School of Education

12th PG Research Student Conference

Saturday May 8th 2021

E-Poster Gallery
Welcome to our Academic Poster Exhibition

Research Posters play a key role in conferencing.

However, as learning evolves into the virtual world this presented us with some sharp lemons…

Our aim was present academic posters online to the widest audience possible.

While 17 posters were submitted for this conference, please be aware these posters are optimised for print.

Consequently, not all elements are accessible and may appear different on different devices.
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In search of professional learning utopia: Co-designing optimal STEAM professional learning experiences with Irish primary teachers.

Ph.D. in Education Student: Barry Kenny
Ph.D. Supervisors: Dr. Melanie Ni Dhuinn & Dr. Keith Johnston

Research Outline
The research seeks to ascertain how Irish primary teachers may wish to engage in STEAM (science, technology, engineering, arts and maths) professional learning (PL). The research aims to design the ‘optimal’ STEAM PL platform for Irish primary teachers.

Research Questions
1. What are primary teachers' beliefs regarding their preparedness for STEAM Education in the 21st Century classroom?
2. What is the perceived impact of a STEAM CoP on Irish primary teachers and their learners?
3. How can the integration of formal and informal STEAM TPL activities effectively support Irish teachers to deliver on the intentions of STEAM policy and research?

Teachers’ Professional Learning and STEAM
Nationally, and internationally, STEAM education has become a by-word for progress, innovation and 21st century teaching and learning. Efforts are ongoing at a policy level in Ireland to reflect this movement in primary education (Dept. of Education, 2018; NCCA, 2020).

Theoretical Frameworks
Cognitive Learning Theory - Pragmatic Education Theory
Experiential Learning - Critical Reflection

Research Methodology & Approach
• Educational Design Research (EDR): A six-stage EDR process will be incorporated (McKenney & Reeves, 2012).
• Participants: The research will be conducted with ten teachers from five primary schools via an online community of practice (CoP), facilitated by the researcher.
• Activities: Participants will engage in a five-day summer course, with agreed content incorporated in an online TPL platform, which participants will have open access to throughout the year.
• Collaborative Design: The CoP will collaborate to develop the ‘optimal’ STEAM TPL, with relevant content to be hosted on an App for wider application (e.g., STEAM research, bitesize STEAM coaching material, reflective portfolios).
• Timeline: Primary research held during 2023/24.

Expected Impact
• Practice: Enhancing 21st Century teaching and learning;
• Policy: Effectiveness of STEAM education policy to date;
• Research: EDR and TPL.

*NCCA. (Producer). (2020, October 14). Policy alignment and coherence with Dr. Thomas Walsh. NCCA SoundCloud [Audio Podcast].
THE STORY BEGINS.
Learning how to think critically makes you a good problem-solver and a reasoned thinker (Lai, 2011).

This study aims to develop children's critical thinking by drawing from the tradition of Oral Storytelling.
This purpose is to foster an enjoyable and fun approach to developing thinking and learning in children age 4 and 5.

FACING CHALLENGES.
COVID-19 restrictions: How do you engage children in oral storytelling as a collaborative shared learning experience in times of social distancing?

WHAT'S THE STORY?
A THETORECAL LENS.
A fundamental element of Vygotsky's (1978) sociocultural theory situates learning as culturally and socially situated, where learning & development matures during interaction.
Within classrooms, children construct meaning as their thinking develops individual and collectively through social interaction, as they play with language and participate in critical dialogue.

RESEARCH QUESTION.
"How can an Oral Storytelling intervention scaffold young children's critical thinking skills concerning verbal reasoning and problem-solving?"
COVID-19 Messing with the Story

THE HEART OF THE STORY.
A qualitative methodology employing Design-Based research (Bakker, 2018) was selected to investigate the research question. This research approach aims to be participatory, engaging the classroom teachers as co-researchers in the design of a new framework.

DATA COLLECTION.

HOW WILL IT END?
We hypothesized that engaging with an Oral Storytelling Intervention, involving rich classroom dialogue and follow-on art-based activity, will scaffold critical thinking skills in a preschool context.

