University College Dublin
and
Queen's University Belfast

Conference for Doctoral Researchers in Education

Navigating pathways for transformative action: The role of doctoral research in education

13th and 14th May 2011

University College Dublin

List of abstracts

Letter from the Organising Committee

Dear Colleague,

The Organising Committee of the All Ireland Conference for Doctoral Researchers in Education would like to welcome you to the third gathering of Doctoral researchers in Education on the island of Ireland. Jointly hosted by the School of Education, University College Dublin and the School of Education, Queen's University Belfast, and generously funded by the Standing Conference on Teacher Education, North and South (SCoTENS), Educational Studies Association of Ireland (ESAI), QUB and UCD, the conference aims to provide a forum for doctoral students from all over Ireland to come together in a supportive environment to present and discuss their research and extend their understanding of advanced research in education. It is also hoped the conference will encourage the formation of professional links among educators and researchers in education who are at the earlier phases of their research careers.

We have been delighted with the response we received from students across Ireland, all of whom are engaged in exciting and innovative research in the field of education. Overall, ten educational institutions are represented and the conference promises to provide many opportunities for challenging and thought provoking dialogue and discussion.

We are particularly honoured to have Professor Diane Reay to provide our keynote address on Friday 13th May 2011. This is followed by a wine reception and poster presentation and the conference dinner. We hope this will provide an opportunity for all concerned to relax, catch up with old friends and meet new ones.

We would like to thank University College Dublin most sincerely for providing the venue for this year's conference.

We hope you enjoy the proceedings.

Yours Sincerely,

The Organising Committee

Jarlath Brennan, Marie Lane, Anne Moloney, Anne McMorrough, Niamh O'Reilly, Dr Dympna Devine (UCD)

Nicole Craig, Naoimh Fox, Whitney Wall-Bortz, Dr. Caitlin Donnelly (QUB)

Key note address by Professor Diane Reay,
Faculty of Education, University of Cambridge

Diane Reay is Professor of Education at Cambridge University. She is a sociologist working in the area of education but is also interested in broader issues of the relationship between the self and society, the affective and the material. Her priority has been to engage in research with a strong social justice agenda that addresses social inequalities of all kinds. Her research has a strong theoretical focus and she is particularly interested in developing theorisations of social class and the ways in which it is mediated by gender and ethnicity. This has resulted in researching areas as diverse as boys' underachievement, Black supplementary schooling, higher education access, female management in schools, and pupil peer group cultures.

Research projects include a study of children's relationships to space and place in the city, a project on parental involvement in education and research which develops Pierre Bourdieu's conceptual framework in order to understand gendered and racialised class processes. Recently completed ESRC-funded projects include ones on children's transitions to secondary schooling, choice of higher education, and students' identities and participation as learners. She is currently directing an ESRC project which examines white, middle class identities through an exploration of educational choice. Professor Reay has supervised PhD students across a wide range of areas including Jewish women teachers, psycho-analytic approaches to social class, pupil peer group cultures in primary schools and parental involvement in nurseries. As well as being an executive editor of British Journal of Sociology of Education, she is on the editorial boards of Gender and Education, the Journal of Education Policy and Sociology. Her most recent book publication '*White Middle Class Identities and Urban Schooling'* (co-authored with Gill Crozier and David James) is published by Palgrave (2011).

Professor Reay's keynote address for this conference is entitled: *'Passion, Politics and Pitfalls: The rocky road of research'* .

Friday May 13th 2011			
10:00 – 11:00	Welcome and Registration		
11:00 – 12:00	Parallel Sessions		Poster Sessions
Session 1: Room 0.01 **Equality in education** *Chair: Prof Sheelagh Drudy*	**Session 2: Room 0.10** **Inclusive Education** *Chair: Dr Gerry MacRuairc*	**Session 3: Room 0.06** **Social class and Education** *Chair: Niamh O'Reilly*	**First Floor** **Ongoing each day from 10.00**
Brian Fleming UCD Policy formation in Irish Education in the context of commitment to equality of opportunity **Deirdre McGillicuddy UCD** 'Cos I want to be smarter: Children's perceptions of ability group assignment in Irish primary schools. **Julie Brosnan NUIG** Supporting the Development of Emergent Literacy Skills within a Response to Intervention Framework: Using the Children's Progress Academic Assessment, and Precision Teaching.	**Catherine Merrigan UCD** 'Inclusion...to be or not to be – that is the question' Examining the perspectives of special schools on inclusion **Ellen Reynor UCD** Neuroscience and the reading brain: the influence of cognitive neuroscience on the study of dyslexia and reading failure **Patricia McCarthy TCD** The technological experiences of blind and vision impaired people in the Irish context	**Ursula Nolan UCD** How was class today? **Fergal Finnegan NUIM** Education for transformation? Working class student's experience of higher education **Kevin Cahill UCC** Examining classes: exploring the classed identity construction of students in an urban second level school	**Abdalmonem Tamtam DCU** Students Attitudes Toward English Medium Instruction in Libyan Higher Education System **Aidan Clerkin St Patrick's College** Transition Year - longitudinal study of student outcomes **Anne Moloney UCD** Knowledge for Teaching: Bridging the Practical, Theoretical and Relational
12.00 – 1.00	Parallel Sessions		Poster Sessions (contd.)
Session 1: Room 0.01 **Curriculum policy and practice** *Chair: Prof Ciaran Sugrue*	**Session 2: Room 0.10** **Research design and methods** *Chair: Whitney Wall-Bortz*	**Session 3: Room 0.06** **Teacher Education, professional cultures and identities** *Chair: Anne Moloney*	**First Floor** **Ongoing each day from 10.00**
Montserrat, Fargas-malet QUB The Titanic and children sweeping chimneys – history teaching in N.Ireland and influence on children's understandings **Andrea Doherty QUB** Mixed aged play in education in N.Ireland – potential and possiblity **Bernadette Wrynn UCD** Consequences of curriculum – intended/unintended?	**Ceri McKervill QUB** At the interface of matter and mind: navigating the space: art therapy and a multimodal self study **Jennifer Duffy UCD** Lost for words or lost for numbers? Investigation the relationship between dyslexia and dyscalculia **Martin Brown DCU** Towards a typology for evaluation in Education (Analysis of a Mixed Methods System	**Anne Mc Morrough UCD** Sunrise with sea monsters – educational change and teacher professional identity **Niki Stavrakaki TCD** Exploring the extent and consequences of job related stress amongst primary teachers in Greece **Laoise Ni Thuairisg St Patrick's College** Communities of practice: developing a model of best practice in teaching and training in a gaelscolaícht context	**Carol Baumann NUIG** Doomed to Debt – Changing Behaviour through Money Management Education'. **Bonnie T Long NUIG** Digital Storytelling and Meaning Making: Critical Reflection, Creativity and Technology in Pre-service Teacher Education **Fergal Corscadden QUB** You can lead a horse to water but…

