

## ESAI Conference 2019 Timetable

### Thursday 11th April: St. Angela's College, Sligo

Time	Description	Location
17.40	Shuttle Bus leaves Radisson Blu Hotel -> St. Angela's College	Outside Front Door of Radisson Blu Hotel
18.00	Tea/Coffee on Arrival at St. Angela's College Conference Registration	Foyer, Áras Michael
18.30	Welcome ( <i>Dr. Enda Donlon, President of ESAI</i> ) and Conference Opening ( <i>Dr. Anne Taheny, President of St. Angela's College</i> )	Virginia Henderson Theatre, Áras Michael
18.45	Keynote Address: 'International Aspects of Assessment and Accountability' <i>Professor Kathy Hall</i>	Virginia Henderson Theatre, Áras Michael
19.30	Refreshments	Foyer, Áras Michael
20.00	Panel Discussion: 'Education in Times of Change, Choice and Challenge' <i>Prof. Emer Smyth</i> <i>Dr. Noel Purdy</i> <i>Ms. Fiona Crowe</i> <i>Dr. Jacqueline Fallon</i> <i>Prof. Tom O'Donoghue</i>	Lecture Room 1 and 2, Áras Michael
21.00	Shuttle Bus leaves St. Angela's College - > Radisson Blu Hotel	Car Park outside Áras Michael

## Friday 12th April: Radisson Blu Hotel, Sligo

Dartry	Bricklieve	Knocknarea 1	Baymount	Ballincar
<b>Friday 08.30: Registration Opens</b>				
<b>Friday 09.30 - 10.30: Papers &amp; Symposia</b>				
<p><b>[P1] Historical Perspectives: Learning from the past, looking to the future</b></p> <p><i>Chair: Donal Mulcahy</i></p> <p>[P1.1] The Sokol System of Physical Training in Irish Schools in the 1930s <i>Conor Curran</i></p> <p>[P1.2] Critiquing the curriculum: the need for care <i>Cathal de Paor</i></p> <p>[P1.3] The Education Department UCD, 1968 - 1998; from Storehouse of the past to birthplace of the future <i>Desmond Swan</i></p>	<p><b>[P2] Digital Technologies in Teacher Education</b></p> <p><i>Chair: Máirín Glenn</i></p> <p>[P2.1] Using 360 degree Virtual Reality with PGCE students <i>Stephen Roulston, Sammy Taggart, Pamela Cowan</i></p> <p>[P2.2] The design of an online communication learning and communication platform for placement settings: An exploratory case study <i>Bernadette Ní Áingléis, Enda Donlon, Shivaun O'Brien, Marie Conroy Johnson, Tanja Tillmanns</i></p> <p>[P2.3] Readiness and Practice – An evaluation of Initial Teacher Education Students' Readiness and Practice to teach and learn in a digital world <i>Pamela Cowan, Martin Brown, Stephen Roulston, Rachel Farrell</i></p>	<p><b>[P3] Exclusion and Inequality</b></p> <p><i>Chair: Patricia Mannix McNamara</i></p> <p>[P3.1] Toxic Leadership in Irish Higher Education <i>Declan Fahie</i></p> <p>[P3.2] Gender Equality Matters(GEM) : Tackling Gender-Based Violence in Times of Change, Choice and Challenge <i>Seline Keating, Bernie Collins</i></p> <p>[P3.3] "We realised quite quickly he actually wasn't joking." Experiences of women Construction Studies teachers in Ireland <i>Ann Foley, Aoife Neary, Patricia Mannix McNamara</i></p>	<p><b>[P4] SEN and Inclusion</b></p> <p><i>Chair: Una O'Connor</i></p> <p>[P4.1] From Special Needs Assistants to Inclusion Support Assistants - more than just a name change? <i>Claire Griffin-O'Brien</i></p> <p>[P4.2] The Contribution of Social Drama to the Generalisability of Social Skills of Children and Young Adults with Autism Spectrum Disorders <i>Elaine Clotworthy, Carmel O'Sullivan</i></p> <p>[P4.3] Examining the legacy of the Warnock Report in Northern Ireland: a Foucauldian genealogical approach <i>Noel Purdy, John Hunter, Lois Totton</i></p>	<p><b>[S1] Symposium</b></p> <p>The Bubble under the Carpet: Transitions <i>Miriam Twomey, Conor McGuckin, Carol Ann O'Siorain, Michael Shevlin, Mary Quirke, Patricia McCarthy</i></p>
<b>Friday 10.30 - 11.00: Morning Coffee (Memory Harbour)</b>				