FACING CHALLENGES.
Thinking ahead: How will Oral Storytelling to develop critical thinking, told it's authentic traditional stance of relaying a story to listeners when the emphasis of the model relates to the physical interaction, eye contact, flow, body language and connection between the group, still be possible?
THE RESEARCH CONTINUES.
The Science and Significance of Social and Emotional Wellbeing in Infancy and Toddlerhood: An Infant Mental View of Infant/Toddler Pedagogy in Long Day Care Settings Early Education Questions:
What are practitioners' beliefs, attitudes, and understanding of SEB, EBD and IMH in early education settings?
How do practitioner beliefs correlate with contemporary neuroscientific literature early brain development?
How do infant/toddler teachers implement attachment relationships in group care?
Are practitioners' self-efficacy and professional identity related to children’s well-being?

Current theoretical and empirical view is that caregiving relationships and adult-child interactions purport to shape neurological and psychological development with lifelong consequences for adult health outcomes (Schore, 1994/2016, 2003a, b; Coan, 2016; Meaney, 2010)

European Early Years Policy and International research increasingly focused on Social and Emotional Well-being in Early Education (Government of Ireland policy Strategy for Babies, Young Children and their Families, 2019-2028)

Study 1: Seeking to understand Infant-toddler teachers’ attitudes, thoughts, and beliefs. Establish lived experience, benefits and barriers to implementing attachment relationships in group care

Qualitative research Design: Grounded Theory

Study 2: Delphi study with international experts in the field of early childhood SEB well-being and early brain development.

Collaboration to develop resources for quality infant/toddler pedagogy

Catriona Hodgers: School of Education, Trinity College Dublin
Email: hodgersc@tcd.ie
Supervisor: Prof: Conor McGuckin. Email: conor.mcguckin@tcd.ie
Implementing Language and Learning Needs

• At school and classroom level
• Emancipatory (for Students and Teachers)
• To become critically conscious citizens in democratic societies
• Social and academic inclusion for social justice
• An inclusive and equitable society for all.

Some barriers for inclusion for students with EAL.

• Societal inclusion and integration
• Disparity between the perception of language and learning needs in school
• A lack of teacher education (ITE & CPD)
• A lack of diversity among Irish teaching staff
• High stakes summative assessment – “The exams matter folks!”
• Language barrier – “What does this even mean?!”
• Pace of instruction in school – “Why are they further ahead in the book, sir?!”
• Enrolment policies (Immigration occurs throughout the year)

Developing culturally responsive practices in post primary schools
David Larkin, DCU Doctoral student (Twitter: @DavidLarkin85)

What are culturally responsive practices (CRP)? CRP are ‘student centred and, by design and default, culture centred. A student-centred classroom does not exist if culture is ignored or disregarded in any way’. Ford and Kea (2009) in Nayir et al., 2018.

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Ireland: Difference and demographic

• 12.9% Non-Irish nationals
• Culturally and linguistically – very diverse. Over 200 different nationalities and 182 different languages (Skinner & O’Toole, 2018)
• Ireland are third in Europe with most spoken languages behind UK and Spain
• 12% of Ireland’s post-primary pupils are from migrant backgrounds
• A rapid change in student demographics that challenges the culture and ‘status quo’ of Ireland’s educational structures.
• Teachers required to adapt to “more” inclusive pedagogies to meet the needs of all students.

Why develop CPR in schools?

• Migrants fleeing war – seeking refuge and asylum
• Economic Boom – Migrants seeking employment and greater prosperity
• EU Accession 2004 (15 to 25 member states [Now 27] – Freedom of European migration (restrictions removed from 1st May 2011) – particularly Eastern Europeans (Darmody et al., 2014)

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Implementing Language and Learning Needs

• At school and classroom level
• Emancipatory (for Students and Teachers)
• To become critically conscious citizens in democratic societies
• Social and academic inclusion for social justice
• An inclusive and equitable society for all.
Introduction:
Transition Year, Ireland’s unique middle year between the three-year Junior Cycle and the Leaving Certificate, aims to ‘promote the personal, social, educational, and vocational development of pupils and to prepare them for their role as autonomous, participative, and responsible members of society’ (DES, 1994, p.3). Approximately 45,000 students in Ireland participate annually in this programme. However, unlike the Junior Cycle and Leaving Certificate curriculums, Transition Year mathematics does not have a prescribed syllabus or guidelines. Hence, teachers of mathematics are tasked with designing, implementing and reviewing their own curriculum. This research project highlights the researcher’s Doctorate of Education research study. The researcher aims to bridge the gap between these programmes by investigating what it means to be best-prepared for Leaving Certificate mathematics at Transition Year level.

