13th Annual Postgraduate Research Conference – School of Education

Saturday 21st May 2022

School of Education, Trinity College Dublin, Dublin 2

@PGRTCD
pgrconference.tcd@gmail.com

(Re)Building Education
Begin Again, Begin Better!
<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.30am – 10.00am</td>
<td>Registration, Welcome Tea &amp; Coffee, Poster Viewing &amp; Networking Opportunity</td>
<td>TRiSS Seminar Room (6002), Level 6, Arts Building, Trinity College Dublin</td>
</tr>
<tr>
<td>10.00am – 10.10am</td>
<td>Welcome by the Conference Chairperson - Lorraine Downey</td>
<td>TRiSS Seminar Room (6002), Level 6, Arts Building, Trinity College Dublin</td>
</tr>
<tr>
<td>10.10am – 10.25am</td>
<td>Welcome by the Head of School – Professor Carmel O’Sullivan</td>
<td>TRiSS Seminar Room (6002), Level 6, Arts Building, Trinity College Dublin</td>
</tr>
</tbody>
</table>

### 10.30am – 11.30am Early Career Researcher Paper Presentations Session 1

<table>
<thead>
<tr>
<th>Theme: Leadership &amp; Policy</th>
<th>Room: TRiSS Seminar Room (6002) – Chair Stefania Gargioni</th>
<th>Theme: Literacy, Numeracy &amp; STEM</th>
<th>Room: B6002 – Chair Dr. Keith Johnston</th>
<th>Theme: Methodology &amp; Assessment</th>
<th>Room: 5025 – Chair Sylvia Healy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Kinkead (QUB)</td>
<td>Derek Maher (TCD)</td>
<td>Martin Boyle (QUB)</td>
<td>Brenda Brady (QUB)</td>
<td>Representing a research methodology using a Collage Technique for discussion at a social work research symposium</td>
<td></td>
</tr>
<tr>
<td>Leadership Practices in Early Childhood Education and Care Settings</td>
<td>Delving Deep into the depths of domestication with a Delphi Study: Transition Year Mathematics &amp; Preparedness. The real picture.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Luke Sweeney (MIC)</td>
<td>Larissa Wellhöfer (Goethe-University, Frankfurt am Main)</td>
<td>Clara Fiorentini (TCD)</td>
<td>Olan Sawangnuwatkul (QUB)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Investigating the Mechanisms for Decision-making in Irish Primary Educational Policymaking</td>
<td>Google is not a problem: Analysing information processes in a problem-based beginner lab</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dr Annemarie Doran Kavanagh (Kilkenny Carlow ETB)</td>
<td>What first, and why? Unpacking priorities for preschool literacy practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher wellbeing...It’s our turn now!</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| 11.30am – 12.00pm Lightening Talks

Chaired by Mags Amond – Location: TRiSS Seminar Room (6002), Level 6, Arts Building, Trinity College Dublin

<table>
<thead>
<tr>
<th>Mags Amond (TCD)</th>
<th>Keitumeste Mabole (MU)</th>
<th>Clare Kilgallon (QUB)</th>
<th>Patricia Nicholl (QUB)</th>
<th>Jianzhou Ni (QUB)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why Are We Here? A nano presentation about the power of nano presentations</td>
<td>The Impact of Indigenous Knowledge in Enhancing Lifelong Learning amongst Marginalised Communities: The case of the San Communities in Botswana</td>
<td>The impact on and awareness of SEN pupils to teacher’s Pathognomonic &amp; Interventionist beliefs and practices</td>
<td>A study of primary school teachers views and experiences of personal education plans for children in care in Northern Ireland.</td>
<td>Predicting the mental health symptoms of Chinese primary school students on academic performance in the post-epidemic era of Covid-19</td>
</tr>
</tbody>
</table>
The process of writing a thesis is, by design, a taxing mental effort. It's complex and high-stakes, and therefore daunting. And on top of that, it's long; maybe the longest single piece of work you'll write in your life. Those of us who decide to pursue a doctorate can expect to spend a considerable amount of time with the thesis itself, just you and it, up late or up early, or at the kitchen table or on a park bench, or getting frustrated or getting upset, or flying through paragraphs or hitting blank-page walls. The standard approach to the writing of the thesis is to follow a map laid out by all the theses that came before, with a particular structure and format. This talk will discuss an alternative approach, from the first concepts to the finished, printed-and-bound thesis, using the example of my own strange but fun thesis.
## 2.50pm – 3.20pm ‘Begin Again, Begin Better’ – lessons learned from Year 3 Doctorate of Education Students

**Chair:** Derek Maher  
**Location:** TRiSS Seminar Room (6002), Level 6, Arts Building, Trinity College Dublin  

<table>
<thead>
<tr>
<th>Speaker 1</th>
<th>Speaker 2</th>
<th>Speaker 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Kennedy</td>
<td>Dr Sarah Dunne</td>
<td>Ciarán Bauer</td>
</tr>
<tr>
<td>Primary School Teacher &amp; HSCL</td>
<td>Post-Primary Art &amp; Music Teacher</td>
<td>Educator TCD Bridge 21</td>
</tr>
</tbody>
</table>

## 3.20pm – 4.00pm Supporting Early Career Researchers

**Room:** TRiSS Seminar Room (6002)  
**Room:** 5025  
**Room:** B6002  

<table>
<thead>
<tr>
<th>Speaker 1</th>
<th>Speaker 2</th>
<th>Speaker 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Andrew Loxley – The Viva Process</td>
<td>Dr. Joseph Roche – The Confirmation Process</td>
<td>Dr. Aibhín Bray – Survey Design</td>
</tr>
</tbody>
</table>

## 4.00pm Close of Conference 2022, Prize Presentations by Chairperson Lorraine Downey & Drinks Reception

**Location:** TRiSS Seminar Room (6002), Level 6, Arts Building, Trinity College Dublin  

## Our Posters – Available throughout the Conference for Viewing

**Location:** Outside TRiSS Seminar Room (6002), Level 6, Arts Building, Trinity College Dublin  

<table>
<thead>
<tr>
<th>Poster 1</th>
<th>Poster 2</th>
<th>Poster 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Kennedy (TCD)</td>
<td>Mary Quirke (TCD)</td>
<td>Tara McGowan (TCD)</td>
</tr>
<tr>
<td>Exploring the contribution that Parent Expert Groups in a DEIS school make to developing workshops to promote family learning, home school links and parental confidence</td>
<td>A Different View - Re-frame your Research using an ‘Inclusion as Process’ Approach</td>
<td>Universal Design for Learning and Inclusion of Neurodivergent Learners in Mainstream Classrooms.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Poster 4</th>
<th>Poster 5</th>
<th>Poster 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lorraine Downey (TCD)</td>
<td>Mairéad Déiseach (TCD)</td>
<td>Sylvia Healy (TCD)</td>
</tr>
<tr>
<td>An investigation into the experiences of learners from linguistically diverse backgrounds enrolled in further education and training contexts.</td>
<td>A measurable approach to the in-school whole-class teaching and learning of the violin.</td>
<td>The role of informal public health education in the mitigation of infectious respiratory disease transmission.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Poster 7</th>
<th>Poster 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Amreen Bashir (TCD)</td>
<td>Orna Hanly (TCD)</td>
</tr>
<tr>
<td>Efficacy of Mobile Learning for Primary Students in Resource-Constrained Environments</td>
<td>The design studio: a pedagogy and collaborative learning environment</td>
</tr>
</tbody>
</table>
(Re)building Education: Begin Again, Begin Better

13th Annual Postgraduate Research Conference

School of Education

Saturday 21st May
10am – 4pm

Registration details on Twitter @PGRTCD

Email: PG Rconference.tcd@gmail.com
Meet the 13th Annual Postgraduate Research Conference Committee

<table>
<thead>
<tr>
<th>Lorraine Downey – Conference Chair</th>
<th>Amreen Bashir</th>
<th>Derek Maher</th>
<th>Stefania Gargioni</th>
<th>Sylvia Healy</th>
</tr>
</thead>
<tbody>
<tr>
<td><img src="image1" alt="Lorraine Downey" /></td>
<td><img src="image2" alt="Amreen Bashir" /></td>
<td><img src="image3" alt="Derek Maher" /></td>
<td><img src="image4" alt="Stefania Gargioni" /></td>
<td><img src="image5" alt="Sylvia Healy" /></td>
</tr>
</tbody>
</table>

**Lorraine Downey**
Lorraine Downey is a first year PhD student in the School of Education. She works as an ESOL Development Officer in the Curriculum Development Unit of City of Dublin Education and Training Board.

