collaboration: Twelve Lessons from Ireland's Voluntary Secondary School Principals
Michael Redmond

1.9 Managerialism in Irish higher education: university leaders as agents of change
John Walsh, Andrew Gibson

Mathematics Education
Rm H2.20

1.10 Teachers' Needs and Challenges with Differentiation and Cognitive Demand in Mathematics
Seán Delaney, Damien Burke, Ann Marie Gurhy, Mark Prendergast

1.11 Coming back to haunt me! An Investigation into the Existence of Mathematics Anxiety among Mature Students studying Service Mathematics in Ireland
Maria Ryan, Olivia Fitzmaurice, Patrick Johnson

1.12 M²EID: A Framework for analysing Mathematical Meta-level developments in English and Irish language Discourses
Eilís Flanagan, Máire Ní Riordáin

1.13 Investigating five commonly held beliefs towards mathematical problem solving
Mark Prendergast, Cormac Breen, Aibhin Bray, Fiona Faulkner, Brian Carroll, Dominic Quinn, Michael Carr

Inclusion
Rm E1.19

1.14 Re-engaging children with school through the School Completion Programme
Joanne Banks, Emer Smyth

1.15 Tackling early school leaving in migrant populations through peer mentoring: The E-Evalinto Project.
Bernadette Sweetman, Joe O'Hara

1.16 Examining Teachers' Practice in the Inclusion of Children with Special Educational Needs in Multi-grade Classrooms in Primary Schools
Ann Marie Casserly, Bairbre Tiernan, Dr. Gabrielle Maguire

1.17 Special Schools: Do they have a Value and Purpose in Inclusive Education?
Catherine Merrigan, Joyce Senior

10:30

Coffee; Registration Area

<p>FRIDAY 11:00 – 12:30 Session 2</p>	<p>Symposium Room E2.16</p> <p>2:1 ESAI GRADUATE AWARDS SYMPOSIUM</p> <p><i>Awardees:</i> <i>Mags Amond</i> <i>Elizabeth O'Brien</i> <i>Ashling Ryan-Mangan</i> <i>Patrick Sullivan</i></p> <p><i>ESAI Convenor:</i> <i>Elena Revyakina</i></p>	<p>Religion Rm E2.14</p> <p>2.2 Religion and Education in Ireland: Child agency, ethos and leadership in Community National Schools <i>Daniel Faas</i></p> <p>2.3 Religion and Belief Diversity in Irish Catholic Post Primary schools through the lens of Identity Humility Theory <i>Catherine Stapleton</i></p> <p>2.4 Would you believe? Religions and Beliefs in Challenging and Changing Times - The Perspectives of Students in Third Level Irish Educational Contexts <i>Patricia Kieran Marie Parker-Jenkins, , Anne Ryan</i></p> <p>2.5 A Catholic Buddhist: The Voice of Children in a Religiously Plural Irish Classroom <i>Maurice Harmon</i></p>	<p>Values and Education Rm H2.12</p> <p>2.6 Pedagogy and Politics: The disconnection between public accountability and professional autonomy in primary teaching in Ireland <i>Maeve Mc Cafferty</i></p> <p>2.7 A Sociocultural Perspective of Corrective Feedback <i>Sylvaine Ní Aogáin, Pádraig Ó Duibhir</i></p> <p>2.8 “We’re not in the money- Part Two, The Bigger Picture” Continuing to count the costs of being a PME student. <i>Melanie Ní Dhuinn, Mark Prendergast, Andrew Loxley</i></p>	<p>Leadership Rm H2.20</p> <p>2.10 Post-Primary School Principalship: Lost Leaders <i>Mary Cunneen</i></p> <p>2.11 Value or values? Has the time come to count what counts? School Leaders perspectives of the School Self Evaluation process <i>Pauline Egan</i></p> <p>2.12 A pragmatic model of continuing professional development for school self-evaluation <i>Shivaun O'Brien, Gerry McNamara, Joe O'Hara, Martin Brown</i></p>	<p>Inclusion Rm E1.19</p> <p>2.14 Putting the Talk into Teaching: Parents as Public Intellectuals in the Education of Their Children with Autism <i>Carol-Ann O'Siorain</i></p> <p>2.15 Supported Transitions: Exploring options for young people with an Intellectual Disability to progress to further education and training. <i>Ger Scanlon, Alison Doyle</i></p> <p>2.16 The education of social care students in Ireland: exploring the topic of personal development from the perspective of those who facilitate the process <i>Patricia Cremen</i></p> <p>2.17 20 years after the Education Act 1998: Is Special Education still Special in the Age of Education for All? <i>Finn Ó Murchú</i></p>
<p>12:30</p> <p style="text-align: center;">Lunch: O'Brien Centre for Science Zone 5</p> <p style="text-align: center;"><<<< Educational Studies Association of Ireland, AGM; Room <u>E2.16</u> >>></p>					