1.00 – 2.00pm Lunch			
2.00 – 3.00pm **Parallel Sessions**			**Poster Sessions**
Session 1: Room 0.01 **Citizenship and participation** *Chair: Dr Joyce Senior*	**Session 2: Room 0.10** **Research Design and Methods** *Chair: Prof Lizbeth Goodman*	**Session 3: Room 0.06** **Higher Education** *Chair: Jarlath Brennan*	**First Floor** **on view** **each day from 10.00 am**
Elizabeth Welty QUB Citizenship education in the global era **Domnall Flemming UCC** Student voice in Irish post primary schools **Ann-Marie Desmond UCC** Researching family discourses in educational settings	**Marie Lane UCD** Researching the construction and negotiation of mathematical meaning through language in the primary classroom **Frieda McGovern UCD** Through their own eyes? Methodological challenges in research with children **Dominic McQuillan All Hallows college** The changing face of the Catholic voluntary school in Ireland. The experience of a cohort of first lay principals.	**Niamh O'Reilly UCD** Higher education access policy: building a case for diversity **Brian O'Donnchadha NUIG** A study of the reflective practice of academics who use community based learning **Marie Stanton UCD** What is critical thinking?	**Helen Hanna QUB** An exploration of citizenship education in Northern Ireland and Israel within a human rights framework **Louise Condra QUB** Exploring Drama's influence on the acculturation and language learning of Chinese undergraduate students in the UK **Luciana Lolich UCD** The limits to growth: The role of research for an egalitarian society
3.00 – 4.00pm	**Round table (square!) discussions: Room L 20 Law Building** Facilitated by: Dr Dympna Devine, Dr Caitlin Donnelly; Prof. Sheelagh Drudy; Dr Declan Fahie; Dr Bairbre Fleming; Prof. Lizbeth Goodman; Prof. Ciaran Sugrue, Dr Gerry MacRuairc; Dr Joyce Senior**.**		
4.00 – 4.30pm	**Coffee/Tea break: Roebuck**		
4.30pm – 5.30pm	*Chairs: Dr Dympna Devine/Dr Caitlin Donnelly* ***Theatre 2 Law Building*** **Keynote speaker: Professor Diane Reay; University of Cambridge:** ***'Passion, Politics and Pitfalls: The rocky road of research'***		
5.30pm – 7.00pm	**Wine Reception: poster presentations: Roebuck**		
8.00pm	**Conference Dinner: UCD**		

Saturday May 14th 2011			
10.00 – 11.00am	**Parallel Sessions**		
			Poster sessions
Session 1: Room 0.01 **Higher Education** *Chair: Anne McMorrough*	**Session 2: Room 0.10** **Assessment** *Chair: Marie Lane*	**Session 3: Room 0.06** **Migrant and intercultural education** *Chair: Frieda McGovern*	**Poster Sessions (contd.)** **First Floor** **each day from 10.00 am**
Mary Fenton (St Patrick's College) The value of graduate entrepreneurship education: perspectives of graduate entrepreneurs **Kamila Sobiesiak NUIM** Polish minority as non traditional students in HE in Ireland. Motivations, experiences, perspectives **Deryck Payne UCD** Why do students cheat: the individual and contextual factors linked with academic misconduct	**Padraig Egan (QUB)** Assessing primary school physical education: is it possible? **Whitney Wall QUB** Assessment for learning in practice: a comparative study of 8 mathematics teachers uses of classroom assessment in the US and N Ireland	**Cea Day QUB** Managing mainstreaming? Policy and provision for EAL students in the secondary classroom **Jia Liu DCU** Integrating Chinese children into Irish primary schools **Bernadette Fitzgerald UCD** Identity as achievement: how muslim pupils construct identities in Catholic schools	**Nicole Craig QUB** The development and evaluation of a volunteer mentoring programme to improve numerical outcomes in primary school children **Omar Albukbak St Patricks** Communicative Language Teaching in a Libyan Context
11:00 – 12.00	**Parallel Sessions**		
Session 1: Room 0.01 **Leadership** *Chair: Brian Fleming*	**Session 2: Room 0.10** **Music Education** *Chair: Deirdre McGillicuddy*	**Session 3: Room 0.06** **Research Methods** *Chair: Nicola Ingram*	**Poster Sessions** **First Floor (contd.)**
Jarlath Brennan UCD Calibrating the gyroscope of emotions: navigating the emotional realm of primary school principalship **Mary Cunneen UCD** School leadership: the role of gender in obtaining the accessible	**Steve Cooney UCD** Intuitive use of geometric visualisation tools in music pedagogy **Ciaran de Loughry UCC** Who pays and who plays? The problem of access to publicly funded instrumental music education in Ireland **Danilo Chaib UCD** Working places, learning spaces: differences in learning between traditional and conductorless orchestras : dialogical approaches to education	**Ciaran O'Mathuna All Hallow's** Adult education is transformative **Christa de Brun NUIM** Art as epistemic metaphor **Brigid Bennet UCD** Parent teacher partnership – how might it be explored further?	**Shih-Ping Cheng QUB** How to assist the Taiwanese university students in learning Chinese-English Translation by using corpus
12.00pm	**Coffee/Conference close**		

List of Participants   in alphabetical order by author

Abdalmonem Tamtam (Poster)	Frieda McGovern
Aidan Clerkin (Poster)	Helen Hanna (Poster)
Andrea Doherty	Jarlath Brennan
Anne McMorrough	Jennifer Duffy
Anne Moloney (Poster)	Jia Liu
Anne-Marie Desmond	Julie Brosnan
Bernadette Fitzgerald	Kamila Sobiesiak
Bernadette Wrynn	Kevin Cahill
Bonnie Long (Poster)	Laoise Ní Thuairisg
Brian Fleming	Louise Condra (Poster)
Brian Ó Donnchadha	Luciana Lolich (Poster)
Brigid Bennett	Marie Lane
Carol Baumann (Poster)	Marie Stanton
Catherine Merrigan	Martin Brown
Cea Day	Mary Cuneen
Ceri McKervill	Mary Fenton
Christa De Brun	Michelle Dillon
Ciaran Deloughry	Montserrat Fargas-Malet
Ciaran O'Mathuna	Niamh O'Reilly
Danilo Chaib	Nicole Craig (Poster)
Deirdre McGillicuddy	Niki Stavrakaki
Deryck Payne	Omar Albukbak (Poster)
Dominic McQuillan	Padraig Egan
Domnall Fleming	Patricia McCarthy
Elizabeth Welty	Shih-Ping Cheng (Poster)
Ellen Reynor	Stephen Cooney
Fergal Corscadden (Poster)	Ursula Nolan
Fergal Finnegan	WhitneyWall-Bortz

Abstracts   *In alphabetical order by author*

Abdalmonem Tamtam (Poster)

DCU/ Faculty of Engineering and Computing

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Students Attitudes toward English Medium Instruction in Libyan Higher Education System

Higher education, as well as new technologies is considered the most important requirements for the developing countries. Recent research has shown that there is a significant gap in the required level of international communication for higher education graduates in Libya. This is because the language medium instruction in higher education is Arabic. To overcome this problem, it has become an urgent necessity to implement English as a medium of study. This Poster presents an investigation, which was carried out from the available literature to find possible ways of implementing English Medium Instruction (EMI) in higher education in Libya. This research focuses on students and teachers attitudes toward the use of English as a medium of instruction. This study focuses on the problems faced by non native-English speaking students and teachers and explores the possibilities of putting into practice the solutions suggested. The study is pursuing to the internationalisation higher education system.

Aidan Clerkin (Poster)

St Patrick's College, Drumcondra

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Transition Year - longitudinal study of student outcomes

More than 28,000 students in the Republic of Ireland are currently enrolled in the Transition Year programme (TY). TY is a 'gap' year between the Junior Certificate and Leaving Certificate exam cycles. The TY curriculum aims to prepare students for adult life by promoting personal and social maturity and encouraging self-directed learning. Students typically undertake work experience placements, TY-specific modules and project work, and subject sampling for Leaving Certificate or third level. Qualitative evidence suggests that TY may promote better student-teacher relationships. Students who take part in TY tend to do better in the Leaving Certificate, though a causal influence has not been established. This longitudinal study will assess the impact of TY participation by tracking participating and non-participating students from Junior Certificate to Leaving Certificate and by seeking their views on the implementation of the TY programme in their school. The first wave of data collection was March/April 2011.

Andrea Doherty (Presentation)

School of Education, Queens University Belfast

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Mixed-age play in education in Northern Ireland: Potential and Possibility

The majority of education systems, including that of Northern Ireland are organised on the basis of age; the explanation behind this being that children of the same age are at the same stage of development. But, realistically, how true is this? When we consider the modern classroom we find children at the expected level of development, children above this and children below this. The current system caters most successfully for children at the "normal" stage of development. "Other" children become lost in the system, either

being held back in their development or being left behind. This presentation describes a part of my research that investigates how a mixed-age approach can be implemented in an Early Years Department in a Northern Ireland Primary School. Children from Preschool to Primary 2 (3-6 years) are involved in integrated play sessions where children choose a location, an activity and most importantly who to play with, with data being collected by both participants and the researcher.