**Friday 11.00 - 12.30: Papers & Symposia**

<p><b>[ECR1] Early Career Researchers Symposium</b></p> <p>[ECR1.1] Faces of Change: Exploring Students' Motivations and Perceptions concerning Teaching as a Choice of Career <i>Yvonne Naughton</i></p> <p>[ECR1.2] Higher Education in Jamaica in Times of Change, Choice and Challenge <i>Rhody-Ann Thorpe</i></p> <p>[ECR1.3] Literacy levels in the Deaf community: Is this a national crisis? <i>Michelle Mitchell</i></p> <p>[ECR1.4] Change, Choice and Challenge: Assessment in Religious Education at Second Level <i>Catherine McCormack</i></p> <p>[ECR1.5] An exploration of part-time doctoral students' experiences of accessing programme based, academic and pastoral support on the doctoral journey <i>Maeve O' Regan</i></p> <p>[ECR1.6] Closed To Criticality: Does the practicum of school placement during initial teacher education</p>	<p><b>[P5] Science and Technology</b> <i>Chair: Aisling Leavy</i></p> <p>[P5.1] Synergising the science of computing with pedagogy through a process interaction matrix approach <i>Linda Butler, Flaithri Neff</i></p> <p>[P5.2] Developing Technical and Teaching skills for the Irish Leaving Certificate Computer Science Subject; notes on a developing programme <i>Conor Galvin, Kevin Marshall, Brett Becker, Pádraig Cunningham</i></p> <p>[P5.3] STEM Outreach – A gateway to get Irish research to the classroom <i>Laurie Ryan, Sarah Hayes, Peter Childs</i></p> <p>[P5.4] Documenting multiple selves: an exploration of the experiences of online distance students learning with an eportfolio <i>Orna Farrell, Aidan Seery</i></p>	<p><b>[S2] Symposium</b></p> <p>Hope in the PUCA: Possibilities for a Freirean Dialogical Praxis in Teacher Education <i>Maeve O'Brien, Andrew O'Shea, David Gibson, Cora O'Farrell, Paul King</i></p>	<p><b>[P6] Language and Literacy</b> <i>Chair: Paul Conway</i></p> <p>[P6.1] Teaching teachers of literacy: A hybrid self-study <i>Tara Concannon-Gibney, Niamh Watkins</i></p> <p>[P6.2] 'All changed, changed utterly': Student teachers' understandings of literacy and practices in supporting and developing adolescent literacy in the contemporary post-primary classroom <i>Brian Murphy</i></p> <p>[P6.3] From 1999 to 2019: Supporting linguistic diversity within changing classrooms and a changing curriculum <i>Fíodhna Gardiner-Hyland, Patrick Burke</i></p>	<p><b>[P7] Pupil, Parent and Family Voices in Education</b> <i>Chair: Una O'Connor</i></p> <p>[P7.1] Pupil voice: The overlooked narrative in teacher professional development <i>Mia Treacy</i></p> <p>[P7.2] From policy to advocacy to reality – Exploring the benefits and challenges of parent and student voice in School Evaluation. Cases from Europe <i>Gerry McNamara, Martin Brown, Shivaun O'Brien, Joe O'Hara, Craig Skerritt</i></p> <p>[P7.3] Parental involvement, partnership and engagement in their children's education during the primary school years <i>Leah O'Toole, Joan Kiely, Cliona O'Keeffe, Emma Zara O'Brien, Maja Haals Brosnan</i></p> <p>[P7.4] Playing the Generation Game? A case study exploring the experiences of intergenerational familial participation in Higher Education <i>Pamela Kelly, Andrew Loxley</i></p>