Recent Mathematics Curriculum Reforms:
The ‘Review of Mathematics in Post-Primary Education’ by the National Council for Curriculum and Assessment (NCCA) in 2005 illustrated the need for changes in the Irish post-primary curriculum. This review, combined with others, resulted in a large-scale reform known as ‘Project Maths’. The new curriculum saw changes to the teaching, assessment and examination papers for students. However, the NCCA’s evaluation of post-primary mathematics failed to include or mention Transition Year mathematics in its report. It seems that Transition Year ‘was forgotten about this middle year. This still occurred after the ‘Developing Senior Cycle Education’ report by the NCCA in 2002, which stated that ‘Transition Year is under evaluated and under-researched’ (NCCA, 2002, p.18).

Mathematical Objectives:
The recent mathematics reforms in Ireland concluded on five shared mathematical objectives that are common to the Junior Cycle and the Leaving Certificate. It is hoped that a fluency with these objectives will help students to be best prepared for mathematics:

- Conceptual Understanding
- Procedural Fluency
- Strategic Competence
- A and B
- Adaptive Reasoning

Project Maths, introduced in 2008, saw a national roll out in 2010 and a full implementation in 2015, aimed to ‘improve the mathematical experience of students in the classroom...while at the same time changing the approach and emphasis on teaching, learning and assessment’ (NCCA, 2012, p.5). Importantly, the NCCA noted that there is a long-standing public debate on the purpose of mathematics education, whether it should prepare students for careers and third levels studies, or for life in general.

Dawkins (2020) stated that there is a modern-day crossroad that education institutions are facing. On one side ‘helping students become educated citizens with “cultural thinking skills”’ and on the other, ‘training students in the bodies of knowledge celebrated by the particular disciplines that comprise the academy’ (Dawkins, 2020, p.3).

Research Questions:
This research study aims to address two main research questions:
1. What does it mean to be “well-prepared” for Leaving Certificate mathematics?
2. Can a Transition Year mathematics curriculum be developed to “best-prepare” students for Leaving Certificate Mathematics?

The Research Study, Philosophy & Theoretical Framework
Crotty (1998) described the methodological layer cake, which will be used as the basis for describing this research study. The philosophical worldview for this study will be based on pragmatism. Creswell (2007) states that pragmatism in not located in any one system of philosophy or reality but enables researchers to find practical solutions to their research questions.

The theoretical framework will be based on a three-pronged approach of Constructivism, Social Constructivism and Transformative Learning Theory. It is hoped that constructivism will explore the bridging mechanism between the Junior Cycle and the Leaving Certificate. Social Constructivism will be used to examine the social aspect of learning the connection to the Senior Cycle Key Skills Framework. Lastly, Transformativve Learning Theory will be used to evaluate the teacher and students’ unique frames of reference.

Research Methodology & Methods:
The chosen research methodology is Design-Based Research (DBR). It can be defined as ‘a systemic but flexible methodology aimed to improve educational practices through iterative analysis, design, development, and implementation, based on collaboration among researchers and practitioners in real-world settings’ (Wang & Hannafin, 2005, p.6).

The research approach will be that of a multiple case study in one research school. The methods will include video observation (ten concurrent lectures per case), teacher interviews, and student questionnaires and focus groups to both Transition Year Students, and students in 5th and 6th year who have completed the Transition Year mathematics programme). Below is a visual overview of the research approach and methods:

Triangulation, Limitations & Ethics
Triangulation will be maintained by the three research methods. As Transition Year is a unique programme to every school, known as ‘domestication’, this will provide a limit to the generalisability and transferability of the study (Jeffers, 2008). However, it is hoped that a set of guiding principles can be created to suppose teachers of mathematics with their planning. Ethics, at this level two, will be sought from the Research Ethics Committee, in the School of Education, Trinity College Dublin.