Anne McMorrough (Presentation)

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Sunrise with Sea Monsters: Educational change and teacher professional identity.

Traditionally, teachers have been regarded as key players in 'nation-building' (Menter, 2009). However, with the emergence of a new educational landscape, that position faces unprecedented challenge. Globalization, changes in the deep nature of policy formation - driven by economic priorities - and a re/purposing of higher education institutions (HEIs) increasingly bring 'new public management' (NPM) approaches to education. There is a growing awareness that imposing such performance and accountability measures on teachers reduces their autonomy (Ball, 2011) and undermines the value of knowledge, research and student well-being (Grek and Lawn, 2010). This raises interesting and important questions about the influence of such change on the construction of teacher identity and foregrounds the need for attention to this 'fast-paced and edgy policy field' (Galvin, 2009). The proposed presentation draws on early-stage doctoral research being conducted at University College Dublin. The overarching theme of the research concerns the impact of globalization and economic-driven policies on Irish teacher professionalism. Specifically, this paper considers some early indications of the changing Irish education policy landscape, and seeks to draw-out possible implications for teacher identity and its construction.

Anne Moloney (Poster)

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Teacher Knowledge: Bridging the Practical Theoretical and Relational

Answers to the thorny question of what knowledge is important for teaching vary and depend on who is asked. Policy makers may emphasise knowledge of content standards, meeting and surpassing minimum requirements, researchers and university educators may emphasise the theoretical or propositional basis, and the ability to reflect and to apply theory in practice (Darling Hammond et al, 1999). Karseth & Nerland (2007) on the other hand suggest that professional knowledge is personal and contextual and is closely linked to teaching practices and teaching experiences. This knowledge in practice (Cochrane Smyth & Lytle, 1999) is the knowledge generated by teachers through the process of applying their ideas and theories in practice, refining them and thus making personal sense of the knowledge. This research uses mixed methods, questionnaires, interview and focus groups to explore the relevance of these ideas to the knowledge valued by teachers, to delve into their tacit understandings and to interrogate and perceptions of how they attained this knowledge.

Anne-Marie Desmond (Presentation)

University College Cork

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Researching Family Discourses in Educational Settings

My paper should be of interest to all researchers who are navigating pathways for transformative action because it highlights the need for change in relation to recognition for the multiplicity of families within and across the Irish school context. I am arguing that alternative family entities need to be recognised and responded to in future educational and legal policies in schools. In order to do this it is necessary to reconceptualise the ways in which families at schools and in society are defined and framed. My data, from three Post-Primary Schools is not just concerned with how these students are constituted in and by the complex network of hegemony and where they are located within it, but I am also interested in the ways in which they themselves negotiate their identity in and through these discursive practices.

Bernadette Fitzgerald (Presentation)

University College Dublin

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Identity as Achievement: How Muslim Pupils Construct Identities in Catholic Schools

The number of people identifying themselves as Muslims has increased in Ireland in recent years, with a growing number of Muslim pupils attending primary and secondary schools. This paper arises from ongoing doctoral research on how Muslim pupils negotiate and construct their identities in Irish schools a majority of which are Roman Catholic. Drawing on core concepts of identity theory, it explores the process of [religious/Islamic] identity formation among [Muslim] youth. The interconnection between religious and ethnocultural identity is also probed. Key issues relating to [religious] identity construction are examined. They include 1) Social Dimension 2) Visual Impressions 3) Ascription and Choice. While the study is at an early stage it is hoped to adopt a mixed methods approach and an outline of possible strategies for the field study will be explored. Keywords: Hybridity; Typologies of identity; Identity Markers; Accultural Identity; Resistance; Inclusivity-Exclusivity Dichotomy

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Bernadette Wrynn (Presentation)

School of Education, UCD

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Consequences of curriculum- intended or unintended?

This paper is part of a broader critique of the principles underpinning the structure and design of the Irish Primary School Curriculum (1999) and its implementation by teachers. As part of this particular work a specific focus will be placed on the theoretical considerations related to the design and practice of the Irish Primary Curriculum. The work of social theorists including Bourdieu and Bernstein will be used to examine the relevance of habitus, field and capital as key constituents of curriculum design and praxis. Drawing on the above mentioned theorists, the proposed presentation will discuss the relationship with these themes and their relevance to the Irish context. This presentation will conclude with an overview of the direction of the broader study and possibilities for researching curriculum practice and implementation in Primary Schools.

Bonnie T Long (Poster)

National University of Ireland, Galway

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Digital Storytelling and Meaning Making: Critical Reflection, Creativity and Technology in Pre-service Teacher Education

This poster illustrates the first two years of a PhD study examining the use of Digital Storytelling as a method of enhancing student teachers' reflection on practice. The methodology used in this project is design-based research (DBR). In keeping with established practices of DBR, a mixed methods approach has been taken. During the first year of the study, the researcher designed and implemented a digital storytelling unit. 18 Post Graduate Diploma in Education students in the NUI, Galway School of Education voluntarily created digital stories as a partial requirement for their reflective portfolios. Although the majority of the students who created digital stories felt the use of digital storytelling enhanced reflection on their own practice, levels of reflection evidenced in the digital stories was disappointing. Lessons learned during this first implementation, and subsequent changes to the design of the digital storytelling unit for year two of the implementation, are discussed.

Brian Fleming (Presentation)

UCD

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Policy Formulation in Irish Education in the Context of a Commitment to Equality of Opportunity

The Irish State in its founding documents, the 1916 Proclamation and the Democratic Programme, guaranteed equal opportunities to all citizens. Now, almost a century later, it seems opportune to examine, by way of narrative enquiry, developments in the interim. How has this vision been interpreted? In the policy-making and implementation process, has equality been the over-riding objective and, what other factors have come into play? The intention is to consider a wide range of documentary evidence, archival material, writings, reports, policy statements, and the general discourse on educational matters. Interviews, with some of those involved in policy formulation in recent decades, will be analysed. An essential first step in any consideration of educational policy since Independence is to reflect on the nature of the system the State inherited at that time. This presentation will trace developments under the previous regime, over the period, 1831-1922.

Brian Ó Donnchadha (Presentation)

School of Education, National University of Ireland, Galway

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A Study of the Reflective Practice of Academics who use Community-Based Learning

Based on data gathered from over forty practitioners who use community-based learning, this paper discusses the findings of a study of how community-based learning academics reflect on their practice of engaging with the community. The topics they critically examine range from the practicalities of teaching to the philosophy of education. This paper sheds light on the lenses used to reflect on engaged practice and the learning that happens as a result. Arising from the findings, suggestions are made as to how to improve the reflective practice of academics in higher education. The Community of Reflective Practice has its theoretical basis in the work of Wenger; Ash & Clayton; and

Brookfield and aims to address the need for safe space within the academy to reflect on teaching and research. It is structured to give voice to practitioners to reflect on their practice and contribute to their academic, personal and civic development.

Brigid Bennet (Presentation)

School of Education UCD

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Parent teacher partnership – How might it be explored further?

Research, such as that by Fan and Williams (2009), indicates that parental involvement in schools is a topic worth examining at the present time, and the PhD with which this presentation is associated is concerned with parent teacher partnerships and the complexities therein. Many inter-related factors have been identified as influencing the development of partnerships, which presents challenges for researchers in designing research approaches that adequately embrace and account for their complexity, in suitably rigorous and valid ways. This is especially relevant when one considers the crucial importance of the interpersonal relationship between individual parents and teachers in the development of partnerships in schools, and the difficulty an external observer faces in trying to describe and analyse such interpersonal relationships. The presentation discusses methodologies that offer possibilities for the researcher interested in exploring partnerships. Key words: parental involvement, partnership, research methodology.