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<p>suppress doubt and emphasis a quick fix alternative for cognitive closure? <i>Eric O'Donnell</i></p>				
<p><b>Friday 12.30 - 13.30: Lunch (Classiebawn Restaurant)</b></p>				
<p><b>Friday 13.30 - 14.50: Papers &amp; Symposia</b></p>				
<p><b>[P8] Collaborations in Teaching and Teacher Education</b> <i>Chair: Céline Healy</i></p> <p>[P8.1] Lessons in team teaching: reflecting on practice from an initial teacher education programme <i>Nigel Quirke-Bolt, Molly Daly</i></p> <p>[P8.2] “Promoted widely but not valued”: Teachers’ perception of team teaching as a form of professional development in Irish post-primary schools <i>Thomas Walsh, Angela Rickard</i></p> <p>[P8.3] Student Teacher Collaboration: Perceptions during School placement <i>Deirdre Harvey, Louise Lehane, Kate Mohan</i></p> <p>[P8.4] The value of a Cross-Border professional learning network in Ireland - from the Good Friday Agreement to Brexit: Looking</p>	<p><b>[P9] Mathematics Education</b> <i>Chair: Aisling Leavy</i></p> <p>[P9.1] Teacher efficacy beliefs at the horizon between primary and secondary school mathematics education <i>Lorraine Harbison, Mark Prendergast, Ian Cantley, Niamh O’Meara, Clare O’Hara</i></p> <p>[P9.2] Bridging the Gap? Using theoretical frameworks to understand the academic transition in mathematics from primary to post-primary education <i>Veronica Ryan, John O’Donoghue, Olivia Fitzmaurice</i></p> <p>[P9.3] A lens on two classroom: Considerations for mathematics education <i>Siún Nic Mhuirí</i></p> <p>[P9.4] The Potential for Preservice Teachers to Act as Agents of</p>	<p><b>[P10] Inclusion</b> <i>Chair: Una O’Connor</i></p> <p>[P10.1] The Autism Classroom: A haven for childhood or a transition to ‘schoolification’? <i>Carol-Ann O’Siorain, Miriam Twomey</i></p> <p>[P10.2] Supporting Students With Emotional Disturbance/Behavioural Disorder (EBD) In Second Level Schools <i>Ann Marie Casserly, Delores McDonagh, Bairbre Tiernan</i></p> <p>[P10.3] Including students with special educational needs learning through a second language <i>Sinéad Nic Aindriú, Pádraig Ó Duibhir, Joe Travers</i></p> <p>[P10.4] Who gets to Becomes a teacher? The characteristics of students entering Initial Teacher Education through an alternative entry route</p>	<p><b>[P11] Response and Reform</b> <i>Chair: Paul Conway</i></p> <p>[P11.1] Positioning assessment reform in second level education in Ireland in the context of international developments <i>Denise Burns, Martin Brown, Gerry McNamara, Joe O’Hara</i></p> <p>[P11.2] (Re)thinking rhetoric and reality: engaging with difference to see something new <i>Suzanne O’ Keeffe</i></p> <p>[P11.3] The Liminal State of Lower Secondary Education in Ireland <i>Audrey Doyle</i></p> <p>[P11.4] A pragmatic model of professional development for school self-evaluation <i>Joe O’Hara, Shivaun O’Brien, Martin Brown, Gerry McNamara, Craig Skerritt</i></p>	<p><b>[S3] Symposium</b></p> <p>Teaching for Holistic, Relational and Inclusive Early Childhood Education <i>Leah O’Toole, Eleanor Peters, Anne Genockey, Adrian Coffey, Nóirín Hayes, Claire Regan, Lorraine Quinn, Emer Byrden, Gary O’Keeffe</i></p>