Her doctoral research explores the experiences of learners from diverse linguistic and cultural backgrounds in Further Education and Training (FET) programmes.

**Amreen Bashir**
Amreen is a passionate and dedicated educator with over ten years of international experience in a variety of roles and organizations. She has worked in various international schools and non-profit organizations. Having completed her undergraduate degree in Education from McGill University as well as a graduate degree in International Education Policy from Harvard University, Amreen is now pursuing a doctoral degree in Education from Trinity College Dublin.

Her research focus is on the efficacy of education technology in resource constrained environments such as government schools in Bangladesh. Amreen's ambition is to empower students through equitable access to quality education.

**Derek Maher**
Derek Maher is a Deputy Principal and Teacher of Mathematics, and a Year 3 Doctorate of Education researcher in the School of Education, Trinity College Dublin.

His research explores the use of Transition Year to ‘bridge the gap’ between Junior Cycle and Leaving Certificate Mathematics. His research areas include mathematics education, STEM education, curriculum development and cooperative learning.

Derek has a BSc in Applied Mathematics & Biology, a PGCert and a PGDELM from Maynooth University; a a PDE, a PGCert and a MEd from Trinity College Dublin and a PGDip from UCD.

**Stefania Gargioni**
Stefania works as Head of English at Townsend International School, Czech Republic. She holds a PGCE in Secondary Education from University of Cambridge and a MRes in Education from University of Oxford.

She is currently a first year D.Ed student at Trinity College Dublin, conducting research on the role of literature in the ESL classroom.

**Sylvia Healy**
Sylvia Healy is a 1st year D.Ed. candidate in Trinity College Dublin and a microbiology lecturer in TU Dublin. Her doctoral research is an investigation of the role of informal education in the mitigation of infectious disease transmission.

She is also interested in inclusive education and is developing a third level programme for people with intellectual disability as part of a TU Dublin / Convene fellowship.
**Professor Carmel O'Sullivan, Head of School of Education, Trinity College Dublin**

**Bio**
Carmel O'Sullivan is a Professor in Education in the School of Education in Trinity College Dublin, and the convenor of the Arts Education Research Group (AERG). She is a member of the Expert Advisory Group for Creative Ireland (Pillar One), and involved in several funded research projects in the areas of Social Drama and Autism Spectrum Disorder, early childhood arts education, and an innovative work readiness programme for young adults who face significant barriers to entering the workplace (Career LEAP). Carmel has particular expertise in the areas of creativity and inclusivity in education, working nationally and internationally with students, academics, practitioners and policy makers from the worlds of education, health, business, and community. She organises an international Summer School in Drama and Theatre in Education each year (M.Ed.), and is a founding member of ADEI (the Association for Drama in Education in Ireland). Carmel is a regularly invited speaker at national and international conferences, and has delivered lectures and workshops in academic and professional institutions worldwide. She has organised numerous national and international seminars, workshops and conferences. Carmel is very active in her local community and has continued to work with children and young people on a weekly basis throughout her professional career.

**Dr. Emily Emer Neenan, Key Note Speaker 2022**

**Bio**
Dr Emer Emily Neenan completed her doctorate in Education at Trinity College Dublin, focusing on geoscience and climate change education at secondary level in Ireland. Her thesis was written as a creative semi-fictional epistolary, including poems, stories, essays, and other pieces of writing, and was accepted with no corrections. She also holds an M.Sc. in Geology (Geophysics) and a B.A. in Geology.

She is currently working on a semi-autobiographical book on post-viral fatigue, a disabling condition she has been managing for over a decade. As well as writing, she enjoys painting, singing, learning Japanese, and listening to kpop.
**Early Career Researcher Paper Presentations Session 1 - Block 1**

| **Laura Kinkead**  
Queen's University Belfast  
**Leadership Practices in Early Childhood Education and Care Settings** | **Luke Sweeney**  
Mary Immaculate College  
**What are the Mechanisms for Decision-Making in Irish Primary Educational Policymaking?** | **Dr. Annemarie Doran Kavanagh**  
Kilkenny Carlow Education and Training Board  
**Teacher wellbeing...It's our turn now!** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Laura Kinkead is a PhD candidate at Queen's University Belfast with the School of Social Sciences, Education and Social Work. She achieved her Bachelor of Early Childhood Studies with First-Class Honours from Stranmillis University College before completing her Masters in Educational Studies with Queen's University Belfast. Her current research is in the field of early childhood education with a specific focus on conceptualising and understanding the fundamental role of early years leadership in education and care settings. Laura has researched the topics of embedding digital technology in early childhood education and care from an adult’s perspective, as well as understanding teachers’ and parents’ experiences of managing childhood chronic illness in a foundation stage classroom in past research projects.</td>
<td>Luke Sweeney is a Primary STEM advisor with the Professional Development Service for Teachers (PDST). Prior to this, Luke worked as a primary school teacher in a range of class settings in a large urban DEIS school in Kildare. Luke completed his undergraduate studies in Mary Immaculate College and returned to engage in postgraduate studies, completing a Masters of Education in Educational Leadership and Management in 2017. Luke has always had a keen interest in the areas of educational policy, school improvement and change management and this inspired the focus of his Master’s dissertation on the implementation of School Self-Evaluation in Irish primary schools. Luke is currently undertaking PhD research on the area of Irish primary educational policymaking in a bid to contribute meaningfully to future educational policymaking.</td>
<td>A full time post primary teacher and mother of 3 small children, who has recently completed Doctorate Education in Maynooth University (specialising in leadership). An interest in all things wellbeing within the school context.</td>
</tr>
</tbody>
</table>

The concept of leadership theory and practice is well developed across the educational literature of primary, secondary and third-level settings. However, leadership is the second most crucial influencing feature of an educational setting’s climate, ethos, and culture, early years education and care have been underrepresented in the educational field. Further, as the foundation to child development, the early years is the most influential developmental period but our understanding around early years leadership and its facets are limited.

This study adopted a naturalistic lens using an ethno-case study approach to explore the features and cultural aspects that feed into the conceptualisation of early years leadership. A comparative approach across six early years settings, including nursery schools, nursery units, and private voluntary settings, was undertaken to examine similarities, differences, and patterns across the different strands of provision. Emergent findings suggest enabling environments, relationships and language are key features for grounding early years leadership in the context of practice and are underpinned by a commitment to authenticity.

Practice is driven by purpose towards a shared goal of leadership where practitioners and leaders do not readily identify with leadership positions. Instead, their motivation is grounded in passion and purpose. The multifaceted and multidisciplinary nature of practice means that leadership is embedded within the community context to develop leadership, learning, and provision of early years. I will argue that Northern Ireland’s early years leadership framework is limited in scope and could draw on... |

An investigation into the mechanisms by which decisions are made surrounding Irish primary educational policymaking. Policymaking can be viewed as a complicated and complex process abundant with change, tension and opposing perspectives (Anderson 2003; Bell and Stevenson 2015; Luetjens and Mintrom 2016). Therefore, this research intends to investigate the processes by which educational policy topics are presented, defined and decided at primary level. Aligning with the conference theme of ‘(Re)building Education: Begin again, begin better’, the aim of this research is to provide rich insight into the mechanisms of educational policymaking and meaningfully contribute to future educational policymaking.