Carol Baumann (Poster)

School of Education, National University of Ireland, Galway

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'Doomed to Debt – Changing Behaviour through Money Management Education'.

This research sets out to examine the connection between skill and knowledge in the individual, and the levels of personal debt he experiences; to look at education strategies and methodologies being employed to prevent over-indebtedness and to assess how effective these actually are; finally, to make recommendations on how this work could make an impact in the future. The overall aim is to gauge the impact of money management education as a tool for preventing over-indebtedness, and to make recommendations on policy and practice in this field. A number of objectives arise: • A definition of money management education • An exploration of the ideology which underpins the various activities in this field • An examination of the relationship between debt and skill associated with Financial Capability • A critical examination of five models of financial / money management education, their goals, their practice, and their outcomes • Recommendations on good practice in this.

Catherine Merrigan (Presentation)

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"Inclusion...To be, or not to be: that is the question" - Examining the Perspectives of Special Schools on Inclusion

Special schools, in both the Republic of Ireland and in Northern Ireland, are currently operating within a political and legislative environment that promotes favourably the inclusion of students with special educational needs in mainstream school settings.

Through a combination of mixed research methods, this PhD study will explore the emerging role of the special school in an inclusive educational system, particularly in relation to the feasibility and development of outreach programmes in supporting mainstream schools. Firstly, this presentation will discuss the theoretical concept of inclusion in education and will explore how it pertains to the field of special education in Ireland. Secondly, this presentation will examine the perceptions and perspectives of special schools on inclusion and their role on the continuum of educational provision in the context of inclusion.

CEA DAY [Carol] (Presentation)

School of Education. Queens University Belfast

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Managing mainstreaming? Policy and provision for EAL students in the secondary classroom

This paper seeks to outline my research area which relates to the current state of policy and provision for EAL students in the mainstream secondary classroom, focusing on 'low incidence 'provision (where this refers to less than 5% of the school population). Policy for such students historically has been aspirational and vulnerable to the impact of societal shifts. The research is grounded in Sociocultural Theory and SLA (Second Language Acquisition). It also encompasses an examination of current thinking on cultural pluralism and social justice. Australia and Canada, as major Anglophone countries and net 'receivers' of immigrants, have functioning legislation but are experiencing problems with implementation: " at the level of policy, contemporary multiculturalism became an unfinished and somewhat disappointing social, economic and cultural experiment." (Burnett and McArdle 2008). The research will seek to explore implications for teachers and students in a group of secondary schools comparing perceptions with stated policy aims.

Ceri McKervill (Presentation)

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At the interface of Matter and Mind: navigating the space

Psychotherapy is concerned with relationship. The therapeutic process takes place in the creative space between participants; 'in the relationship' (Clarkson, 2010, xvi). Art psychotherapy navigates the therapeutic relationship using art media as the primary mode of communication (BAAT, 2007). The change in emphasis that art making engenders, surreptitiously, but tangibly and inescapably, brings the bodies of those present into 'play'. Work with art materials touches on how we interact with the physical world. The art making process leaves a 'trace' of the encounter during which materials become 'vital actants' (Bennett, 2007), endowed with agency. The dynamics of energy and power are no longer confined to human acts. The negotiated dialogue with art materials reveals and articulates relational processes. Navigating these processes is conducive to making materials 'matter'. What 'matters' leads to the discovery of meaning. This research comprises a multi-modal self-study of an Art Therapist's transformative navigation of matter.

Christa de Brun (Presentation)

NUI Maynooth.

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Art as epistemic metaphor

This paper discusses the role of literature as a tool to foster critical reflection in students and lead to perspective transformation. This research is based on the premise that literature can offer a pathway to accessing collective understanding, opening minds and overcoming barriers to transformative action.

This paper will outline the role of literature in creating new understanding and crossing the threshold to a transformed way of understanding the world as well as becoming conscious of one's own lived situation. It will particularly focus on the use of the novel as an educational tool. The novel is traditionally a form of literature which has responded symbiotically with social and political movements and is thus a useful entry point to the social, political and ideological frameworks in which we operate.

Working within the constructivist framework this research aims to establish literature as a platform for stimulating critical consciousness and critical reflection at third level within an ontological context that acknowledges the social construction of reality and the concept of self.

Ciaran Deloughry (Presentation)

University College Cork

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Who pays and who plays? The problem of access to publicly-funded instrumental music education in Ireland

This paper examines access to instrumental music education in seven publicly-funded music services in Ireland. Although citizens' taxes fund music provision, participation is still mainly accessed by middle class families. Are there social forces reproducing privilege? While social justice, universal access and inclusion inform educational discourse, the same discourses have had minimal currency in the area of instrumental music education. A semi-structured interview technique was used to access the perceptions and beliefs of instrumental music education professionals. Reified structures were interrogated, so that assumptions deriving from long historical precedent could be examined and evaluated. Music services in Ireland have considerable autonomy with regard to policy and practice. Contrasts between well-funded and poorly funded music services are examined to reveal divergences in levels of equitable social participation in instrumental music.

Ciaran O Mathuna (Presentation)

All Hallows College, Dublin

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Engagement in adult education is transformative

Adults who return to formal education often experience personal transformations as a result of their engagement with the education process. This can have profound affect on a person's self-concept, their relationships, work life choices and active participation in society. The research being undertaken is to record the transitional and transformative experiences of a cohort of adult learners who are enrolled on the Adult learning BA (ALBA) in All Hallows College, Dublin, using the methodology of 'narrative inquiry'. The research will take into account the individual's life's experience, prior learning and

functional academics, along with their sense of self identity, on entry to the programme. Through the research process it is hoped that each individual will have an opportunity to critically reflect upon their personal experiences, their personal transitions and transformations alongside their formal academic learning.

Danilo Chaib (Presentation)

Equality Studies Centre - School of Social Justice- UCD

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Working places, learning spaces: Differences in learning between Traditional and Conductorless Orchestras.

This paper presents the different learning processes that take place within the two divergent ways of organizing a Symphonic Orchestra i.e. with and without a conductor. For each piece of music played, both orchestral musicians must learn how to interpret it, but each do so in different ways. Making an analogy with the traditional and the dialogic approach to education as applied in Adult Education, the study analyses the position of the conductor as the authoritarian teacher and the rotating leadership presented by conductorless orchestras as the participatory perspective described by Freire in his Cultural Circles which are themselves grounded in the theory of Dialogic Learning. This comparison will use two case studies already done in literature related: the Philadelphia Orchestra by Edward Arian and the Orpheus Chamber Orchestra by Richard Hackman. Conductorless orchestras present a path for transformative action in music schools by including Dialogic Learning into their curricula.

Deirdre McGillicuddy (Presentation)

University College Dublin

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'Cos I want to be smarter: Children's perceptions of ability group assignment in Irish primary schools.

The assignment of primary school pupils into ability groups can have a profound impact on their educational and social trajectories at the point where their schooling begins, and leading to greater differences as they progress up through the school system. The use of ability grouping within and across classrooms is highlighted as iniquitous in nature while it is also considered to benefit some students at the expense of others. This paper reports on initial findings regarding children's own perspectives and voices concerning the use of ability grouping in their classrooms, with specific focus on the organisation and assignment of these pupils into ability groups. This paper will also highlight the children's perceptions of the status attached to the various ability groups while also exploring their beliefs as to why ability grouping is used in their classrooms and how they explain the process by which they are assigned to the various ability levels.

Deryck Payne (Presentation)

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Why do Students Cheat? The Individual and Contextual factors linked with Academic Misconduct.