References:

Please don’t forget me!’ Transition Year Mathematics – The Forgotten Middle Child?
Derek Maher – School of Education, Trinity College Dublin | maherdd@tcd.ie | Supervisor: Dr. Aibhín Bray
PERCEPTIONS OF MIGRANT CHILDREN OF ARTS-BASED ENGLISH LANGUAGE LEARNING PRACTICES, THEIR SOCIAL ADAPTATION AND IDENTITY
Ebru Boynuegri, PhD Candidate, Trinity College Dublin
Supervisor: Dr. Erika Piazzoli, Trinity College Dublin

The research aims to offer arts-based language learning practices to immigrant students to help their adaptation by engaging them cross-culturally and to explore their identity formation through the process. If anticipated outcomes are reached, its recommendations can be used to promote second language teaching practices and identity research.

Research Questions
What are the effects of arts-based pedagogy on Turkish children’s identity formation in Ireland with respect to:
A) their heritage language
B) their English proficiency?

Theoretical Framework
Socio-constructivism
Experiential learning
Situated learning theory
& community of practice

Methodology
Design
Qualitative approach
Triangulation
Reflective approach
Critical incidents
Semiotic analysis

Data construction
Interviews, observations, diaries, participant reflections, writing prompts, drawings

Data analysis
Multiple observers & raters
Inductive content analysis

Participants
Turkish children in Ireland & Their parents

Duration
10 weeks, 2 hours a week

Arts-based pedagogy, especially drama, is inherently collaborative and is based on interaction. Under the times of change brought by COVID19, it is inevitable to find effective use of online tools to enhance online collaboration and interaction.

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Arts-based pedagogy, especially drama, is inherently collaborative and is based on interaction. Under the times of change brought by COVID19, it is inevitable to find effective use of online tools to enhance online collaboration and interaction.
**RESEARCH AIM**
To ascertain the particular roles and functions of (i) the EYP, (ii) the EIS, and (iii) the EYS pertaining to AIM (Level 6 supports), in including the child with SEN/developmental delay in the mainstream preschool setting?

**RESEARCH OBJECTIVES**
- To identify the barriers to, and facilitators of, inclusion from the perspectives of (i) the EYP, (ii) the EIS, (iii) the EYS.
- To recognise the challenges experienced by the EYP, the EYS, and the EIS professionals in working together / collaborating (via AIM Level 6) to support the inclusion of the child with possible SEN/developmental delay.

**THEORETICAL FRAME**

**CONTEXT**
- Progressing Disability Services for Children and Young People programme.
- The ECCE programme and the introduction of the Access and Inclusion Model.
- International context: UNCRPD, UNCRC, and SDGs 4 and 10.

**POSSIBLE RESEARCH IMPACT**
- Illumination of the experiences of the relevant stakeholders in implementing AIM level 6 supports.
- Identification of the challenges to, and enablers of, collaborative working for the successful inclusion of children with SEN/developmental delay, in mainstream preschool.
- Recommendations to maximise the opportunities for greater collaboration and inclusion for children with SEN/developmental delay

**REFERENCE**

**APPROACH**
Series of case studies of a phenomenon.

**METHODS**
Literature review, semi structured interviews and survey.
Language and Educational Policy for Irish in a Changing Sociolinguistic Landscape

Karen Broady

Migration Nation 2008
Migrants to become proficient in the English language, being the daily spoken language of the country.

The Education Act 1998
“Contribute to the extension of bilingualism in Irish society and in particular the achievement of greater use of the Irish language at school and in the community.”

The Official Languages Act 2003
To ensure the improved provision of public services through the Irish language.

The Intercultural Education Strategy 2010
€100 million above typical educational resources for English as an additional language in education.

Migrant Integration Strategy 2017
Supports continued needs, specific to migrant status. Focus is on identifying actions opposed to outlining guiding principles.

The Gaeltacht Act 2012
To provide for a statutory Irish language planning process and to provide for amendments to the board and functions of Údarás na Gaeltachta.

Policy on Gaeltacht Education 2017-2022
"Only speakers and communities in the Gaeltacht supported by language-planning processes, can secure the future of the Irish language. Schools and the education system alone cannot."