<p>backward to look forward <i>Linda Clarke, Maria Campbell, Pamela Cowan, Conor Galvin, Kathy Hall, Noel Purdy</i></p>	<p>Change during Times of Reform <i>Jillian White, Patrick Johnson, Merrilyn Goos</i></p>	<p><i>Katriona O'Sullivan, Gareth Burns</i></p>		
<p><b>Friday 14.50 - 15.20: Afternoon Coffee (Classiebawn Restaurant)</b></p>				
<p><b>Friday 15.20 - 16.20: Papers &amp; Symposia</b></p>				
<p><b>[P12] Teacher Education: Empowering Student-Teachers</b> <i>Chair: Mairín Glenn</i></p> <p>[P12.1] From passive to active learner engagement: A paradigm shift <i>PJ Sexton, Sabrina Fitzsimons, Elaine McDonald, Enda Donlon</i></p> <p>[P12.2] Enhancing Student Engagement in Educational Research - An Introduction to the STER Initiative <i>Aimie Brennan</i></p> <p>[P12.3] Development Education in teacher education; Change and choice pushing the boundaries of integration <i>Ann Devitt, Jennifer Liston</i></p>	<p><b>[P13] Socio-cultural Perspectives on Education</b> <i>Chair: Suzanne O' Keefe</i></p> <p>[P13.1] The Elephant in the Classroom: Private Music Education, Classed-based insurance against risk? <i>Dorothy Conaghan</i></p> <p>[P13.2] 'Is that the tech?' The continued and changing perception of Education and Training Board schools in Ireland <i>Orla McCormack, Joanne O'Flaherty, Mags Liddy</i></p> <p>[P13.3] Socio-cultural challenges of International Students in Ireland <i>Sharon Harris-Byrne, Aidan Seery</i></p>	<p><b>[P14] Religion, Meaning and Beliefs</b> <i>Chair: Caitriona McDonagh</i></p> <p>[P14.1] Children's perspective on the place of Religions and Beliefs in an Irish Primary Classroom <i>Maurice Harmon</i></p> <p>[P14.3] Student voices on Religions and Beliefs in Third Level contexts in ROI and NI <i>Marie Parker Jenkins, Patricia Kieran, Anne Ryan</i></p>	<p><b>[P15] Policy Analysis</b> <i>Chair: Céline Healy</i></p> <p>[P15.1] The Doctor of Education in a Changing Doctoral Landscape <i>Rachel Keegan</i></p> <p>[P15.2] There is no such language as 'Foreign'. Reflections on the Strategy for Foreign Languages in Education 2017-2026 <i>Eugene McKendry</i></p>	<p><b>[P16] Teacher Identity</b> <i>Chair: Patricia Mannix McNamara</i></p> <p>[P16.1] Teacher Identity and Teacher Training: An opportunity for institutional reflexivity <i>David Gibson</i></p> <p>[P16.2] The 'preferred' ethico-political identity of the Irish primary school teacher: an analysis of teacher education policy documents <i>Desmond Carswell, Paul Conway</i></p> <p>[P16.3] What it means to be a teacher in the neoliberal age and the implications for Irish teacher identity <i>Craig Skerritt</i></p>
<p><b>Friday 16.30 - 17.30: Annual General Meeting of the Educational Studies Association of Ireland (Knocknarea 1)</b></p>				
<p><b>Friday 19.30: Conference Dinner (Knocknarea Suite, Radisson Blu Hotel)</b></p>				