This paper will explore why students engage in academic cheating. The paper is based on a broader study which is investigating the relationship between peer groups and social networks and cheating in higher education. Academic cheating, which consists of such

activities as plagiarism, and cheating on exams, is a complex and pervasive problem. It is generally agreed that between 50 and 70 percent of students engage in some form of academic misconduct during their college careers. In order to discover what factors are linked to academic misconduct, researchers have investigated individual student characteristics, as well as contextual or situational factors. Evidence concerning individual characteristics is mixed, but situational factors such as peer groups appear to be significant in predicting academic dishonesty. This research suggests that academic cheating may be more a learnt behaviour, occurring in a social context, with their peers providing a support for their actions.

Dominic McQuillan (Presentation)

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The Changing Face of the Catholic Voluntary Secondary School in Ireland: The experiences of a cohort of first lay principals.

The appointment of lay principals in Catholic voluntary secondary schools in Ireland put lay men and women, in the key leadership, management and responsibility position, previously held exclusively by Catholic priests, nuns and brothers. This research study of their experiences is set in the context of the nature of the Catholic School and the historical path of lay teachers in these schools. This is an inductive qualitative study, using grounded theory methodology. A cohort of first lay principals was interviewed. Rather than beginning with a conceptual framework, broad general areas of study became more focused as the study progressed. Concepts emerged in the course of the study. Using a coding paradigm to systematically focus the data, a picture emerged of the culture of the schools centred on a preconceived vision of principal. This had implications for the principals' subsequent leadership role.

Domnall Fleming (Presentation)

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Student voice in Irish post-primary schools

Student voice in Irish post-primary schools: Students are often the silent partners in our education system. School structures direct students through a school system that rarely consults with them or allows them to comment or contribute to change or improvement. While the student council facilitates a voice for students at whole-school level, classroom practice often rewards passive quiet students rather than engaged participative learners. Student voice, in the context of this study, refers to teachers consulting with their students in relation to their classroom experience, engaging with their commentary and activating their voices in the classroom. Initial results indicate that post-primary students have insightful and interesting things to say to their teachers about their experience in the classroom and that teachers are very positive about the process of using student voice, and about its impact on students' engagement and participation in their classroom.

Elizabeth Welty (Presentation)

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Citizenship Education in the Global era

How can schools prepare students to live in increasingly diverse and complex societies that characterise the global era? Specifically what skills and dispositions are emphasised as part of citizenship education curriculum for the 21st century? Citizenship education has been introduced into the statutory curriculum in the Republic of Ireland and Northern Ireland as a response to the challenges and opportunity presented by globalisation. Both initiatives are emphasise a number of comparable key concepts including human rights and responsibilities, human dignity or equality, interdependence or diversity, laws or social justice and democracy. Interestingly, citizenship education marks a pedagogical departure in both jurisdictions with regards to active and participative methods to encourage building skills across a number of key competencies. This paper explores themes, skills and competencies outlined by the distinctive citizenship education curriculums in the Republic of Ireland and Northern Ireland seeking to prepare students for life in the global era.

Ellen Reynor (Presentation)

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Neuroscience and the reading brain: The influence of cognitive neuroscience on the study of dyslexia and reading failure.

Recent advances in neuroscience have produced profound implications for education (Fawcett Nicolson, 2007), while educational research has accumulated a substantive knowledge base itself. According to an OECD report (2007), a neuroscientific perspective adds a new, important dimension to the study of learning in education, and educational knowledge could help direct neuroscience research towards more relevant areas. My own doctoral research will investigate the areas of reading, spelling and writing in the population of children experiencing dyslexia and reading failure. There have been notable advances in knowledge in these areas due to increasing understanding and interest in the reading brain by cognitive neuroscientists, and increasing input into the field from interdisciplinary teams of researchers. This presentation discusses the influence and relevance of some these studies to my own research on reading disability and dyslexia, and places some of the issues within the broader context of current debates on pedagogy and effective strategies and programmes for the population of failing readers in our schools.

Fergal Corscadden (Poster)

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You can lead a horse to water but…

This poster highlights some of the problems (and possible solutions) involving ITE students involved in using a sophisticated, yet simplistic video analysis and reflection tool, enrolled on a SEN Module. The project saw 83 ITE students where they had access to ill-structured (recorded in real-time and not simulated) lessons of visually and hearing impaired children being taught by professional experts in their field of study. The school where the videos were recorded, based in Belfast, caters for profoundly deaf & blind children who require 1-2-1 tuition which often involves a combination of physical and

cognitive development/support in the classroom. It was hoped the ITE students would benefit from access to this content rich resource and debate widely in the classroom on the merits and complexities of such provision from a professional teaching standpoint. However, only a fraction of the students used the online resource and analysis from the data suggests that there were a number of components severely lacking to encourage the students to make use of the videography resources (afforded by the initial recordings and online set-up of the module resources). This poster summarises the problems and offers solutions based on the analysis from the data and subsequent findings. This information is useful for those hoping to embark on a blended-learning course/module in that it presents useful recommendations and do's and dont's.

Fergal Finnegan (Presentation)

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Education for transformation? Working class students' experience of Higher Education

Widening participation and improving access to higher education have been key policy objectives in Irish Higher Education for over a decade and a half. However, there has been a relatively small amount of empirical research on the experience of 'non-traditional' students in HE. This paper will draw on findings gathered through indepth, longitudinal interviews with working class men and women of various ages in Irish Higher Education. The paper will focus on how these students construct and view knowledge and how their college experience has impacted on their sense of identity. The paper will conclude with a discussion, based on a critical reading of Pierre Bourdieu's reflexive sociology and Jack Mezirow's learning theory, and ask whether these students' experience could be considered to have been in any sense 'transformative'.

Frieda McGovern (Presentation)

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Through their own eyes? Migrant children at home and at school

This paper explores the ethical and methodological dilemmas involved in collaborative research with children. Drawing on the 'photo-voice' visual methodology, the research seeks to involve migrant children as co-researchers, enabling them to show their worlds using cameras as a research tool to explore how identity and belonging is structured for and by them in the regulated settings of home and school. This collaboration raised concerns in relation to the researcher's position within the research, access, consent, voice, trust, sensitivity, language, culture, dependency and agency not only between the children and the researcher but also between the researcher, teachers and parents. The dilemmas and challenges of 'letting go' and 'handing over' the research to the children, together with the impact of the regulated settings of home and school on the agency of children within the research process will be explored. The research presented is part of a larger qualitative study on how respect and recognition within the home-school relationship structures inclusion for migrant children and their families in Irish Primary schools.

Helen Hanna (Poster)

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An exploration of citizenship education in Northern Ireland and Israel within a human rights framework

Young people in countries where intractable ethnic conflict and division is a daily reality are often held up as those for whom the future can be different- those who hold the potential to make the future look different. This research looks at the role played by citizenship education in schools in the two divided jurisdictions of Northern Ireland Israel, with a view to exploring how human rights obligations under international law are interpreted and delivered through education initiatives in societies where the very concept of nationality is under dispute and where divisions are complex and well established.

Jarlath Brennan (Presentation)

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Calibrating the Gyroscope of Emotions: Navigating the Emotional Realm of Primary School Principalship

This research will investigate the emotional realm of principalship. Emotions are the result of a byzantine reciprocal interplay among social, structural, cultural, cognitive and neurological forces. Emotions are the gyroscope of human behaviour, navigating the "lifeworld" and "system" of social reality. Emotion weaving through both the psychological and social nature of the primary school principal presents a difficulty to research. Today's paper will examine the complexities involved in constructing a coherent research design fit for purpose; capturing authentic emotions, mapping emotional praxis, penetrating cover stories and unravelling emotional strategic and communicative action; and outline a multi-modal research methodology that will seek to engage with the complexity of the research question.

Jennifer Duffy (Presentation)

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Lost for Words or Lost for Numbers: Investigating the relationship between Dyslexia, A Specific Learning Difficulty in Literacy, and Dyscalculia, A Specific Learning Difficulty in Numeracy.