FRIDAY 13:30 – 15:00 Session 3	Symposium Room E2.16	Policy Rm E2.14	Values and Education Rm H2.12	Primary Rm H2.20	Higher Education Rm E1.19	Initial Teacher Education Rm H1.51
	<p>3:0 Digital Learning: Valid, Vague or Valuable?</p> <p><i>Eamon Costello Tom Farrelly Enda Donlon Louise Nagle Michael O'Connell Tony Murphy Mairéad Nic Giolla Mhichíl</i></p>	<p>3.1 Deconstructing Habitus: An Essential Process in the Evolution of Education Policy <i>Margaret Egan</i></p> <p>3.2 The Changing Purpose of Professional Development Policy for Primary Schools in Ireland <i>Mia Treacy</i></p> <p>3.3 Responding to the Challenges of Pluralism and Diversity since 2012: From a policy of 'Divestment' to one of 'Reconfiguration' - some genealogical reflections. <i>Barney O' Reilly</i></p> <p>3.4 Immigrant Internationally Educated Teachers in Ireland – a Process of Elimination? <i>Emer Nowlan, Rory McDaid</i></p>	<p>3.5 Values and Purpose - Teacher Training in France at the Time of the Great Exposition in Paris in 1889 <i>Imelda Elliott, Emeline Lecuit</i></p> <p>3.6 Bedford Row Family Project: Holding the Suffering <i>Ann Higgins, Ruth Bourke</i></p> <p>3.7 (Re)assembling insights into teenage lives: considering the legitimate interests of pregnant and parenting teenagers in the globalised context <i>Annelies Kamp, Majella McSharry</i></p>	<p>3.9 Teacher beliefs and teacher practice: the teaching of primary Physical Education. <i>Frances Murphy</i></p> <p>3.10 Understanding academic achievement in multigrade classrooms: Evidence from the Child Cohort of 'Growing Up in Ireland' <i>Breed Murphy, Aisling Leavy, Amy Erbe Healy</i></p> <p>3.11 Transitions between Preschool and Primary School: What's the problem? <i>Des Carswell</i></p> <p>3.12 Teaching primary physical education – the value of peer and lecturer mentoring <i>Maura Coulter, Susan Marron, Frances Murphy</i></p>	<p>3.13 A Black Life That Mattered: The Values of William Edward Burghardt Du Bois: Scholar, Civil Rights Activist and Democratic Socialist <i>Jim McKernan</i></p> <p>3.14 Learning opportunities in between vocational education and training and the world of work - European perspectives on partnership <i>Justin Rami</i></p> <p>3.15 Tertiary Educators' beliefs about their Emotion Regulation in Changing Landscapes – Both Neoliberal and Post Disaster <i>Veronica O'Toole</i></p> <p>3.16 Responding to change and addressing the need for both local and outward looking community cohesion: through the adoption of a Development Education approach <i>Nigel Quirke-Bolt, Gerry Jeffers</i></p>	<p>3.17 BeSAD (bereavement, separation and divorce) in the classroom: Exploring how pre-service teachers across Northern and Southern Ireland support pupil well-being during placement. <i>Aoife Lynam, Barbara McConnell, Conor Mc Guckin</i></p> <p>3.18 Accommodating contemporary concerns in mathematics education: preparing pre-service, post-primary teachers to embed literacy and numeracy skills in the mathematics classroom <i>Bernie O'Donoghue, John O'Donoghue, Patrick Johnson, Máire Ní Riordáin</i></p> <p>3.20 Reflective practice; an opportunity to reinforce or re-evaluate beliefs and values <i>Jennifer Liston, Melanie Ní Dhuinn, Mark Prendergast</i></p>
15:00	Coffee; Registration Area					