The data-collection phase of the study has begun through the use of open-ended interviews, documents and a methodological journal in accordance with the qualitative constructivist grounded theory research design and social constructivism paradigm (Charmaz 2014). A combination of initial sampling and theoretical sampling is in use to recruit a research sample ranging from twelve to sixteen participants. The research data is being analysed through the use of initial, focussed, theoretical coding and analytic memos.

Initial research findings indicate a range of factors that affect decision-making in Irish primary education including but not limited to the programme for government, changes in political power, government funding, the media and teacher unions. Furthermore, initial findings suggest that areas for improvement in Irish educational policymaking... |

This study focused on the gap in research on teacher wellbeing and how it is conceptualised and supported by the ‘three voices’ i.e., the managerial agencies, principals/deputy principals, and teachers in post-primary schools in Ireland. Through the lens of dialectical pluralism, Phase one used an online survey to investigate if there were differences in opinion in how teachers and school leaders viewed wellbeing in relation to, policy, management caring about them, wellbeing being on meetings’ agendas, support strategies in place, and wellbeing related continuous professional development.

It also examined how much of the variance in wellbeing scores could be explained by the same variables, after controlling for age. The T-Test for opinion showed statistically significant differences with principals/deputy principals scoring higher overall wellbeing than teachers. The Mental Health Continuum Short Form (MHC-SF) was used, with results showing that having a wellbeing policy and/or reinforcing it did not make a difference to teachers’ personal wellbeing. The difference in participants’ wellbeing scores was due to support strategies for teachers and the attitude of school management to teachers.

Six interviews and a focus group (7 participants) were used in Phase two to gather further data that were analysed by themes to determine the key findings. Three main themes emerged: accountability, visibility, and perceptions. Analysis showed that an emphasis on student wellbeing adversely affected the wellbeing of teachers as they feel left behind. The results indicated that while...
UK developed jurisdictions to develop research informed leadership agency and identity.

Keywords: Early Years, Leadership, Authenticity

<table>
<thead>
<tr>
<th>Derek Maher</th>
<th>Larissa Wellhöfer</th>
<th>Clara Fiorentini</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinity College Dublin</td>
<td>Goethe Universitaet, Frankfurt am Main</td>
<td>Trinity College Dublin</td>
</tr>
</tbody>
</table>

Derek Maher is an experienced teacher of Mathematics and a Post-Primary Deputy Principal. Derek has a vast amount of experience in teaching mathematics and has worked with the Professional Development Services for Teachers - on their Maths Development Team.

Derek is in his third year of the Doctorate of Education programme in Trinity College Dublin, here he is researching the concept of preparedness in mathematics (under four main sections: Academic, Social, Psychological and Skills-Based) and the role that Transition Year plays in preparing students for Leaving Certificate Mathematics.

He is supervised by Dr. Albhín Bray.

Larissa Wellhöfer is a chemistry education researcher and chemistry teacher at university. Beginning her academic career as a chemistry and English student, Larissa knows the perspective of being a student, a teacher, and a researcher. In educational research, not replicating one's teaching experiences in research can be an overlooked challenge. This difficulty is evident when educational research aims to evaluate, measure, and improve expected difficulties before the underlying phenomena are adequately described.

In her research and teaching, Larissa aims to challenge the unquestioned reproduction of instructional formats and find new ways to understand problems in chemistry education by incorporating social processes that are not always quantifiable.

Clara Maria Fiorentini is a lecturer in education at Marino Institute of Education specialising in Literacy and Early Childhood Education. Clara is currently a PhD candidate at Trinity College Dublin, researching early literacy development and transitions to formal literacy learning under the supervision of Dr. Ann Devitt and Prof. Nóirín Hayes.

The face behind the popular Irish teaching blog, www.claramariafiorentini.com, Clara is also an executive committee member of the Literacy Association of Ireland and is co-author of Ireland’s first multisensory phonics programme, Sounds Like Phonics (CJ Fallon, 2019).

Junior Cycle and Leaving Certificate Mathematics education have experienced major reforms over the last decade in Ireland, largely influenced by the OECD’s PISA (Shiels & Kelleher, 2017). However, Transition Year (a unique optional middle year between Junior Cycle and Leaving Certificate) has remained unreformed, unconstructed, and unaltered since its introduction in 1974. This study aims to explore the untapped potential of Transition Year by addressing two main research questions, which have significant implications for teacher education in post primary schools in Ireland:

1. What does it mean to be mathematically ‘well prepared’?
2. Can a Transition Year curriculum be developed to ‘best prepare’ students for Upper Secondary Mathematics in Ireland?

Transition Year has not been explored as a means of systemically building include the establishment of structures for increasing policy discussion as well as recommendations to expedite the policymaking process.

Keywords: Investigating educational policymaking

Problem-based learning (PBL) is an acclaimed educational concept for laboratory teaching in chemistry. A key difference between PBL lab practicals and traditional expository approaches is the shift of responsibility for designing the experimental procedure to the students. In order to design the experimental procedure, learners need to search, use, and evaluate information, which links the concept of PBL with the concept of information literacy (IL).

The research focus in this area is currently limited to measuring the process of information search in text resources, referring to generic IL standards. However, it is necessary to describe the complex and contextual information processes that constitute the information landscape first, and to make assessment and instructional suggestions based on this understanding. The aim of this study was to describe the information processes students engage in during a PBL beginner’s lab and how privileged ways of knowing influence these information processes. To this

Existing early literacy practices in many Irish preschool settings indicate trends in adopting ‘schoolified’ approaches to practice (Bennett & Kaga, 2010). A preoccupation with formal literacy practices is becoming increasingly apparent. Premature introduction of constrained, conventional literacy practices like phonics, handwriting and high frequency word instruction, reduces time and opportunities made available for fundamental, developmentally-appropriate emergent literacy practices such as play, narrative discourse (Shiel et al, 2012) and shared reading practices.

This paper explores emerging findings from the author’s ongoing doctoral research study on Irish preschool literacy practices. Research consistently supports the benefits of attending early childhood settings and how children’s early learning within such settings positively support early literacy development (French,
on the work of Junior Cycle and developing the necessary skills and competencies to prepare students for the advanced objectives of the Leaving Certificate mathematics programme. This study combines the lenses of Constructivism, Social Constructivism and Transformative Learning Theory in a three-pronged Theoretical Framework approach to explore the concept of preparedness and what it might mean for teacher education.

Student Focus Groups, Questionnaires, Classroom Observation, and a Delphi Study form the methodological design (Okoli & Pawlowski, 2014). The Delphi Study combines the expertise of mathematics students, lecturers, curriculum experts, and career guidance counsellors to critically review a tetrad of approaches to preparedness. This quadrat of preparedness includes Academic, Social, Psychological and Skills-Based Preparedness.

The researcher aims to produce and publish a set of guiding principles for Transition Year mathematics teachers on how to best prepare students mathematically. This remarkable unassessed year has no prescribed material and hence, arguably it requires the most input from Initial Teacher Education and Continuous Professional Development level, to equip, train and develop teaching methodologies for these 45,000 students.

Keywords: Mathematics Education, Transition Year, Preparedness

Brenda Brady is a PhD candidate. I conduct research in both Higher Education Teaching as well as carrying out a range pedagogical research activities. I am particularly interested in:

- The use of emerging Educational and Assistive Technologies;
- The pedagogies underpinning teaching in Higher Education;
- The philosophy of Higher Education, including the international dimensions of Higher Education;
- Student misconceptions in Higher Education;
- Strategies for improving student achievement in Higher Education.