The purpose of this research is to investigate the sub-skill deficits consistent with specific learning difficulties in Numeracy and hence Mathematics. The nature and degree of relationship between the skill deficits that characterise Specific Literacy Difficulties and those believed currently to contribute to learning difficulties in Mathematics will be explored and statistically analysed across two samples of pupils with differing performance profiles. This presentation will look at the ethical issues that arose during the application procedure undertaken to acquire ethical approval for the study. Ethical approval was required as the samples for the research will primarily comprise primary school pupils aged between 9 and 12 years. The issues that arose included sample size determination, access to potential participants, inclusionary and exclusionary criteria and actual means to be used to select and deselect. Clarification was also sought on mechanisms for ensuring voluntary informed consent of parents, but more importantly informed voluntary assent of potential pupil participants. This presentation will include

reference to other unexpected ethical issues that arose and will discuss how the process was simultaneously tedious and time consuming, but tremendously constructive and invaluable as a means of clarifying not only my methodology but also my thinking, at this point in my research.

Jia Liu (Presentation)

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Integrating Chinese Children into Irish Primary Schools

Ireland has recently undergone a sharp increase in the rate of immigration. As more immigrants come to the country, Irish schools have to deal with increased diversity within the classroom, and with the associated problems of integrating children from a variety of ethnic and cultural backgrounds. Chinese children represent a particularly large group within the school system and provide a strong case study for analysing the factors associated with integration and their potential for improving or hindering the integration process. . There are many significant differences between education in Ireland and in China, which can lead to series of problems. These include major differences in approaches to education, differing curricula, perceived differences in parental expectations, as well as different teaching and learning styles. A further key difference is the emphasis placed on religion and religious instruction in the majority of Irish schools as opposed to a broader moral education in Chinese schools. This research examines the integration of Chinese children in Ireland, their difficulties and their individual experience in Irish primary schools. The research started in three Chinese weekend language schools, which have approximate 120 Chinese children in total. In the first instance, questionnaires had been sent to the parents. Language and cultural difference were identified as the main difficulties. The researcher followed up with a number of interviews with parents, school principals, teachers and language support teachers. The current phase of the research is investigating the level of integration within the schools themselves and the key issues that have arisen. The main issues emerging to date, from the Chinese perspective relate to language, teaching styles, religious and moral education, parents' expectation, and mathematics education.

Julie Brosnan (Presentation)

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Emergent literacy skills development: A comparison of two models

Appropriate assessment and intervention can prevent the development of reading problems for most children and significantly reduce reading disabilities. The proposed longitudinal research involves the experimental evaluation of two two-tier support models for emergent literacy skill development in senior infant classrooms: Children's Progress Academic Assessment (CPAA) as a stand alone assessment and intervention package (Model A); and CPAA combined with Precision Teaching (PT – a specialised instructional methodology) (Model B). The aim of the research is to compare the efficiency and efficacy of Model A and Model B. The research hypotheses are as follows: MA will prove more efficient than MB; MB will prove more effective than MA; over time, students' scores in both formative and norm-referenced reading assessments will be higher in MA and MB than in control schools. The proposed research is seminal in its application of a two-tiered approach to reading skill development using CPAA and PT.

Kamila Sobiesiak (Presentation)

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Polish minority as non-traditional students in HE in Ireland. Motivations, experience, perspectives.

The aim of this presentation is to analyze the educational aspects of globalization and European integration in the context of young Poles studying in Ireland and their sense of life stability and localization in the contemporary world. Ireland has become considerably more diverse in the last 15 years. The number of non- Irish students is significantly increasing in the most recent years. EU enlargement in 2004 also impacted considerably on Irish migration flows, and as it follows on the number of students coming from EU countries. As Higher Education institutions begin to engage with a greater range of students, it is increasingly important that they take account of the learning biographies, narratives and attitudes of non-traditional students. There is a valid knowledge for Universities in the voices of these learners, to embrace their perspectives, their learning experiences, motivations and needs. They need to listen to those voices in order to adjust (culturally and structurally) to a more diverse population of students.

Kevin Cahill (Presentation)

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Examining Classes: exploring the classed identity construction of students in an urban second level school

This paper explores emergent findings from an ongoing critical ethnographic study that seeks to unravel the complexity of classed positioning in the context of an urban second-level school in a working class area. Exploratory research questions around school choice, stratification, identity, social class and neo-liberal discourses inform the context of this paper and the larger study. In essence this story seeks to explore the sociocultural co-construction of student identities in a world mediated by classed positioning, power oriented inscriptions and neo-liberal discourses of success and sameness. An emergent and recurrent theme of this study is the (mis)representation of working class spaces and most particularly working class schools. In this instance I propose to discuss both the internal and external co-constitutive nature of classed identities.

Laoise Ní Thuairisg (Presentation)

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Communities of Practice: Developing a model of best practice in teaching and training in a gaelscolaíocht context

Research shows that the current complexities and difficulties within the gaelscolaíocht education sector are posing a great challenge to participants of that context including pupils, parents, managers and teachers and indeed the wider community at large. Among these challenges are the significant deficiencies in the current professional training and development structures, both at induction and at in-service levels. Due to the current economic climate and the restraints such a context imposes on development opportunities, it is necessary to pinpoint areas in which innovative changes and modifications can be made with little monetary and infrastructural cost. Teacher training and development has the potential to fulfill these criteria if organised and managed effectively and imaginatively. This project aims to involve and include teachers in the

process of designing and managing an innovative and relevant professional development structure. It is hoped that by including teachers in the design and practice of such a structure, a forum of knowledge exchange will develop and therefore aid the teachers in developing methods and means to assist them in their task as message and medium educators, and that this in turn will have a direct and positive influence on the pupils' educational experience.

Louise Condra (Poster)

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Exploring Drama's influence on the acculturation and language learning of Chinese undergraduate students in the UK

The aim of this study is to explore the use of Drama in Chinese International secondary schools and UK universities and its effect on Chinese students' acculturation and language learning when they attend UK universities. Students will be observed and interviewed three times; in China at the end of secondary school, in the UK when they commence university, and again at the conclusion of the Drama program. The international student experience can be said to be double-layered: the effect of the new culture and the effect of becoming a university student (Furnham and Bochner, 1986). In this study, Drama will be used as a tool to increase students' ability to dialogue with the host culture. Drama has long been used in the classroom as an effective method for increasing risk-taking and critical thinking (Hamblem, 1997), two skills that may aid new University students in interactions with the host culture, both in-class and in everyday situations.

Luciana Lolich (Poster)

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The limits to growth: The role of research for an egalitarian society

There is a prevalent discourse in our society that more is better. There are practically no dissident voices in the argument for economic growth. The fact is that continuous economic growth might not be the answer to all our woes, yet it is something politicians dare not articulate. Research in HE is conceptualised as the engine for economic recovery and growth. The research that is valued is that that can be commercialised, the focus is on innovation and development. Utilising the Hunt Report to frame current discourses on the role and purpose of research in HE, this poster argues that the answer does not lie on continuous growth but on a better distribution of our current resources. In a deeply unequal world growth comes to the detriment of the poorest sectors of the population and to the sustainability of our planet.

Marie Lane (Presentation)

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Constructing and Negotiating Mathematical Meaning through Language in the Irish Primary Classroom

In recent years, research in mathematics education has paid increased attention to the social and linguistic context in which teaching and learning takes place. In the mathematics classroom, language is used to construct knowledge and regulate access to

that knowledge in ways that are different from other pedagogical contexts. Through a socio-cultural lens this study will examine how mathematical meaning is constructed and negotiated in the Irish primary mathematics classroom. This study will further seek to unravel the complex nature of language as it serves to mediate children's mathematical thinking and learning and that of teachers' teaching of mathematics. Today's paper will focus on the proposed methodologies as a means for capturing this complexity.

Marie Stanton (Presentation)

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What is Critical Thinking?