## Saturday 13th April: Radisson Blu Hotel, Sligo

Dartry	Bricklieve	Knocknarea 1	Baymount	Ballincar
<b>Saturday 09.30 - 11.00: Papers &amp; Symposia</b>				
<p><b>[ECR2] Early Career Researchers Symposium</b></p> <p>[ECR2.1] Teachers experiences of Lesson Study as a vehicle to support Continuous Professional Development in STEM in early years education <i>Bridget Flanagan</i></p> <p>[ECR2.2] 'To become bilingual': Challenges and choices faced by Polish migrant families in Ireland in the negotiation of family language policy <i>Lorraine Crean</i></p> <p>[ECR2.3] Case study analysis of school networks that support DEIS schools <i>Ruth Bourke</i></p> <p>[ECR2.4] Parents' Experiences of Navigating the Irish Early Years' Education System for their Child on the Autism Spectrum: Changes, Choices and Challenges <i>Sarah O'Leary</i></p>	<p><b>[CC1] Concise &amp; Creative</b> <i>Chair: Pauline Egan</i></p> <p>[CC1.1] Contradictory gyres in self-study action research: towards chaos or robust educational research? <i>Mairin Glenn</i></p> <p>[CC1.2] Diversity and Inclusivity in Stand Alone Schools <i>Colm Ó Cadhain</i></p> <p>[CC1.3] The Development of Alienation from Learning in Luxembourgish Primary and Secondary Schools: The impact of school forms as differential learning and developmental milieus <i>Alyssa Laureen Greco, Andreas Hadjar</i></p> <p>[CC1.4] #OpenTeach: Rising to the challenge of supporting part-time online teachers <i>Orna Farrell, James Brunton, Eamon Costello, Grainne Conole, Enda Donlon, Samantha Trevaskis</i></p>	<p><b>[P17] Comparison and Complementarity</b> <i>Chair: Shivaun O'Brien</i></p> <p>[P17.1] Preparing Irish student teachers for culturally diverse classrooms: Exploring opportunities, challenges and perspectives from both jurisdictions <i>Maria Campbell, Peter Stevenson</i></p> <p>[P17.2] The transition to primary school in Ireland and Scotland: how family background and childcare experiences influence children's skills on school entry <i>Emer Smyth, Adriana Duta</i></p> <p>[P17.3] Social awareness: A comparative study of pre-service and in-service teachers in Ireland and New Zealand <i>Veronica O'Toole, Joanne O'Flaherty</i></p>	<p><b>[P18] Pathways to Education</b> <i>Chair: Paul Conway</i></p> <p>[P18.1] Post-school pathways in times of economic change <i>Holly Foley</i></p> <p>[P18.2] The Migrant Teacher Project: Building a Bridging Programme <i>Rory McDaid, Emer Nolan</i></p> <p>[P18.3] Factors Affecting the Progression of Access Students at Dublin Institute of Technology <i>Annette Forster, Fiona Faulkner, Mark Prendergast</i></p>	<p><b>[S4] Symposium</b></p> <p>Democratic Education: Embracing Change, Choice and Challenge in Education <i>Gayle Nagle, Marcin Szczerbinski, Clare Veronica O'Brien, Susana Espana Lara, Robert Hamm, Bernard Moran</i></p>

<p>[ECR2.5] Teaching and Learning Irish in an Intercultural Educational Context <i>Karen Uí Chaiside</i></p> <p>[ECR2.6] Designing an introductory Computational Thinking course for post-primary students <i>Colette Kirwan</i></p>	<p>[CC1.5] Introducing Content and Language Integrated Learning in Irish Post-Primary Schools <i>Celine Healy</i></p>			
<p><b>Saturday 11.00 - 11.30: Coffee</b></p>				
<p><b>Saturday 11.30 - 12.30: Papers &amp; Symposia</b></p>				
<p><b>[P19] Designing for Inclusion in Higher Education</b> <i>Chair: Maria Campbell</i></p> <p>[P19.1] Staff development in the principles and practices of Universal Design for Learning to promote and implement an inclusive teaching and learning environment <i>Carol Ellis, Karen Buckley, Mark Glynn, Karina Curley</i></p> <p>[P19.2] Maybe there is Another Way: Inclusion for Students with Traumatic Brain Injury (TBI) in third level education in Ireland <i>Teresa Shiels, Patricia Mannix McNamara</i></p> <p>[P19.3] Confusion on Inclusion? Exploring attitudinal perspectives of academics towards the implementation of Universal Design</p>	<p><b>[P20] Assessment</b> <i>Chair: Margaret Nohilly</i></p> <p>[P20.1] Exploring Culturally Responsive Assessment Practices in Irish Classrooms Cases from the front line <i>Martin Brown, Gerry McNamara, Joe O'Hara, Denise Burns</i></p> <p>[P20.2] The practice of formative assessment in the Irish post-primary school context <i>Niamh Dennehy</i></p> <p>[P20.3] An Investigation into the Impact of Developing Self-Assessment Skills to Enhance Teaching and Learning in a Senior Infants' Classroom <i>Laura McMahan, Pia O'Farrell</i></p>	<p><b>[P21] Teacher Education: International Perspectives</b> <i>Chair: Enda Donlon</i></p> <p>[P21.1] Teacher Education in France in Times of Change Choice and Challenge <i>Imelda Elliott, Emeline Lecuit</i></p> <p>[P21.2] School Placement in Initial Teacher Education <i>Kathy Hall, Regina Murphy, Vanessa Rutherford, Bernadette Ni Áingléis</i></p> <p>[P21.3] Weighing up frameworks to measure the quality of initial teacher education in Scotland <i>Rachel Shanks</i></p>	<p><b>[P22] Religion and Values</b> <i>Chair: Joanne O'Flaherty</i></p> <p>[P22.1] Paulo Freire, Christian Socialism and Education <i>Jim McKernan</i></p> <p>[P22.2] Considering the role of choice and current challenges for Religious Education in a changed and changing context <i>Gillian Sullivan</i></p> <p>[P22.3] An Unchanging Ethos in Changing Times? <i>Catherine Stapleton</i></p>	<p><b>[S5] Symposium</b></p> <p>Pedagogy for Parents and Professionals: Towards a Holistic Response to the Impact of Digital Technology <i>Richard Millwood, Nina Bresnihan, Mags Amond, Claire Conneely, Elizabeth Oldham, Glenn Strong, Lorraine Fisher, Áine Lynch, Brendan Tangney, Keith Johnston</i></p>