FRIDAY 15:30 – 17:00 Session 4	Symposium Room E2.16	Curriculum Rm E2.14	Assessment Rm H2.12	Addressing Bullying Rm H2.20	Higher Education Rm E1.19	Initial Teacher Education Rm H1.51
	<p>4:0 Teacher Education and Higher Learning: The Irish Experience in Retrospect and Prospect</p> <p><i>Tom O'Donoghue, Teresa O'Doherty, Angela Rickard, Joe Oyler, Pádraig Hogan</i></p>	<p>4.1 The Ambiguity Effect and Curriculum Decision Making <i>Chris Byrne</i></p> <p>4.2 The Design, Development & Deployment of Inclusive Design Themed Computational Thinking Maker Projects for UK and Ireland <i>Stephen Howell, Neeltje Berger, Peter Heldens, Kevin Marshall, Clare Riley</i></p> <p>4.3 Literacy for Learning and Life: An exploration of the potential of one onlinereading management programme to improve the literacy standards of Irish Post Primary Students and create life-long learners. <i>Tara Talbot, Elaine McDonald, Sabrina Fitzsimons</i></p>	<p>4.5 Standardised testing: A realistic measure of student performance? <i>Carol Guildea</i></p> <p>4.6 Irish Post-Primary Teachers' Conceptions of Assessment <i>Marie Darmody</i></p> <p>4.7 Positioning Culturally Responsive Assessment in Higher Education – A strategic response at DCU Institute of Education <i>Denise Burns, Martin Brown, Gerry McNamara, Joe O'Hara</i></p> <p>4.8 Values & purpose of assessment across frontiers - A comparative analysis of culturally responsive assessment practices in four European countries <i>Funda Nayir, Martin Brown, Denise Burns, Gerry McNamara, Joe O'Hara</i></p>	<p>4.9 The Cyberbullying of Post-Primary Teachers in Ireland <i>Liam Challenor, James O'Higgins Norman, Irene Connolly</i></p> <p>4.10 Teacher empathy, School Culture and Bullying. <i>Helena Murphy, James O'Higgins Norman</i></p> <p>4.11 Nuts and Bolts: An Anti-bullying Policy Audit Tool <i>Seline Keating</i></p>	<p>4.12 21st Century Learning: Intergenerational Learning in Higher Education <i>Trudy Corrigan</i></p> <p>4.13 Balancing Tradition and Change in Higher Education Values <i>D.G. Mulcahy</i></p> <p>4.14 Defining ethical issues in HE : the role of teaching practices <i>Anne-Marie O'Connell</i></p> <p>4.15 Passionate or Performative Utterance? The University Lecture as a Mode of Address <i>Aine Mahon</i></p>	<p>4.16 Supporting PME student teachers of modern languages in their professional placement. <i>Céline Healy</i></p> <p>4.17 Making sense of digital literacies in Initial Teacher Education – The case of Ireland and Northern Ireland <i>Stephen Roulston</i></p> <p>4.18 Valuing Failure: Learning from the perspectives of those in learning to teach partnerships, on the failure experiences by student teachers during school placement. <i>Leo Kilroy</i></p>
19:30 for 20:00	<p>Pre-Dinner Drinks: Talbot Hotel Stillorgan Conference Dinner: <i>The Purple Sage Restaurant</i> at Talbot Hotel Stillorgan</p>					
<p>ESAI Late-night Network sessions</p>						

ESAI Conference 2018
General Programme
SATURDAY 7 April, 2018

REGISTRATION

[Opens 09:00am]

Foyer Area; O'Brien Centre for Science, University College Dublin

SATURDAY
09:30 – 11:00
Session 5

Symposium
 Room E2.16

5:0 ESAI Working Groups:
 procedures,
 constitution,
 membership,
 futures.

[By invitation.]

Teacher Learning & Development
 Rm E2.14

5.1 Emotion regulation during teacher preparation *Roisin P. Corcoran*

5.2 Values and purposes in university-bound upper secondary schooling in Luxembourg
Alyssa Laureen Greco

5.3 From theory to practice: Coteaching as cultural 'change agent'
Marita Kerin, Colette Murphy

5.4 Reflecting on nonverbal differentiation in the Irish primary classroom.
John White

Teachers & Research
 Rm E1.19

5.5 Development of the skills and knowledge of inquiry in the context of socioscientific issues: A tale of two teachers
Ruth Chadwick, Eilish McLoughlin, Odilla E. Finlayson