Critical thinking is a widely used term which is often assumed to have an agreed meaning. However, on reviewing published theories and research it is evident that it has many different conceptions. An important aspect of this research involves defining critical thinking within the context of problem-based learning ultrasonography education. This presentation reviews different conceptions of critical thinking to illuminate their strengths and limitations. These theories divide into two groups the first comprises those with relatively straight forward descriptions such as: critical thinking as an exercise in logic; and lists of higher order thinking skills. The second group is more complex and wide ranging including descriptions of critical thinking dispositions or ways of being, and critical thinking as a developmental process. The applicability of the above theories to problem-based learning ultrasonography education will be discussed and a definition of critical thinking skills in this context will be presented.

Martin Brown (Presentation)

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Towards a typology for evaluation in Education (A Mixed Mixed Methods Analysis of a Mixed Methods System)

In this century, one global solution to improving the quality of services provided in schools is through a blended process of internal/external evaluation. The purpose of this thesis is to investigate, using an exploratory mixed methods case study, factors relating to the successful integration of this mode of evaluation in two regions of Europe (Northern Ireland and the Republic of Ireland) that seem to have adopted what is commonly referred to as 'the new relationship with schools' This study is divided into the following stages: (1) Stage one of the research consisted of sending a questionnaire to every secondary principal (Internal Evaluators) in the Republic of Ireland and Northern Ireland (n>=1000) in order to ascertain internal evaluators perceptions of Internal/External Evaluation (response rate>=47%). Based on the data collected, preliminary analysis was carried out using parametric and non-parametric statistical methods. (2) Stage two of the research consisted of carrying out semi structured interviews (n =15) with a sample of Principals from (a) Grammar Schools, (b) Non Grammar Schools, (c) Community Comprehensive Schools, (d) Secondary Schools, (e) Vocational Schools. Based on the data collected, analysis was carried out using template analysis. (3) Stage three of the research consists of carrying out semi structured interviews with a sample of external evaluators (inspectors) from the Republic of Ireland and Northern Ireland. Based on the information gathered from this study, a typology for the successful integration of internal/external evaluation in primary/post primary education will then be proposed.

Mary Cuneen (Presentation)

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School Leadership: The role of gender in obtaining the accessible

In keeping with international trends teaching in Ireland is a highly feminised profession yet male teachers are twice as likely to accede to principalship as their female counterparts. Schools and their leaders are now accountable to many stakeholders who were heretofore absent from the fabric of school life and the role of headteacher is often viewed as a quagmire of competing issues. This emphasis on performativity privileges a masculine narrative in leadership discourse thus marginalising a female perspective. The literature suggests that women, in considering career choices, make decisions based not only on personal ambition but also on care responsibilities. This study seeks to examine the career paths of both genders in post primary schools and the factors that influence their pursuit of management roles.

As more than one method of data collection presents a more comprehensive view the research being conducted, it is envisaged that the research design and methodologies used in the pursuance of the research question will be both qualitative and quantitative.

Mary Fenton (Presentation)

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The Value of Graduate Entrepreneurship Education: Perspectives of Graduate Entrepreneurs

Stimulating High Potential Start Up entrepreneurship is a key economic and societal challenge to which Higher Education Institutes (HEIs) have much to contribute. HEIs support enterprise development through entrepreneurship education, campus incubation and the supply of entrepreneurial talent to create new businesses, generate employment and create wealth. Whilst entrepreneurship education is becoming a panacea for generating employment and economic prosperity, a review of the literature highlights a lacuna of research exploring the perceived value of graduate entrepreneurship. This research examines how graduate entrepreneurship education is perceived by graduate entrepreneurs and if it is achieving sustainable entrepreneurial outcomes. Using WIT as a case-study, I will examine the South East Enterprise Platform Programme to investigate past participants' perspectives of graduate entrepreneurship education. This research provides an understanding of how graduate entrepreneurs learn and how educators can refine their importance in the provision of entrepreneurship education and optimise the graduates' learning experience.

Michelle Dillon (Presentation)

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"Students don't know they learned it, but I know they learned it": Pre-service teachers' perceptions and experiences of processing as a means of assessing student learning

Processing is an integral part of the experiential learning cycle (ELC) (Kolb, 1983) and is a core principle of the Outdoor Adventure Education Model (Henton, 2003). Brackenreg (1994) suggested processing outdoor adventure (OA) activities allows participants to extract meaning from their learning and integrate to other situations. However Stefan and

Grosse (2003) highlight that assessment of group process has not always been part of traditional physical education (PE). This study attempts to gain insight into pre-service teachers' (PTs) perceptions and experiences of integrating processing as a means of assessing PE students learning. How do PTs use processing strategies as a means of assessing student learning? What do PTs hope to achieve through processing and in turn what influences this? Data collection from thirteen volunteer PE PTs included pre-planning discussions, planning materials, pre- and post- lesson discussions, lesson observations, researcher field notes and focus group interviews. Interviews were transcribed with triangulation as a means of understanding and aligning data collected. Detailed findings include understandings of PTs experiences, intended focus, challenges, decisions and influences that impact processing decisions will be presented.

Montserrat Fargas-Malet (Presentation)

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'The Titanic and children sweeping chimneys': History teaching in Northern Ireland and its influence on children's understandings

The context or setting where the research takes place can have a strong influence on the data gathered. A total of 179 primary-school children, aged between 9 and 11, drew a picture entitled: 'Living in Northern Ireland before I was born' and another picture entitled: 'Living in Northern Ireland now' in their own classrooms; and individually described their drawings. When asked to draw about what it was like to grow up in Northern Ireland for their parents/grandparents, some children represented what they had learnt as local history at school. In the document setting out the requirements of the Revised Northern Ireland Primary Curriculum, the Titanic and the World Wars are mentioned, but no reference is made to the Troubles. This paper reflects on the effects of the classroom as a research setting, and how the school curriculum influences children's understanding of their country's past, by exposing the results coming from the analysis of the drawings and comments made by the participants of this study.

Niamh O'Reilly (Presentation)

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Higher Education Access Policy: Building a Case for Diversity

Widening participation rates in higher level education has become one of the main objectives of recent national education and economic policy strategies. The underrepresentation of individuals from lower socio-economic backgrounds in higher level education has been highlighted in a number of studies (Clancy, 1982; 1988; 1995; 2001). It remains a concern for policy aimed at creating greater equity of access to higher education "the persistently poor participation by low to middle income working families needs special attention" (National Plan for Equity of Access to Higher Education, 2008 p.11). One approach to widening participation in higher education is the development of a diversified higher level education system (van Vught, 2008). In order to build a case for creating diversity through non-formal higher education provision, discourse analysis of higher education access policy will be explored from a deficit, disadvantage and diversity perspective. This paper is part of a wider study which explores the value of non-formal adult education for increasing diversity in higher level provision.

Nicole Craig (Poster)

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The development and evaluation of a volunteer mentoring programme to improve numerical outcomes in primary school children

There is an abundance of intervention programs that are designed to improve literacy in children e.g.(Wasik 1998) However, as there was a larger emphasis on literacy, children struggling with maths have been disadvantaged. In recent years there has been more recognition about the importance of numeracy skills. (Ritter et al. 2009, Fuchs 2009, Topping et al. 2003)The aim of this study is to improve the numerical outcomes of children by means of a volunteer mentoring program. The mentoring program will involve university students tutoring children aged between six and eight years on their computational and problem solving skills. The program will be evaluated by means of a randomised controlled trial (RCT). There will be an intervention group who will receive the tutoring program for a minimum of twelve weeks and a control group who will not receive tutoring but will continue to receive the standard mathematics curriculum taught within the classroom.