End, a wide range of qualitative data was collected over the course of three cohorts, including interviews, on-site audio recordings, and documents. An iterative data analysis process and data triangulation resulted in a model of students' information processes in this context.

Findings suggest that information in PBL laboratory settings is itself experimental, meaning that it is intended primarily for trial and error. Teaching a generic binary understanding of good and bad sources has little impact in practice. The results have implications for problem design and for the teaching of information literacy and specific information skills and are discussed in this study.

Keywords: Chemistry Education Research; Information Literacy; Problem-Based Learning

Olan Sawangnuwatkul is in his final year of doctoral degree in Education from Queen’s University Belfast, where he found it is interested in generating new knowledge through research and gaining more teaching experiences. Before started this journey in February 2020, Olan was a lecturer with six years’ experience, and was assigned to the Foreign Affairs Committee in Chandrakasem Rajabhat University.

He specializes in testing and evaluation, teaching methodology, and materials development. In addition, Olan is knowledgeable in education system and policy in Thailand; he has been consequently invited as a speaker at Pädagogische Hochschule Tirol, Austria and National Tsing Hua University, Taiwan. Currently, Olan is writing a dissertation to complete the PhD in Education then return to teaching.

Kehinde Charles Akinwareere a Ph.D. student from the school of Education, Trinity College Dublin, Ireland. He is an experienced lecturer in a higher institution at Adekunle Ajasin University, Nigeria. His research interest includes Education Assessment and Testing.

His background is in Tests and Measurement. Having taught for over seven years, he holds a Master of Education in Test and Measurement (M.Ed.) and a Bachelor of Science Education (BSc.Ed) in Economics Education both from Obafemi Awolowo University, Ile Ife, Osun State, Nigeria.

Early Career Researcher Paper Presentations Session 1 - Block 3

Brenda Brady
Queens University Belfast
Representing a research methodology using a Collage Technique for discussion at a social work research symposium.

Olan Sawangnuwatkul
Queens University Belfast
Exploring Policy and Practice of Universities English Exit Examinations in Thailand

Kehinde Akinwareere
Trinity College Dublin
Validating a university entrance examination in Nigeria: Journeying from conceptualisation to data collection and beyond.
This paper focuses on the use of collage for identifying and extending ideas for research. The initial concepts were presented in a workshop that took place as a part of a postgraduate research training programme. It offered a range of opportunities for doctoral students to develop skills for designing, writing, and visually representing their research using a Collage technique.

This workshop covered the use of Collage as a method for presenting complex ideas, methodologies, and research questions. As an application of this approach, we explain how Collage was used to represent a research methodology for discussion at a social work research symposium.

We further propose the use of two types of Collage, using paper-based as well as electronic approaches, to engage students in developing representation of their research for their PhDs. We include and reflect on the insights which the collaging process offered the students.

**Keywords:** Collage Research Representation

In Thailand, higher education institutions are obliged to organise English language proficiency tests, called the 'English Exit Examination', for all students prior to their graduation. This exam is taken as a requirement for all universities as stated in the National Scheme of Education B.E. 2560-2579, which was launched by the Ministry of Education in 2018.

In this regard, numerous universities have strived to mutually formulate a standardized exit examination, yet there is still no recognised one which establishes the same standard that can be applied nationwide, causing individual universities to continue to use their own exam. This study aims to obtain an overview of the practice and policy of English Exit Examinations at undergraduate level in Thailand.

In doing so, a mixed-methods sequential explanatory design was employed to collect the research data. A quantitative survey initially explored current facts and features related to an exam, which will be followed by qualitative interviews with different stakeholders to gather future recommendations for practice and policy. In the first stage of data collection, questionnaires were submitted to 155 universities throughout the country, and correlation and multiple regression analyses were subsequently conducted to examine the relationship between the exams’ quality score and various potential predictors. As a result, findings suggested that the overall quality score is significantly correlated with the educational background (sig = .013), whereas academic ranks and university types do not predict exam quality. At the time of writing this abstract, the results of this analysis are being developed into further interviews.

**Keywords:** Practice and Policy, Exit Examination, University in Thailand

Higher institutions around the world conduct high-stakes entrance examinations as part of processes to admit students into universities of their choice in pursuing their choice of program. The Unified Tertiary Matriculation Examination (UTME) is used as an entrance examination regulating entrance into Nigerian Universities to ensure qualified applicants are placed into appropriate programs of their choice.

The Universities also administer another exam, the Post UTME developed locally in each university, for selecting the final applicants to their various choice of course. Anecdotal evidence suggests that examinees' performance in the Post UTME fluctuates from university to university and that there are uncertainties associated with the use of the Post UTME for its stated purpose. Problems may be associated with the fact that the test is developed locally and there is little data to support the validity of the test. This study explores a range of validity-related issues associated with interpretations of and the use made of Post UTME scores.

Findings will draw on numeric analysis of student test data and qualitative inquiry centred on the perspectives of multiple stakeholders including students, curriculum specialists, test developers and university admissions officers. The paper charts the journey of recognising and framing a problem, of identifying researchable constructs drawing on a wide content-related and methodological literature, of aligning a theoretical framework with an appropriate design and methodology, and of seeking the data to answer the questions of interest. This ‘story’ should be of interest to all postgraduate students at any stage of the research journey.

**Keywords:** Validity, Unified Tertiary Matriculation Examination, Post Unified Tertiary Matriculation Examination.
| **Mags Amond**  
Trinity College Dublin | **Jianzhou Ni**  
Queen’s University Belfast | **Keitumestse Mabole**  
Maynooth University | **Clare Kilgallon**  
Queen’s University Belfast | **Patricia Nicholl**  
Queen’s University Belfast |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Why Are We Here? A nanopresentation about the power of nanopresentations</strong></td>
<td><strong>Predicting the mental health symptoms of Chinese primary school students on academic performance in the post-epidemic era of Covid-19</strong></td>
<td><strong>The Impact of Indigenous Knowledge in Enhancing Lifelong Learning amongst Marginalised Communities: The case of the San Communities in Botswana</strong></td>
<td><strong>The impact on and awareness of SEN pupils to teacher’s Pathognomonic &amp; Interventionist beliefs and practices</strong></td>
<td><strong>A study of primary school teachers views and experiences of personal education plans for children in care in Northern Ireland.</strong></td>
</tr>
</tbody>
</table>

Currently in the final stages of a part-time PhD, Mags is a retired second level science teacher, and a volunteer for CESI, the Computers in Education Society of Ireland. Her research explores TeachMeet, a recent phenomenon of teacher gatherings, peer-organised in a convivial setting in order to share and discuss ideas and resources.

The research employs a mixed methods Sensemaking approach of Appreciative Inquiry and Interpretive Phenomenological Analysis.

The supervisory team is Dr Keith Johnston of the School of Education and Dr Richard Millwood of the School of Computer Science and Statistics.

Jianzhou Ni is a PhD student in the School of Social Sciences, Education and Social Work at Queen’s University Belfast. As a PhD student, her main research area is primary education.

She has attended many academic conferences since she started her PhD in 2021 and has presented 1 paper.

21 October 2021 she attended the SCoTENS PhD Roundtable; November 2021 she attended the Northeast UK Postgraduate Conference, and in April 2022 she will be attending the American Educational Research Association which is very influential in the education community.

I’m currently reading for PhD in Adult & Community Education. I’ve been working as an Adult Education & community Practitioner for the past 13 years.

During this period I was involved in various community projects in the areas of education. That is education for the youth and adults.

I’ve been instrumental in decision making at village level through various committees like educational planning & district economic development committee.