Languages Connect 2017-2026
Cultivate the languages of newcomer Irish. Languages to be reflected in the curriculum and heard openly in lessons.

The 20-Year Strategy for the Irish Language 2010-2030
Develop bilingualism and focus on Irish becoming a living language within families and society.

Languages Connect 2017-2026
Cultivate the languages of newcomer Irish. Languages to be reflected in the curriculum and heard openly in lessons.
An investigation of validity and related issues associated with use of the Post Unified Tertiary Matriculation Examination for selecting applicants in one university in Nigeria

Kehinde C. Akinwarere  Supervisor: Prof. Damian Murchan

This research work is on a study that investigate validity and related issues associated with use of the Post Unified Tertiary Matriculation Examination for selecting applicants in one university in Nigeria.

**Aims**
- Aims to investigate possible difficulties associated with use of the post UTME for its stated purpose.
- Aims to investigate the validity of the test context of the test developed locally

**Research Questions**
- What evidence exists regarding the validity of inferences drawn from student performance on the test?
- To what extent are items on the test unidimensional, measuring intended constructs?
- To what extent is the test fair to all candidates, for example to students in public and private secondary schools?
- What are the perceptions of various stakeholders in relation to the Post UTME?

**Research Design**
- Descriptive survey research design. Using both existing data, questionnaire and interview.
- For example: Survey of the test and the use of the test at a particular time period

**Research Methods**
- The study adopts mixed method/ Triangulation research method

**Possible Analyses**
- Verify of anecdotal records about the test.
- Map test items to curriculum content and skills.
- Highlight any Variation in examinee performance from subject to subject.
- Compare difficulty level of different tests.
- Evaluate how well test predict students achievement in College.
- Identify if test items favour any types of students
- Others?

**References**
With a specific focus on pupils with additional educational needs in primary schools, the research questions are as follows:

1. What do system leaders, boards of management, principals, in-school management teams and teachers understand regarding the role of distributed leadership in relation to successful inclusion?
2. What are the professional learning needs of teachers in implementing successful inclusion?
3. How do participants perceive the impact of distributed leadership on successful inclusion?

**Indicative Literature**

- Educational Leadership:
  - Relationships.
  - Climate and Culture.
  - Leadership as practice.
  - Communities of practice.

- Inclusion:
  - Policy/practice divide.
  - Changing mindsets.
  - Professional Learning Needs.
  - Culture.

- System leaders
- Senior Management
- Middle Management
- Individual Teachers

**Conceptual Framework – Bronfenbrenner’s Ecosystem Model**

- Primary focus on the effect of social structures on individual outcomes.
- Reciprocity within and between each layer.
- Supporting research in determining leadership factors that promote successful inclusion.

**Expected Impact**

To promote and illicit positive change and benefit with regard to educational leadership and inclusion in Irish schools via:

- Academic impact in providing additional understanding of and future research possibilities in the two fields.
- Societal impact in existing cultures and mindsets.
- Instrumental impact in recommendations at policy and systems levels.

**References**

- Poster template from www.posterpresentations.com
This research aims to explore and compare participating teachers’ understandings of 21st Century Skill in diverse global contexts.

21ST CENTURY SKILLS (21CS)

21CS are important for students’ success in countries around the world. A World Economic Forum 2015 report analyzed data from 91 countries and found major 21CS skills gaps between developed and developing countries but also between and within similar countries.

21CS are often distilled down to four key skills or competencies: creativity, critical thinking, communication, and collaboration.

Ravitz’s 2014 teacher survey for evaluating professional development in 21CS demonstrated excellent reliability, improving on reliable measures from previous studies. However, the four key skills were specifically less empirically distinct than the other skills, seeming to indicate that the agreed-on most important skills seem also to be the least understood, hardest to define, and most difficult to map to activities.

REFERENCES


PROBLEM: The four key 21CS are difficult to clearly define and map to activities.