Niki Stavrakaki (Presentation)

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Exploring the extent and consequences of job-related stress amongst primary teachers in Greece - Implications for policy

The present paper is an attempt to highlight that planning in teaching can't be underestimated in the contemporary complex political, social and economic context, which renders teaching a highly demanding profession. Research among primary school teachers in Greece in 2010 implies that additional research and recommendations for interventional policies aimed at the reduction and prevention of stress in teaching should strike the balance between personal and collective interests of teachers and organisational needs, focusing on the centrality of the teachers' role. Bridging the gap between educational politics and educational praxis becomes evident as well as the fact that curriculum development, professional development, school improvement and student achievement are closely interwoven. High professional satisfaction among teachers would have a positive impact on school effectiveness through the utilisation of their enthusiasm, creativity and professional experience. Institutional change should be based on a dialectic relationship between universities, state and teachers as of paramount importance for organisational improvement. Providing teachers with satisfactory working conditions, adequate resources, quality training, in-service training, continuous support in their work and treating them as trustworthy professionals would mean education would be offered by a competent, well-prepared and healthy teaching human workforce. Since teaching is acknowledged to be quite a stressful profession, both teachers and policy-makers should be aware of the phenomenon, while preparing for multi-level actions for its research, treatment and prevention.

Omar Albukbak (Poster)

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Communicative Language Teaching in a Libyan Context

While Libyan education policy recommends using the Communicative Language Teaching approach in classrooms, and language teaching syllabi are based on it, actual teaching practices used by many Libyan teachers are different. The study investigates whether this approach is suitable for teaching English to Libyan students. It measures the effects of exposing pre-trainee teachers to the theory and practice of CLT in classes designed to prepare them for teaching practice. The theoretical framework comprises an explanation of the CLT approach with a demonstration of previous and following methods. Moreover the education situation in Libya is critically analyzed including a historical review of English Language Teaching and its importance. The methodology consists of a pre-questionnaire, a series of six seminars, a post-questionnaire, an analysis of a diary, and an in-depth interview. The pilot study shows that participants have been positively influenced by the seminars and teaching practices have been improved. Furthermore, students like the method. The paper discusses the implications of the findings for teaching English communicatively in a Libyan context.

Pádraig Egan (Presentation)

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Assessing Primary School Physical Education is it Possible?

Teachers in mainstream primary schools are facing big changes within the education system, which are highlighted weekly in the media. Many of these changes are as a result of teachers' own pressure on themselves to formulate and account for their own professional practice. Throughout my own teaching experience I have noted that assessment in physical education tends to be without any formal procedure. In the wider educational arena, it is recognised that assessment is the main influence on how pupils learn and teachers teach (Broadfoot, 2002). Piotrowski and Capel (2000, p.100) explain that assessment is an attempt to form a relevant, appropriate and accurate judgement about a student's achievement. They acknowledge that while learning can occur in principle without assessment, the most effective learning occurs when outcomes are assessed and feedback provided to the student. In the course of my experience as a teacher I have begun to question and reflect upon the role of assessment within physical education. This preoccupation evolved from my own efforts to assess students. These efforts were fraught with complexities and practical difficulties, accentuated by the fact that the outcome has no official recognition in what is acknowledged to be an examinations oriented education system (Looney, 2006). This study sets out to examine how assessment can aid an understanding of the thinking and practice of teachers with regard to physical education generally. More specifically it investigates the participant teachers' views and practices in relation to assessment in physical education. Additionally, it explores how individual biographies and teaching contexts influence teachers' beliefs about physical education and the place of assessment within their practices.

Patricia McCarthy (Presentation)

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The Technological Experiences of Blind and Vision Impaired People within an Irish Context

Technology is increasingly used to solve some of the problems that people with blindness/vision impairment experience within their everyday lives. However, a problem is that vision impaired/blind people are often viewed as a homogenous group, consequently, it is assumed that a one-size-fits-all approach will work for everyone. This

paper will explore the experiences with technology that people who are blind or vision impaired have reported in my research regarding the educational and life choices made by them. In particular, issues pertaining to the use of technology will be identified including the advantages and disadvantages that advances in adaptive technology have presented for various people. A life history/autobiographical approach was the principal method used for data collection because it has been argued by many including (Walmsley & Atkinson 1999: Goodley, 1996) that one of the most salient aspects of this approach is its recognition of the importance of insider perspectives.

Shih-Ping Cheng (Poster)

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How to assist the Taiwanese university students in learning Chinese-English Translation by using corpus

This research aims to find out how to assist the Taiwanese university students with their Chinese-English Translation skills by using corpus. A corpus-based translation syllabus will be designed and implemented to a group of English majored university students in Taiwan. This research is interested in finding out how students feel about the corpus-based translation course and how has it helped the students' Chinese-English translation skills? In which aspects of their translation skills have been improved through the training of using corpus? What happened during the process of implementing the corpus-based translation syllabus? How does the instructor feel about the implantation of the syllabus? The whole process of the research includes designing the corpus-based translation syllabus and class activities, implementing the designed syllabus, observing the students in the learning process, interviewing the students, pre-testing and post-testing, etc. The students' feedback about the course will be especially examined and analyzed. Apart from reporting the results of the study, the process of implementation will also be emphasized to demonstrate how the corpus-based translation syllabus works in the translation classroom of the Taiwanese university context.

Stephen Cooney (Presentation)

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Intuitive use of Geometric Visualisation Tools in Music Pedagogy

The thesis argues that staff notation is unnecessarily complex for early learning, and its cultural specificity makes it unsuitable in many indigenous contexts. Simpler alternative models and children's abstract notations do not encompass sufficient musical scope. Consequently there are many inherent weaknesses in music curricula, with studies showing low musical literacy among secondary school students, and lack of musical confidence in teachers. The thesis proposes that music may be conceived of as language, therefore the theory of music - the 'grammar' - is best encoded intuitively at an early age when language cognition peaks, contrary to current practice. Children have innate comprehension of melodic and rhythmic complexity and only require basic visual and phonetic codes to interpret and express it. Geometric Visualisation (GV) is a coherent musical pedagogy that encodes musical relationships in visually attractive forms. The research aims to test its effectiveness through case studies in Irish primary schools.

Ursula Nolan (Presentation)

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How was class today?

How was class today? Recent research in an Irish context reveals that in areas of difficult economic circumstances "one in six young people leave school without reaching Leaving Certificate level" ESRI (2009). My research study is examining pedagogic practices in a second level school at the micro level of the classroom to inform our understanding of this statistic. The study focus is on pupil access to educational 'enhancement inclusion and participation' Bernstein (2000). The methodology privileges participant knowledge in relation to their experience of education. This study elicits the subjective experiences of classroom participants through in-depth, cumulative, semi-structured interviews. Key themes foreshadowed in the interviews are used in a semi structured schedule for sequential, tactical classroom observation. Data texts are constructed from these accounts and Interpreted using grounded theory. Using a selected sample of data, this paper will report on participant accounts of their classroom experience and indicate how it is shaped by their perceptions, assumptions, choices, aspirations, by rules, institutions and cultural resources. Keywords power differentials, institutionalization, cultural resources.

Whitney Wall Bortz (Presentation)

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Assessment for learning in practice: A comparative study of eight mathematics teachers' uses of classroom assessment in the US and Northern Ireland.

In response to global attention on the role of assessment in raising student achievement, many have turned to widely praised (Shepard, 2009) strategies classified as "formative assessment". This Ph.D. examines assessment practices eight teachers in two different cultural contexts—the US and the UK—in an effort to shed light on what influences teachers' assessment choices. A sociocultural approach to this study aligns with a belief in the interconnectedness of learning and assessment as well as the importance of examining influences on instructional choices. This study uses Rogoff's (2008) three planes of analysis—the individual, interpersonal and institutional planes—to examine factors influencing daily assessment. The analysis process is currently in its initial stages but will be completed at the time of the conference. The main focus will be similarities and differences in teachers' uses of feedback (and other tools of formative assessment) and the influence of teacher beliefs about learning, assessment policy and other environmental factors.

Presenter Information

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