I also worked on a research study in collaboration with the District Multi-sectoral AIDS Commit. In addition I’ve taken part in regional and national literacy commemoration which have been really critical to my professional development.

Clare Kilgallon

Clare originally graduated with an undergraduate degree in law before taking the circuitous route through a Masters in History, working as a classroom assistant in mainstream schools for ten years and gaining a Masters in Inclusion and Special Needs.

I have worked as a Special Needs tutor and mentor, working with parents and SEN children who seek to achieve maximum inclusion in mainstream schools combining academic, social and emotional fulfilment.

Finding this passion I am now in my second year of my PhD examining Special Needs children’s awareness of Pathognomonic and Interventionist teaching beliefs and practices.

Patricia Nicholl is a Social Work Lecturer with the University of Ulster and has 37 years’ experience in Health and Social Care. Patricia is currently completing her Doctorate in Childhood Studies at Queen’s University exploring the effectiveness of Personal Education Plans for children in care in Northern Ireland.

She is a member of the multidisciplinary research team undertaking a cross-sectional examination of coping, burnout, mental wellbeing, and work-related quality of life at three time points during the COVID-19 pandemic in the UK.

Patricia is a retired Chief Executive of the Northern Ireland Guardian Ad Litem Agency and published An Evaluation of Social Work Practice in the Northern Ireland Guardian Ad Litem Agency in Working with Children and Families from Black Minority Ethnic Communities in 2015.
### Early Career Researcher Paper Presentations Session 2 - Block 1

| **Elva Casey**  
| Trinity College Dublin  
| **Assessing, Identifying and Supporting High Achieving Students on School Placement**  
|  
| **Meral Koldas**  
| Queen’s University Belfast  
| **A comparison of the efficacy of traditional online training modules versus telehealth (live) training for individuals with no prior Verbal Behaviour (VB) training.**  
|  
| **Katie Chapple**  
| Mary Immaculate College  
| **Perspectives on enhancing a culture of learner voice in the post-primary school.**  
|  
| **Elva** is Acting Programme Director of the Professional Master of Education (PME) in Primary Education for Hibernia College. Prior to this role she held the position of Head of School Placement and Professional Studies.  
|  
| **Elva** worked for twelve years as a primary school teacher. She has undertaken further professional development studies in supporting children with autism and behavioural and emotional needs, teaching infants and implementing the Aistear Framework. Prior to teaching, Elva worked with The European Commission as Press Officer and in the area of public affairs consultancy, providing EU public affairs and government relations services.  
|  
| Elva received her Bachelor of Arts from Trinity College and obtained a Higher Diploma in Education from Froebel College. She has a Masters in European Public Affairs from The University of Maastricht and The European Institute of Public Administration. She studied political and current affairs, negotiations skills and political lobbying. Elva is currently undertaking the Doctorate in Education and her research area is School Placement Assessment and high achieving students.  
|  
| **This research focuses on assessment of Student Teachers (STs) at primary level on School Placement (SP) and explores whether this accurately identifies and supports potential excellence in teachers and their early experiences of the continuum of professional development. The thesis examines how potential identified during SP is harnessed during initial experiences of teaching as Newly Qualified Teachers (NQTs).**  
|  
| **The research is framed by the questions; What are the characteristics, structure and purpose of SP within the Irish primary system and what context and processes have brought about this form of SP?**  
|  
| **Within this context, why are some students selected as 'high achieving' and does student agency have an impact on this assessment process? Given the nature of assessment on SP, how can assessment of a student as high achieving feed into their early professional development? Innovations and changes in SP initiated by Covid have impacted on the provision of SP as a means of teaching, supporting and assessing students**  
|  
| **Meral Koldas, BCBA, is a PhD candidate at Queen’s University Belfast. She completed her master’s degree in Applied Behaviour Analysis, at Bangor University, North Wales, UK. She has been working with individuals with ASDs for more than 10 years across Turkey, Northern Ireland and the UK.**  
|  
| **She developed this website for practitioners, teachers, therapists and others who work with children with ASD as an easy and convenient platform to learn about Verbal Behaviour and how this can help their clients develop necessary functional communication skills.**  
|  
| **Her PhD research project online Verbal Behaviour training for practitioners who are working with individuals with ASDs and other developmental disabilities.**  
|  
| **Practitioners living in rural areas have typically faced many challenges accessing high-quality ABA training. Online training and telehealth procedures can overcome these challenges, ensuring that high-quality training is accessible for everyone. During the Covid-19 pandemic, online training platforms and Telehealth have risen in popularity as a training method for those working in remote areas.**  
|  
| **Given the importance of the VB approach in teaching communication skills to individuals with autism, the current research was designed to compare the efficacy of traditional online training versus telehealth in VB training for practitioners. An alternating treatments design (ATD) was utilised to compare the effectiveness of two methods with n=5 participants from globally diverse locations.**  
|  
| **The delivery of VB modules was alternated between traditional, pre-recorded videos on a learning platform and live telehealth sessions delivered in vivo. After completing each module, participants had to meet objectives is to identify effective methods of eliciting the voice of the learner with regard to their learning and to assess whether**  
|  
| **The voice of the learner has gained momentum in Irish education in recent history. The United Nations Convention on the Rights of the Child (UN 1989) gave children the right to be heard on matters that concern them. Ireland, like much of Europe since the mid 1990’s has had an explicit focus on the learner at the heart of the education system (Ravenhall 2007; Lamb 2011).**  
|  
| **The curriculum, at both Junior and Leaving Certificate level, has avenues for student led learning; students are challenged to: "reflect on their progress as learners and develop a sense of ownership of, and responsibility for their learning" (DES 2016, p.23).**  
|  
| **The aim of this research is to analyse stakeholder’s perspectives on embedding a culture of learner voice in a secondary school. The objectives is to identify effective methods of eliciting the voice of the learner with regard to their learning and to assess whether**  
|  
| **Katie is a voice advocate, concentrating on amplifying the voice of the young person in post-primary settings. She co-ordinates a Student Voice Community of Practice in Limerick Education Centre for schools in Limerick and Tipperary. Katie has twice been the recipient of the John Coolahan Research Support Framework: in 2018 for research on Student Voice and in 2019 for research into secondary school teachers’ connection with CPD.**  
|  
| **Katie is also a Departmental assistant in the Education Psychology, Inclusion and Special Education Department in Mary Immaculate College, Limerick.**  
<p>|</p>
<table>
<thead>
<tr>
<th>Early Career Researcher Paper Presentations Session 2 - Block 2</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Kirsty Graham</strong></td>
</tr>
<tr>
<td>Queen’s University Belfast</td>
</tr>
<tr>
<td>Gender Non-Conformity within Primary Education</td>
</tr>
</tbody>
</table>

**Kirsty Graham**

- In her third year as a PhD student at Queen’s University Belfast, her qualitative thesis explores gender non-conformity within primary education and is funded by the Department of Education. Additionally, with a Master’s in Education, PGCE in Education and a BA (Hons) Degree in Early Childhood Studies, Kirsty’s 10-year experience in the educational sector as a primary school teacher has directed her research on the limited guidance, support and policies in regards to gender diverse children within schools.

- Alongside teaching and conducting a PhD, Kirsty designs, implements and evaluates tutorials for Social Policy and Social Issues modules at Queen’s University Belfast.