APPROACH & METHODS

Exploratory Case Study

- Continuing Professional Development Workshop
- Primary and Secondary Teachers
- Fall 2021 (pandemic permitting)
- Run in two diverse settings:
  - 60 European teachers from seven schools in five countries: Spain, Austria, Poland, Ireland, Czech Rep.
  - 60 South Asian teachers from five schools in two countries: India, Nepal

Research Activities

Teachers collaborate in small groups to:

- write definitions of the four key 21CS
- discuss their ideas and practice for teaching and assessing 21CS
- organize and rank 21CS activities from the literature (Ravitz)
- identify any overlapping or missing activities

Then in a large group:

- share, discuss, and reflect on their small group activities

METHODS

- audio recordings of group activities
- photos of group-produced artifacts
- informational questionnaires

RESEARCH QUESTIONS

1. What are participating teachers’ understandings of each of four key 21CS?
2. How do participating teachers understand the relevance of these skills within their subject domains / educational level?
   a) Which activities relate to which skills?
   b) Which activities address multiple skills?
   c) Is there a hierarchy within and between skills?
   d) What types of activities do/would teachers use to teach and assess these skills?
3. What do participating teachers think the key skills might “look like” in their classrooms?
4. What are the significant similarities and differences in the understanding and application of 21CS by participating teachers in diverse global contexts?

The COVID Challenge

This research was envisioned to take place as in-person workshops, but restrictions on local and international travel have delayed this. Switching to online Zoom workshops was considered, but this was deemed impractical from a connectivity perspective for the South Asian schools, and undesirable for teachers everywhere, many of whom are experiencing Zoom fatigue. Patience has been key, and hopes are high for a more favorable situation in the 2021-2022 school year.

EXPECTED IMPACT

Based on what is learned from this exploratory study, new understanding and questions may emerge for adapting models continuing professional development for 21CS in teaching and learning between contexts. For example, how might an Irish model be adapted for use in Nepal? Or how might an Indian model be adapted for a Czech school?
Making connections: Teacher agency and inquiry-based learning (IBL)  
Finding the positives in a study affected by Covid

Rationale:
Recent years have seen ongoing reform of the Primary School Curriculum, moving in the direction of teacher agency and IBL. The introduction of Aistear (NCCA, 2009) signalled the beginning of that movement, while the Draft Curriculum Framework (NCCA, 2020) further foregrounds teacher agency and inquiry. The draft framework of 2020 refers to teachers as “agentic professionals” and promotes IBL as a pedagogical approach.

IBL has come to prominence in recent decades as a cornerstone of educational reform. It allows for the experiential, potentially transformative practice which can develop learning dispositions appropriate to the needs of 21st century learners, including problem-posing, problem-solving, investigation, collaboration and creativity (Buchanan et al, 2016).

There is limited research into inquiry in early years’ education, so this study of inquiry in junior classes is an opportunity to expand the research in this area.

Research Questions:

• How do primary teachers understand their agency in relation to planning and enacting curriculum?
• What are teachers’ beliefs about agency?
• How do school cultures impact upon teacher agency?
• What are teachers’ responses to IBL?
• How does a community of practice (CoP) support teachers in their engagement with IBL and their achievement of agency?

Methodology:
Small-scale qualitative practitioner research.
Six classroom teachers and researcher in a CoP.
Focus on junior classes (Junior Infants – 2nd Class).
Methods: interviews; audio recordings of workshops & meetings; visual methods; participants’ diaries.

Fig 1: Making connections between the research themes.

Potential benefits of the Covid context:
Covid provides a unique opportunity for developing a small CoP when teachers are more isolated and have fewer opportunities to meet. Virtual meetings have allowed colleagues to make connections at a time of imposed distance.

Virtual meetings provide more accessibility and flexibility: this has facilitated certain members of the CoP to participate alongside personal commitments.

The challenges presented by Covid now appear as an opportunity to develop a CoP at a time when sharing of experiences and ideas may be more valued by teachers than ever.

References:

Mairead Nally, D.Ed., Year 2  
School of Education, Trinity College Dublin  
nallym@tcd.ie  
Supervisors: Dr Carmel O’ Sullivan & Dr Karin Bacon
Career Guidance Needs To Learn From ‘Disability’ if it is to Embrace An Uncertain Future...

Research Question 1: Can inclusive education and/or universal design for learning practices be used to influence career guidance where there is a greater diversity of students?

Research Question 2: What can we learn from the experience of the small cohort of ‘successful’ people with disabilities that can be applied to career guidance?