<p>for Learning (UDL) in Higher Education <i>Siobhán Canavan McDonald, Pauline Egan</i></p>				
<b>Saturday 12.30 - 13.30: Papers</b>				
<p><b>[P23] STEM and Digital Learning</b> <i>Chair: Mags Amond</i></p> <p>[P23.1] Assessment 2.0: Factors to consider when developing technology-based assessments <i>Paula Lehane</i></p> <p>[P23.2] Developing Children's Scientific Literacy through Real Word Science <i>Nicola Broderick, Cliona Murphy, Greg Smith</i></p> <p>[P23.3] Engaging Language Learners in a Collaborative Digital Classroom in Times of Change <i>Mary Masterson</i></p>	<p><b>[P24] Participation in the Post-Primary Classroom</b> <i>Chair: Veronica O'Toole</i></p> <p>[P24.1] Post-primary students as co-researchers in School Self-Evaluation <i>Shivaun O'Brien, Martin Brown, Gerry McNamara, Joe O'Hara</i></p> <p>[P24.2] Teaching Students to Collaborate: The impact of skills training on student engagement in collaborative learning <i>Edmond Behan</i></p> <p>[P24.3] Straddling the divide between transmission and constructivist beliefs: Changing pedagogical practices in upper secondary education in Ireland <i>Majella Dempsey</i></p>	<p><b>[P25] Irish Language</b> <i>Chair: Céline Healy</i></p> <p>[P25.1] Pupils' experiences of the Irish language in English-medium schools <i>Fiona Nic Fhionnlaoich</i></p> <p>[P25.2] Integrating the Teaching of Form and Content in the Irish Immersion Classroom <i>Sylvaine Ní Aogáin, Pádraig Ó Duibhir</i></p> <p>[P25.3] The effects of bilingualism on pupils in Irish-medium schools with a low socio-economic status: Benefits and challenges <i>Gerry Shiel, Karen Ní Chlochasaigh, Pádraig Ó Duibhir</i></p>	<p><b>[P26] Reflection in Teacher Education</b> <i>Chair: Regina Murphy</i></p> <p>[P26.1] Agency (Needs) Method - Collective Memory-Work as a Reflective Tool in Teacher Education and Professional Reflection <i>Robert Hamm</i></p> <p>[P26.2] Care Values, Noddings and Reflective Inquiry in an Era of Market-led Educational Change: Vignettes from ITE <i>Eamon Mitchell</i></p>	<p><b>[P27] Social Issues</b> <i>Chair: Rory McDaid</i></p> <p>[P27.1] An Analysis of Early Childhood Development Facilities as Centres for Care and Support for Vulnerable Children using the Asset Based Community Development Model: A Case Study of Uganda <i>Rosaria Kunda Marron</i></p> <p>[P27.2] Social Personal and Health Education (SPHE) in the primary school in Challenging Times of Change <i>Margaret Nohilly</i></p> <p>[P27.3] The Nature of Sexting amongst Post-Primary Pupils in Northern Ireland <i>Leanne York</i></p>
<b>Saturday 13.30: Conference Conclusion and Light Lunch</b>				
<b>Afternoon: Post-Conference NEARImeet</b>				