**Stella Wai-Wan Choy**

- A PhD Candidate at the School of Education, Trinity College Dublin. She is awarded TRISS Postgraduate Research Fellowship. She volunteers as a Trinity International Ambassador. Stella obtained a M.Soc.Sc.(Counselling) Distinction in 2008 at The University of Hong Kong. She has been working as a Speech Therapist for 18 years, added the roles of Play Therapist and Psychological Counsellor since 2008, part-time Lecturer at various universities since 2016, and Clinical Supervisor at The University of Hong Kong since 2017. Stella’s research interests include Child-Centered Play Therapy, inclusive education for children with anxiety and ASD. She is a Licensed Bricks for Autism LEGO®-Based Therapy Trainer (UK), member of the Hong Kong Institute of Speech Therapists (HKIST) with international qualifications recognized in Ireland, Association for Play Therapists (APT, US), and Approved Counselling Supervisor of Hong Kong Professional Counselling Association (HKPCA).

**Caitriona Hodgers**

- Holds a BA in Early Childhood Studies, a postgraduate diploma in Therapeutic Play, an M.Ed. in Early Intervention and is currently pursuing a Ph.D. in Social and Emotional Development in the Early Years.

- Her Ph.D. research looks at appraising Developmental Neuroscience and early brain development research for use in early education and other family-serving professionals.

**Keywords:** School Placement Assessment

---

**Keywords:** online training, telehealth, practitioners, verbal behaviour, online learning, applied behaviour analysis, behaviour skill training

---

**Keywords:** Learner Voice, Student Centred Education

---

**Keywords:** Affect Regulation Theory (Schore, 2016, 2003b, 2003), as a framework for understanding infants and toddlers psychosocial development. In translating this contemporary theory of Attachment, we present a neurobiological perspective on early experiences, and is funded by the Department of Education. Additionally, 5 external support workers were interviewed providing input on their experience. Inadequate research in the area has caused limitations regarding primary care.

Globally, Centers for Disease Control and Prevention (CDC) cited Ghandour et al.’s (2019) study that 7.1% of 3-17-year-olds experience anxiety problems. Whilst anxiety disorders in children were found to have early onset, before the age of five (Dalrymple et al., 2007), there is no available intervention to address young children’s needs.

The aim of this paper is to enable a discussion about infants and toddlers social, emotional and behavioural (SEB) well-being, and teacher-child relationships in early years education. We propose Affect Regulation Theory (Schore, 2016, 2003b, 2003), as a framework for understanding infants and toddlers psychosocial development. In translating this contemporary theory of Attachment, we present a neurobiological perspective on early experiences.
aged transgendered children and have been subject to discrimination and exclusion.

The research findings focus on the concerns or limitations within education when teaching gender diverse children, the supportive measures/policies which are implemented within schools and how the political and religious viewpoints of teachers influence the support given to gender non-conforming pupils. Within schools, this research argues that a reactive, rather than proactive response is taken regarding transgender pupils which may leave some students without support. With absent school policies addressing discrimination for gender non-conforming individuals, lack of training and a tendency to ignore the issue, educators are unsure how to act or support pupils. With lack of support from schools and impact of COVID-19 waiting lists to receive services, some children have been isolated without appropriate provision.

Again, due to COVID-19, training workshops for teachers have been left ‘on the back burner’ due to the restricted school budgets and additional training taking precedence. When discussing ‘rebuilding education’, consideration must be given to how teachers approach gender as teachers may be seen as a crutch due to the lack of support outside of school.

Keywords: Transgender Primary Education

<table>
<thead>
<tr>
<th>Qinyuan Li</th>
<th>Xie PingPing</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Trinity College Dublin</strong></td>
<td><strong>Queen’s University Belfast</strong></td>
</tr>
<tr>
<td><strong>Third Language Learning Strategies: Does Previous Language Learning Experience Affect the Learning of Chinese?</strong></td>
<td><strong>Leveraging the wisdom of networking: Implications from Chinese international students’ language learning practices in the UK</strong></td>
</tr>
</tbody>
</table>

Qinyuan Li is a PhD candidate in language education at School of Education, Trinity College Dublin. She holds a B.A., a M.Phil. in Applied Linguistics, and a Master of Teaching Chinese to Speakers of Other Languages.

Her research interest is in multilingualism, and language acquisition and teaching and learning technologies. She is currently working on her PhD project: Third or Additional Language Learning Strategies: How Learners in Ireland learn the Chinese Language. The project is funded by TCD-China Scholarship Council Award.

Xie Pingping is a third year PhD student in Education at Queen’s University. Her research interests are in translanguaging, language learning, social media language, and digital literacies. The working title of her PhD project is “Translanguaging practices in online chat as language learning opportunity: A study of Chinese university learners’ WeChat use”.

This study focuses on Chinese international students with monolingual backgrounds currently studying in the UK, where English has changed its role from a foreign language to a second language, especially in the informal digital context, where multilingual users create language learning socioemotional well-being, and discuss caregiver-child intersubjectivity in the context of “the pedagogical encounter” (Johansson, 2004). We argue from research in Developmental Social Neuroscience, Affective Neuroscience and Developmental Psychology that the early developing brain is a social organ (Hane and Fox, 2006), which is emotionally-attuned to social interactions in the learning environment.

From this, we present SEB well-being from the perspective of the psychology of the child and propose this as instruction on early brain development for early years educators in their training curricula.

We argue that this has the potential to provide a deeper level of understanding of children’s SEB development, which may act as a catalyst for developing a sustainable approach to preparing quality infant/toddler pedagogy. Training would include education and instruction on trauma informed practices, i.e. early childhood stress, emotional self-regulation, resilience, Adverse Childhood Experience’s (ACE’s) and Early Years Mental Health (EYMH).

In light of what research is telling us, our research question asks; Can we as Trinity College researchers work together to translate knowledge from neuroscience and child psychotherapy to develop an infant/toddler pedagogy for early education.

Keywords: Attachment, Interactions, Neuroscience
The aim of this study is to discover how students in Ireland learn Mandarin Chinese as a third language (L3), what strategies they use, and what are the differences between their learning of Chinese and other languages. A total of 13 interviews with learners of Chinese were conducted for this study. In this study, L3 refers to the language or languages learned after a learner's second language. The study examined learners' language learning experience as a whole and the strategies they used to learn their languages.

As a result, learners' previous language learning experience did indeed have an impact on their learning of Chinese. It is evident that some strategies were transferred. Almost all learners admit to using more strategies when learning Chinese than their previous languages. In this paper, learners' strategies were collected and categorised according to Oxford's (2011) Strategic Self-Regulated Learning (S2R) Model. In addition, a discussion is also conducted about whether the S2R Model is appropriate for categorizing and analysing third language learning strategies. Assuming that the language system of a multilingual learner is dynamic, and the use of strategies is orchestrating it, how can we evaluate the use of strategies and degree of self-regulation? How can we help learners learn languages successfully? Some of the answers might come from the 13 language learners.

**Keywords:** L3 learning strategies, Multilingualism, Chinese acquisition

In this presentation, I will discuss insights based on preliminary analysis of my PhD project, which examines online translinguaging practices of Chinese university students who are sojourning in the UK. As international students, their relationship with English has shifted from that of foreign language learners to second language users. Yet, learning continues to take place in ways that are far removed from the language classroom through, among other things, translinguaging practices in networked interaction.

By adopting literacy as social practice as the theoretical framework, this paper reviews how Chinese international students take advantage of networking opportunities when they are studying in the UK and how they treat social events as language learning opportunities, especially regarding their translinguaging practices on social media. This study adopts a mixed-methods, a baseline survey is conducted first, then followed by a collection of posts & chat logs of WeChat, and techno-biographic interviews, to investigate how technology and social media have affected Chinese students' literacy practices online and study experience. How transitions over time vary and how language is learned and conducted in the informal digital context can affect students' language learning and study practices.

For this talk, I intend to share a preliminary analysis with the audience and discuss how my results could inform us about how the translinguaging practices of Chinese international students' innovative forms of "networked language learning" cross the boundaries of social and educational life.

