13th Annual Postgraduate Research Conference – School of Education

(Re)Building Education Begin Again, Begin Better! Saturday 21st May 2022

School of Education, Trinity College Dublin, Dublin 2



pgrconference.tcd @gmail.com



Trinity College Dublin Coláiste na Trionóide, Baile Átha Cliath The University of Dublin

9.30am – 10.00am	Registration, Welcome Tea & Coffee, Poster Viewing & Networking Opportunity
	Location: TRiSS Seminar Room (6002), Level 6, Arts Building, Trinity College Dublin
10.00am — 10.10am	Welcome by the Conference Chairperson - Lorraine Downey
	Location: TRiSS Seminar Room (6002), Level 6, Arts Building, Trinity College Dublin
10.10am – 10.25am	Welcome by the Head of School – Professor Carmel O'Sullivan
	Location: TRiSS Seminar Room (6002), Level 6, Arts Building, Trinity College Dublin

10.30am – 11.30am Early Career Researcher Paper Presentations Session 1				
Theme: Leadership & Policy	Theme: Literacy, Numeracy & STEM	Theme: Methodology & Assessment		
Room: TRiSS Seminar Room (6002) – Chair Stefania Gargioni	Room: B6002 – Chair Dr. Keith Johnston	Room: 5025 – Chair Sylvia Healy		
Laura Kinkead (QUB)	Derek Maher (TCD)	Brenda Brady (QUB)		
Leadership Practices in Early Childhood Education	Delving Deep into the depths of domestication with	Representing a research methodology using a		
and Care Settings	a Delphi Study: Transition Year Mathematics &	Collage Technique for discussion at a social work		
	Preparedness. The real picture.	research symposium		
Luke Sweeney (MIC)	Larissa Wellhöfer (Goethe-University, Frankfurt	Olan Sawangnuwatkul (QUB)		
	am Main)			
Investigating the Mechanisms for Decision-making	Google is not a problem: Analysing information	Exploring Policy and Practice of Universities English		
in Irish Primary Educational Policymaking	processes in a problem-based beginner lab	Exit Examinations in Thailand		
Dr Annemarie Doran Kavanagh (Kilkenny Carlow	Clara Fiorentini (TCD)	Kehinde Akinwarere (TCD)		
ETB)				
Teacher wellbeingIt's our turn now!	What first, and why? Unpacking priorities for	Validating a university entrance examination in		
	preschool literacy practice	Nigeria: Journeying from conceptualisation to data		
		collection and beyond.		

11.30am – 12.00pm Lightening Talks Chaired by Mags Amond – Location: TRiSS Seminar Room (6002), Level 6, Arts Building, Trinity College Dublin				
Mags Amond (TCD)	Keitumeste Mabole (MU)	Clare Kilgallon (QUB)	Patricia Nicholl (QUB)	Jianzhou Ni (QUB)
Why Are We Here? A nano	The Impact of Indigenous	The impact on and awareness of	A study of primary school	Predicting the mental health
presentation about the power of	Knowledge in Enhancing	SEN pupils to teacher's	teachers views and experiences	symptoms of Chinese primary
nano presentations	Lifelong Learning amongst	Pathognomonic &	of personal education plans for	school students on academic
	Marginalised Communities: The	Interventionist beliefs and	children in care in Northern	performance in the post-
	case of the San Communities in	practices	Ireland.	epidemic era of Covid-19
	Botswana			

12.00pm – 12.45pm Keynote Speaker: Dr. Emily E. Neenan Chair: Lorraine Downey – Location: TRiSS Seminar Room (6002), Level 6, Arts Building, Trinity College Dublin

My Thesis, Myself How does a research student trying not to lose the momentum, precarious in a scary rush to finish up, during a global catastrophe, trying to catch some sleep, find the time to rhyme a line about her process?

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.

12.45pm – 1.45pm Lunch Location: Outside the TRiSS Seminar Room (6002), Level 6, Arts Building, Trinity College Dublin

1.45pm – 2.45pm Early Career Researcher Paper Presentations Session 2			
Theme: Teacher Education Room: TRiSS Seminar Room 6002 – Chair Amreen Bashir	Theme: Diversity & Early Year Room B6002 – Chair Dr. Joanne Banks	Theme: Languages & Learning Room 5025 – Chair Stefania Gargioni	
Elva Casey (Ahern) (TCD)	Kirsty Graham (QUB)	Qinyuan Li (TCD)	
Assessing, Identifying and Supporting High Achieving Students on School Placement	Gender Non-Conformity within Primary Education	Third Language Learning Strategies: Does Previous Language Learning Experience Affect the Learning of Chinese?	
Meral Koldas (QUB)	Stella Wai-Wan Choy (TCD)	Xie PingPing (QUB)	
A comparison of the efficacy of traditional online training modules versus telehealth (live) training for individuals with no prior Verbal Behaviour (VB) training	Play-based group intervention to reduce anxiety for children with concurrent anxiety and autism spectrum disorders – A systematic literature review	Leveraging the wisdom of networking: Implications from Chinese International students' language learning practices in the UK	
A comparison of the efficacy of traditional online training modules versus telehealth (live) training for individuals with no prior Verbal Behaviour (VB)	Play-based group intervention to reduce anxiety for children with concurrent anxiety and autism	Leveraging the wisdom of networking: Implications from Chinese International students' language	