5.6 Rethinking Social Capital and Its Purpose in International Education: A Performative Encounter
Alfredo Salomão Filho, Tanja Tillmanns

5.7 Jargon In Journals: Effects of different styles and formats of academic writing
Emer Emily Neenan

5.8 Valuing school-based research: governance and decision-making in Irish gatekeeping.
Aimie Brennan, Patrick Burke

Values
 Rm H1.12

5.9 Wellbeing in Education: Does it need to be understood in order to be valued?

Margaret Nohilly, Fionnuala Tynan

5.10 Mindfulness Meditation in the Educational System: To Be or Not to Be
Maria Kenneally

5.11 Access to Post-Primary Teaching (APT): Supporting the Access and Retention of Lower Socio-economic Groups in/to Initial Teacher Education
Manuela Heinz, Elaine Keane, Eileen Kelly-Blakeney, Andrea Lynch

5.12 'That's how we do things around here': The place of religion in publicly managed schools in Ireland
Orla McCormack, Joanne O'Flaherty, Bernard O'Reilly, Jennifer Liston

Inclusion & Leadership
 Rm H1.49

5.13 Looking At Our SENCOs: Leading Learning for Students with Special Educational Needs in Post-Primary Schools
Johanna Fitzgerald

5.14 Professional Development to Practice: Perceptions of Special Education Needs
Stella Long

5.15 Considerations for advancing school autonomy in Ireland
Craig Skerritt

11:00 Coffee; Registration Area

<p>SATURDAY 11:30 – 13:00 Session 6</p>	<p>Symposium Room E2.14</p> <p>6:0 How the Values We Hold Can be Reflected in Practice – or Not! : the NEARI Symposium</p> <p>Convenors: Mary Roche Máirín Glenn, Bernie Sullivan, Caitriona McDonagh</p>	<p>Digital Learning Rm E2.16</p> <p>6.1 Using the School Self-Evaluation Process to Improve Teacher Engagement with Technology: A Case Study from a Dublin Gaelscoil Colm O Coileáin, Yvonne Crotty</p> <p>6.2 Lights, Tablets, Reflection, ePortfolio 2.0 Rachel Farrell</p> <p>6.3 Everyone can/should code . . . but can/should everyone teach code? A Swift approach to exploring this question for CS education in Ireland Seán Ó Grádaigh, Cornelia Connolly, Tony Hall</p> <p>6.4 Students’ Beliefs and Perspectives on the Use of Screen-based Technology in an IB Middle Years Environment Mary Kelly</p>	<p>History Rm E1.19</p> <p>6.5 History Teachers in Secondary Schools, 1925-64 Colm Mac Gearailt</p> <p>6.6 The values and purpose of female education: a study of sources on Presentation convent schools in the nineteenth and twentieth centuries Deirdre Raftery, Catriona Delaney</p> <p>6.7 A curriculum centenary Cathal de Paor</p>	<p>Sustainability Rm H1.49</p> <p>6.9 Design Criteria for Visual Cues: Triggering Emotions to Stimulate the Process of Ethics and Value Clarification Tanja Tillmanns, Charlotte Holland, Alfredo Salomão Filho</p> <p>6.10 Global Citizenship Education: A counterpoint to “normal class” and dominant practices and values within post primary schools Maria Barry</p> <p>6.11 Leaving Cert “Politics and Society” – A Report from the Trenches Jerome Devitt</p> <p>6.12 From professional learning communities to Evaluation of Professional learning communities - Results from a three-year case study on network governance in education Martin Brown, Gerry McNamara, Joe O’Hara, Paddy Shevlin, Melanie Ehren</p>	<p>Initial Teacher Education Rm H1.51</p> <p>6.13 Conflict from the start? Inequalities in teacher-pupil relationships in the early years of primary education Emer Smyth</p> <p>6.14 Teacher, Trainer, Tutor ?: Exploring the perspective of students in initial teacher education for Further Education and Training Jane O’Kelly, Peter Tiernan</p> <p>6.15 Critical Thinking: Unteachable ambiguous skill or essential element of teacher education Brighid Golden</p> <p>6.16 Values, Purpose, and Policy-Making for Teacher Education; a discourse-historical analysis of the Russian Federation Context, 2000-17. Elena Revyakina & Conor Galvin</p>
<p>Close of Conference</p>					
<p>Complimentary Light Lunch; Teas/ Coffee O’Brien Centre for Science Zone 5</p>					