**Keywords:** Language learning; social media; translinguaging
<table>
<thead>
<tr>
<th>Maria Kennedy</th>
<th>Dr. Sarah Dunne</th>
<th>Ciarán Bauer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Kennedy is a primary school teacher who is currently working as Home School Community Liaison in an urban DEIS band 1 school in inner city Dublin. She is studying for the Doctorate in Education in the School of Education in Trinity College Dublin. Her research interests lie in the areas of educational disadvantage, home school links, parental engagement and family literacy. She is conducting her doctoral research on the contributions that parental engagement can provide in designing a range of family literacy workshops.</td>
<td>Dr Sarah Dunne is an Irish based musician, artist and teacher. With a background in Music and Fine Art, Dunne works across two fields of practice. In 2011, she completed a PhD through GradCAM and NCAD related to sonic architecture. In 2017 she completed a MA in Music Education at TCD focusing on the altermodernist turn within music pedagogy. She is currently undertaking a Doctorate in Education in TCD related to the inclusive potential of 3D printed musical instruments. Dunne is a Post-Primary teacher in Belvedere College Dublin and lectures at the RIAM.</td>
<td>Having spent twenty-five years in the IT industry, Ciarán Bauer moved into the educational sector joining Bridge21, Trinity College Dublin (TCD). Now working with Trinity Access, a research programme based in TCD, Ciarán and his colleagues offer a methodology of teaching and learning designed to support an innovative 21st Century learning environment within school classrooms. He currently leads the Trinity Access Erasmus+ projects team. Ciarán received a MSc. in Technology and Learning (2013), Trinity College Dublin and is also a PhD candidate in the School of Education, TCD. His research interests include Teacher Continuous Professional Development (CPD), 21st Century Teacher &amp; Learning and Teacher Community of Practices.</td>
</tr>
<tr>
<td>Dr Aibhín Bray</td>
<td>Professor Andrew Loxley</td>
<td>Dr Joseph Roche</td>
</tr>
<tr>
<td>---------------</td>
<td>-------------------------</td>
<td>---------------</td>
</tr>
<tr>
<td>Trinity College Dublin</td>
<td>Trinity College Dublin</td>
<td>Trinity College Dublin</td>
</tr>
<tr>
<td>Survey Design</td>
<td>The Viva Process</td>
<td>The Confirmation Process</td>
</tr>
</tbody>
</table>

**Dr Aibhín Bray** is an Assistant Professor in Mathematics Education at the School of Education in Trinity College Dublin. She previously worked as the co-ordinator of research for Trinity’s widening participation programme: Trinity Access.

She holds a B.A. (Int) in Mathematics and Italian and an M.Sc. in Computer Science from University College Dublin, and a H.Dip. in Education and a Ph.D. in Technology and Mathematics Education from Trinity College Dublin.

Aibhín has experience in the design and validation of research instruments as well as in large-scale (quantitative and qualitative) data collection and analysis. She is a former teacher of Mathematics and has worked with teachers at national and international levels through a variety of Irish and EU projects.

**Prof Andrew Loxley** has been in the School of Education Trinity College Dublin since 2002. A sociologist by trade he teaches in the areas of research methodology and education policy.

Amongst other activities he established in 2005 (and still co-ordinates) the professional doctorate in education and has undertaken research and written on doctoral education, higher education policy and the Irish knowledge economy.

**Dr Joseph Roche** is a researcher and lecturer at Trinity College Dublin. He is Director of Research for the School of Education and leads international research projects investigating the role of science in society. He coordinates the Master in Science Education programme and teaches modules on “Science & Society” at undergraduate, masters, and doctoral levels.

Joseph leads the Science & Society research group at Trinity College and welcomes queries from prospective Masters and Ph.D. students who are interested in the following topics: citizen science, science communication, higher education science, informal science learning, and public engagement with science.
| **Maria Kennedy**  
*Trinity College Dublin*  
Exploring the contribution that Parent Expert Groups in a DEIS school make to developing workshops to promote family learning, home school links and parental confidence | **Mary Quirke**  
*Trinity College Dublin*  
**A Different View - Re-frame your Research using an 'Inclusion as Process' Approach** | **Tara McGowan**  
*Trinity College Dublin*  
**Universal Design for Learning and Inclusion of Neurodivergent Learners in Mainstream Classrooms.** |
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Kennedy is a primary school teacher who is currently working as a Home School Community Liaison in a DEIS (Delivering Equality of Opportunity in Education) primary school in inner city Dublin. She is in her third year of the Doctorate in Education in Trinity College, having previously completed her Masters in Education. She is working under the supervision of Dr Ann Devitt and Dr Joanne Banks. Maria’s research interests lie in the areas of family learning, educational disadvantage and home school relationships.</td>
<td>Mary Quirke is a PhD candidate in Trinity College Dublin with a research interest in Career Guidance, Universal Design and Disability. Mary is a qualified career guidance counsellor with past experience in the HSE, REHAB, FETAC and the Institute of Guidance Counsellors. She also worked as Assistant Director with a National Body actively advocating for a future where students and graduates with disabilities succeed. As a consequence, Mary has gained a depth of knowledge about Inclusion, Universal Design, and Career Guidance and this has been further complimented by her active engagement with learners and teachers in Ireland, Europe, Japan and Singapore and her active engagement with employers on graduate recruitment and the diversity agenda over the years.</td>
<td>I started my career as a post primary teacher and following that, worked as a Specialist Teacher for Autism with Middletown Centre for Autism. I obtained a M.Ed in Inclusive and Special Education from Ulster University and now work as a Lecturer in Special Education in St. Angela’s College, Sligo. I am Programme Coordinator of the Postgraduate Certificate/Diploma in SEN (Autism). My research interests include special and inclusive education, autism, teacher education and universal design for learning (UDL).</td>
</tr>
<tr>
<td>My research is based in the context of my work as Home School Community Liaison in a DEIS primary school and will be carried out through the lens of Bronfenbrenner’s theory of bioecological development through the use of three qualitative research methods. Focus groups will be a mechanism for facilitating the Parent Expert Group, consisting of parents of children in First Class, to co-develop a series of workshops for the parents of the Junior Infants by generating ideas and exploring the topics of parental engagement, family literacy and home school links. Interviews will focus on the experiences of the participating Junior Infant parents pre and post the workshops. Field notes, including reflexive field notes, will be taken throughout. The contributions and thoughts of the parents will play a central role in this Participatory Action Research which aims to be democratic, collaborative, emancipatory and transformative for these parents. In keeping with the theme of the conference, this research aims to encourage the participating parents to ‘begin again’ in their journey as facilitators of their child’s development during the critical early years, after the disruption of the pandemic. This research aims to foster home school links, develop family literacy practices, enrich the emergent language and literacy development of the children, increase parental confidence and raise awareness in parents of their ability to support their children’s education. This research aims to acknowledge the importance of recognizing sociological factors which may be at play within the home and the DEIS school.</td>
<td>This poster sets out an inclusive ethical approach that can be used for educational research when working with a diversity of participants. It is an approach that considers both inclusive and ethical approaches for research and researching. This poster builds on the learning of a current PhD research project exploring Universal Design (UD), Universal Design for Learning (UDL), Disability, and Career Guidance. The approach utilises the values of UD and UDL and sets out some practical guidelines for current researchers planning and designing ethical inclusive qualitative research - particularly if as we seek to rebuild research activities going forward. Lessons have been learned from the experience of researching over the pandemic and the greatest lesson of all pertained to inclusion and exclusion. As researchers exploring actively how we can rebuild the world for a new future - we each have a responsibility to reframe our thinking and research practice - particularly as we seek to align with the UN Sustainable Development Goals. The ‘Inclusion as Process’ method is a recently published SAGE case study and this poster will present it and a case as to why other researchers might find it useful for our ever changing world.</td>
<td>This empirical research will seek to investigate whether the use of Universal Design for Learning by teachers, can support the inclusion of autistic students in mainstream schools. It will seek input from bother teachers and students and explore how student outcomes may be impacted by the use of UDL as an inclusive teaching strategy.</td>
</tr>
<tr>
<td><strong>Poster Presentations: 4 - 6</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---------------------------------</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
| **Lorraine Downey**  
Trinity College Dublin  
An investigation into the experiences of learners from linguistically diverse backgrounds enrolled in further education and training contexts. | **Mairéad Déiseach**  
Trinity College Dublin  
A measurable approach to the in-school whole-class teaching and learning of the violin. | **Sylvia Healy**  
Trinity College Dublin  
Public health education for pandemic preparedness. |

Lorraine Downey is a first year part-time PhD student in the School of Education (TCD) and works as a Development Officer with City of Dublin Education and Training Board where she is responsible for the development and implementation of policy in relation to ESOL and for curriculum and programme development.