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			
Maria Kennedy Dr Sarah Dunne Ciarán Bauer			
Primary School Teacher & HSCL	Post-Primary Art & Music Teacher	Educator TCD Bridge 21	
3.20pm – 4.00pm Supporting Early Career Researchers			
Room: TRiSS Seminar Room (6002)	Room: 5025	Room: B6002	

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

Dr. Joseph Roche – The Confirmation Process

Dr. Aibhín Bray – Survey Design

Dr. Andrew Loxley – The Viva Process

Our Posters – Available throughout the Conference for Viewing				
Location: Outside TRiSS Seminar Room (6002), Level 6, Arts Building, Trinity College Dublin				
Poster 1:	Poster 2:	Poster 3:		
Maria Kennedy (TCD)	Mary Quirke (TCD)	Tara McGowan (TCD)		
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	A Different View - Re-frame your Research using an 'Inclusion as Process' Approach	Universal Design for Learning and Inclusion of Neurodivergent Learners in Mainstream Classrooms.		
Poster 4:	Poster 5:	Poster 6:		
Lorraine Downey (TCD)	Mairéad Déiseach (TCD)	Sylvia Healy (TCD)		
An investigation into the experiences of learners from linguistically diverse backgrounds enrolled in further education and training contexts.	A measurable approach to the in-school whole-class teaching and learning of the violin.	The role of informal public health education in the mitigation of infectious respiratory disease transmission.		
Poster 7:	Poster 8:			
Amreen Bashir (TCD)	Orna Hanly (TCD)			
Efficacy of Mobile Learning for Primary Students in Resource-Constrained Environments	The design studio: a pedagogy and collaborative learning environment			



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13th Annual Postgraduate Research Conference

School of Education

Saturday 21st May 10am - 4 pm

Registration details on Twitter @PG RTCD

Email: PG Rconference.tcd @gmail.com

(Re)building Education: Begin Again, Begin Better



Meet the 13th Annual Postgraduate Research Conference Committee

Lorraine Downey – Conference Chair	Amreen Bashir	Derek Maher	Stefania Gargioni	Sylvia Healy
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.	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	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.	Stefania works as Head of English at Townshend International School, Czech Republic. She holds a PGCE in Secondary Education from University of Cambridge and a MRes in Education from University of	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
Her doctoral research explores the	organizations. Having completed her undergraduate degree in Education from	His research explores the use of Transition Year to 'bridge the gap' between Junior	Oxford.	disease transmission.
experiences of learners from diverse linguistic and cultural backgrounds in Further Education and Training (FET) programmes.	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.	Cycle and Leaving Certificate Mathematics. His research areas include mathematics education, STEM education, curriculum development and cooperative learning.	She is currently a first year D.Ed student at Trinity College Dublin, conducting research on the role of literature in the ESL classroom.	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.
	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 has a BSc in Applied Mathematic & 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.		

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.



Laura Kinkead	Luke Sweeney	Dr. Annemarie Doran Kavanagh
Queen's University Belfast	Mary Immaculate College	Kilkenny Carlow Education and Training Board)
Leadership Practices in Early Childhood Education and Care	What are the Mechanisms for Decision-Making in Irish	Teacher wellbeingIt's our turn now!
Settings	Primary Educational Policymaking?	
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.	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.	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.
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.	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.	
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	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.	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.
practitioners and leaders do not readily identify with leadership positions. Instead, their motivation is grounded in passion and purpose. The multi- faceted 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	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	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	include the establishment of structures for increasing policy discussion as	there has been extensive circulars and guidelines issued, there is
agency and identity.	well as recommendations to expedite the policymaking process.	evidence of inadequate provision for teacher wellbeing in the
		Wellbeing Framework. While the focus on wellbeing has created
Keywords: Early Years, Leadership, Authenticity	Keywords: Investigating educational policymaking	more awareness of wellbeing among teachers, the evidence of
		supports for them is lacking. The researcher concludes that there is
		more work required at policy level for this to be effective.
		Keywords: Wellbeing Teacher Policy

Early Career Researcher Paper Presentations Session 1 - Block 2

Derek Maher	Larissa Wellhofer	Clara Fiorentini
Trinity College Dublin	Goethe Universitaet, Frankfurt am Main	Trinity College Dublin
Delving Deep into the depths of domestication with a Delphi	Google is not a problem: Analyzing information processes in a	What first, and why? Unpacking priorities for preschool
Study: Transition Year Mathematics & Preparedness. The	problem-based beginner lab	literacy practice
real picture.		
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. Aibhín 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, unreconstructed, 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	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,