Mary Quirke, maquirke@tcd.ie Year 4, PhD Candidate Part-time.

Bibliography


QUALITY OF TEACHER EDUCATION IN INDONESIA

Views on influential aspects, strengths, weaknesses and possibilities for improvement

STAKEHOLDERS OF A PRIVATE AND A STATE UNIVERSITIES WERE TAKEN ON BOARD.

RESEARCH SAMPLE
409 survey respondents and 42 interview participants joined the research and shared their views

DEAN, HEAD OF DEPARTMENT, EDUCATORS, STUDENT-TEACHERS, GRADUATES AND THEIR PRINCIPALS

QUANTITATIVE AND QUALITATIVE

data were collected and analysed using statistical tests and reflexive thematical analysis to compare and contrasts the findings between two universities

THE FINDINGS
suggested that teacher education should educate future teachers beyond learning to teach and equip them with professional, pedagogical, social and personal competencies

CONCEPTUAL FRAMEWORK
The influential aspects of input, process, output, impact and contextual factors in teacher education were explored

BETTER QUALITY OF TEACHERS STARTS FROM BETTER QUALITY OF TEACHER EDUCATION
Questions and comments?
Email me at pipit.novita@bristol.ac.uk
3. Theoretical Framework:
Bronfenbrenner’s Biocological Systems Theory (1979) highlights how individuals relate with the systems around them. The framework will help the researcher to understand the influences at both practice and policy levels. The framework will also help to gain a clearer insight into what can influence the role of the Early Years Professional and also how this can impact the children in their care.

4. Research Approach:
3 stage, mixed methodology approach:
- Study 1: Questionnaires to gain a wide scope of the views of Early Years Professionals on their role which will guide the other approaches.
- Study 2: Focus groups: This part of the study will seek out members of Early Intervention teams, school-age teams and key workers in the Early Years sector.
- Study 3: Semi-structured interviews with senior academics and stakeholders in the area of Early Childhood Education and Care.

5. Time Frame:
Year 1: Systematic Literature Review
Year 2: Study 1/Study 2
Year 3: Study 2/Study 3
Year 4: Final Write-up

6. Expected Impact:
- Helps to inform all stakeholders, other academics, policy makers and society about the role that Early Years Professionals play in Early Intervention.
- The research aims to add to the current low amount of research in the area.

References:


Title: Effectiveness of Peer-mediated Lego® Play for Reducing Anxiety in Children Aged 4 to 6 Years with and without Autism Spectrum Disorder

Research Questions
1. What are the risks factors of anxiety in children?
2. What are the extra challenges of children with concurrent anxiety and ASD?
3. How can early intervention (EI) offset the risk factors (i.e., prevention) and reduce these challenges (i.e., intervention?)


Method: Systematic literature review, interviews, co-participants, visuals, outcome measures: anxiety and understanding of anxiety.

Expected Research Impact:
1. Develop a unique multidisciplinary (Inclusive education, EI, and mental health) programme for young children, as an alternative to the deficit-medical model.
2. Expand the scope of Universal Design for Learning to early intervention.

References:
What is the connection between teacher-student Interaction, virtual reality, and neuroscience?

1. Background

The cooperation between high-tech and education is developed at an ever-increasing pace. Currently, "High-tech classroom" has become a leading concept across many countries (John & Wheeler, 2015; Markulis & Strang, 2008).

The application of virtual reality in the classroom provides teachers and students with a simulated immersive space, presenting the characters and venues far away from the real world by internet network communication technology (Tham et al., 2018).

Research has demonstrated that connections between the brain and VR could be explained by “simulation” (Riva, 2018; Riva et al., 2019). It is a concept in terms of how the brain generates and manages an internal model (simulation) of the body and space around it.

2. Aims

This study aims to use virtual reality (VR) to enhance teacher-student interaction with an examination of brain test by functional near-infrared spectroscopy (fNIRS).

3. Research Questions

- Can teacher-student interaction level be reflected by brain activity tests?
- Can VR enhance teacher-student interaction?

4. Reference


School of Education

12th PG Research Student Conference

Saturday May 8th 2021

E-Poster Gallery

17 postgraduate [research in education] multimedia e-posters