She is the former chair of the English Language Support Teachers’ Association and more recently chaired the Quality and Qualifications Ireland working group responsible for developing language standards at NFQ Levels 1-4.

Despite Ireland’s increasingly diverse population over the past two decades, learners from linguistically and culturally diverse backgrounds are noticeably absent from policy-making at local and national level in the Further Education and Training (FET) sector beyond those relating to basic language education. However, recent evaluations of two full-time FET programmes, the Post Leaving Certificate (PLC) and the National Youthreach Programme indicate a need for closer examination of the experiences of learners from migrant backgrounds on such programmes (McGuinness et al, 2018; Smyth et al, 2019).

Universal Design for Learning has become prominent in both policy and practitioner-led discourse in the FET sector in Ireland in recent years. However, its particular relevance to learners from linguistically and culturally diverse backgrounds receives less attention. It is an emerging research field (Fovet, 2019) with the few studies to date focusing on learners within the compulsory education system (Chita-Tegmark et al, 2011).

The proposed research will take a case study approach to exploring the barriers and enablers to participation in FET for learners from linguistically and culturally diverse backgrounds and consider the role that UDL and related frameworks might play in removing such barriers.

Mairéad is a PhD Candidate in TCD’s School of Education

The in-school practice of whole-class learning of a musical instrument is becoming more popular in Ireland and internationally. While this is a positive development in music education, potentially enriching the musical experience of many school students, it is being conducted on a rather ad-hoc basis. The instrument is often taught by a visiting specialist music teacher who is given absolute autonomy with regard to curriculum and pedagogy. The generalist’s expertise is often overlooked and opportunities for co-teaching are often missed.

Tracking of children’s technical progress on the instrument tends to be very informal and no strategies for the cohesive recording of this progress are universally employed. In an effort to address these shortcomings, the thrust of this research will be aimed at developing a measurable approach to the in-school whole-class teaching and learning of one instrument; the violin. A model of good practice will be developed, optimising instructional technique with reference to established effective methodologies in string-teaching, validated by pedagogical literature. A profiling system to guide and record violin skill acquisition will be developed as the cornerstone of this research, in accordance with current formative assessment procedures.

Sylvia is a lecturer in microbiology in Technological University Dublin for 18 years. She graduated from UCD with a degree in Industrial Microbiology followed by a Masters in Food Science. After graduating, she worked in the pharmaceutical industry for a decade before starting a career in academia. She is a current Convene Enterprise Fellow developing a 3rd level programme for people with an intellectual disability.

She is also the lead investigator on a research project into probiotics and health. She is currently a first year D.Ed. student in the School of Education in TCD and is researching the role of public health education in mitigating the transmission of infectious disease.

A well-defined meaning for the term ‘informal education’ is elusive, but is recognised as being different from formal education through its setting, delivery and pedagogical practices (Spencer, 2021).

According to the World Health Organisation, lower respiratory infections ranked as the 4th leading cause of death globally in 2019. Since the emergence of SARS-CoV-2, there have been over 6 million Covid-19 related deaths worldwide, of which, over 7,000 occurred in Ireland (WHO Covid 19 Dashboard, May 2022). Other respiratory infections that can reach pandemic levels such as Influenza and Tuberculosis continue to be problematic (HPSC, 2019), causing reduced quality of life, economic hardship and death. Evidently, there is a clear need to prevent the transmission of these illnesses.

For diseases that are transmitted via air or droplets, typical prevention strategies range from simple cough etiquette and hand-washing to more controversial and socially-complex strategies like wearing masks, vaccination and isolation. Adoption of these strategies often requires a change in behaviour. Thus, in order to combat current and future pandemics, it is necessary to effectively communicate to and educate the public on infection avoidance strategies. Informal education is more accessible to a wider audience than formal education and therefore, may be an appropriate tool for preventing and combating pandemics.
This research project aims to carefully and critically tap into history for informal education ideas that may help inform current and future disease-prevention policies and practices, through an understanding of our past, while acknowledging the different historical contexts. I.e. Build on knowledge of the past then build again, build better! It is also intended to interview experts in the field of infectious disease prevention.

<table>
<thead>
<tr>
<th>Amreen Bashir</th>
<th>Orna Hanly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trinity College Dublin</td>
<td>Trinity College Dublin</td>
</tr>
<tr>
<td><strong>Efficacy of Mobile Learning for Primary Students in Resource-Constrained Environments</strong></td>
<td><strong>The design studio: a collaboratory pedagogy</strong></td>
</tr>
</tbody>
</table>

Amreen is an educator and education entrepreneur in addition to being a researcher. Her passion is to bring equitable education to students from resource-constrained environments in the Global South. She completed her B.Ed from McGill University and her M.Ed from the Harvard Graduate School of Education. She is currently pursuing a Ph.D. in Education at Trinity University with a focus on mobile technology for student learning.

Orna Hanly is a Fellow of the Royal Institute of Architects of Ireland and holds a Master’s degree in Business Studies from the UCD Michael Smurfit Graduate Business School. She established her architectural design practice in 1992, specialising in museum and exhibition design. With over 30 years of experience in architectural education, Orna became Head of the Dublin School of Architecture in 2012. Through the disciplines of architecture, architectural technology, and construction, Orna oversees the development and delivery of academic programmes, across all levels, which combine the activities of architectural and technical design with the craft of making buildings. Orna’s research interests are the education of the architectural profession and she is currently undertaking a Doctorate in Education.

Education technology can be a key mechanism to deliver education post-pandemic. Just like the motto of ‘Building back, building better,’ mobile learning applications can be used to deliver education to millions who lacked access to education during school closures. Using an education technology application called CholPori, primary students will be educated through hands-on learning at their own pace in Bangladeshi public schools. These classrooms have a very high student-to-teacher ratio and lack levelled learning materials. Using experimental design, this study will aim to test the efficacy of personalised mobile learning apps in student achievement for primary school students.

The demand for more environmentally sustainable practice and production and the digitalisation and industrialisation of processes has changed the way we live, work and engage with the world. This, in turn, has led to a transformation in how our built environment is designed and delivered. With a distinctive remit to collaborate and engage with industry, the professions and the wider community, the technological universities provide an opportunity to explore this transformation in the context of design and technical skills and education associated with the Built Environment. New educational strategies are needed to support graduates in the professional disciplines to be active participants in this transformation and to prepare them to engage with complex societal challenges of climate change, urbanisation, housing, and the health of communities. With a focus on architectural education, the appropriateness of current pedagogical models will be challenged and the significance of transdisciplinary and collaborative models for future architectural education will be evaluated. In the context of increased adoption of virtual...
studios and digital platforms as a replacement of a physical space, accelerated by the pandemic, this research will explore relevance of the architectural design studio both as pedagogy and collaborative learning environment for the future.