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on the work of Junior Cycle and developing the necessary skills and	end, a wide range of qualitative data was collected over the course of three	2013; Barnett & Esposito Lamy, 2006).
competencies to prepare students for the advanced objectives of the	cohorts, including interviews, on-site audio recordings, and documents. An	Current trends indicate a precipitous urgency to prepare children
Leaving Certificate mathematics programme. This study combines the	iterative data analysis process and data triangulation resulted in a model of	for school leading to a premature shift towards developing
lenses of Constructivism, Social Constructivism and Transformative	students' information processes in this context.	constrained literacy skills.
Learning Theory in a three-pronged Theoretical Framework approach to		
explore the concept of preparedness and what it might mean for teacher	Findings suggest that information in PBL laboratory settings is itself	Echoing Stahl (2011), these easily quantifiable skills can dominate
education.	experimental, meaning that it is intended primarily for trial and error.	instruction if careful attention is not paid by the relevant personnel.
	Teaching a generic binary understanding of good and bad sources has little	McNaughton (2014) when discussing effective instruction, refers to
Student Focus Groups, Questionnaires, Classroom Observation, and a	impact in practice. The results have implications for problem design and for	teachers as having to be "highly knowledgeable, highly adaptable,
Delphi Study form the methodological design (Okoli & Pawlowski, 2014).	the teaching of information literacy and specific information skills and are	and highly strategic experts" (p89). The early literacy learning
The Delphi Study combines the expertise of mathematics students,	discussed in this study.	associated with the preschool years is greatly dependent on
lecturers, curriculum experts, and career guidance counsellors to critically		practitioner knowledge of emerging literacy development and the
review a tetrad of approaches to preparedness. This quadrat of	Keywords: Chemistry Education Research; Information Literacy; Problem-	facilitation of high quality, nurturing, language rich, playful learning
preparedness includes Academic, Social, Psychological and Skills-Based	Based Learning	experiences.
Preparedness.		This paper explores examples of existing preschool literacy practice
		and illustrates models of developmentally appropriate early literacy
The researcher aims to produce and publish a set of guiding principles for		preschool practices which best support children in navigating their
Transition Year mathematics teachers on how to best prepare students		transition from emergent to conventional literacy learning at
mathematically. This remarkable unassessed year has no prescribed		primary level.
material and hence, arguably it requires the most input at Initial Teacher		
Education and Continuous Professional Development level, to equip,		Keywords: Early Literacy, Preschool, Early Childhood Education
train and develop teaching methodologies for these 45,000 students.		
Keywords: Mathematics Education, Transition Year, Preparedness		

Early Career Researcher Paper Presentations Session 1 - Block 3

Brenda Brady	Olan Sawangnuwatkul	Kehinde Akinwarere
Queens University Belfast	Queens University Belfast	Trinity College Dublin
Representing a research methodology using a Collage	Exploring Policy and Practice of Universities English Exit	Validating a university entrance examination in Nigeria:
Technique for discussion at a social work research	Examinations in Thailand	Journeying from conceptualisation to data collection
symposium.		and beyond.
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.	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 Akinwarere 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.

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: <i>Collage Research Representation</i>	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	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
representation of their research for their PhDs. We include and reflect on the insights which the collaging process offered the students.	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	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
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		Keywords: Validity, Unified Tertiary Matriculation Examination, Post Unified Tertiary Matriculation Examination.

Lightening Talks

Mags Amond	Jianzhou Ni	Keitumestse Mabole	Clare Kilgallon	Patricia Nicholl
Trinity College Dublin	Queen's University Belfast	Maynooth University	Queen's University Belfast	Queen's University Belfast
Why Are We Here? A	Predicting the mental health	The Impact of Indigenous	The impact on and	A study of primary school
nanopresentation about the	symptoms of Chinese	Knowledge in Enhancing	awareness of SEN pupils to	teachers views and
power of nanopresentations	primary school students on	Lifelong Learning amongst	teacher's Pathognomonic &	experiences of personal
	academic performance in	Marginalised Communities:	Interventionist beliefs and	education plans for children
	the post-epidemic era of	The case of the San	practices	in care in Northern Ireland.
	Covid-19	Communities in Botswana		
Currently in the final stages of a part-	Jianzhou Ni is a PhD student in the	I'm currently reading for PhD in Adult &	Clare originally graduated with an	Patricia Nicholl is a Social Work
time PhD, Mags is a retired second level science teacher, and a volunteer for	School of Social Sciences, Education and Social Work at Queen's University	Community Education. I've been working as an Adult Education &	undergraduate degree in law before taking the circuitous route through a	Lecturer with the University of Ulster and has 37 years' experience in Health
CESI, the Computers in Education	Belfast. As a PhD student, her main	community Practitioner for the past 13	Masters in History, working as a	and Social Care. Patricia is currently
Society of Ireland.	research area is primary education.	years.	classroom assistant in mainstream	completing her Doctorate in Childhood
			schools for ten years and gaining a	Studies at Queen's University exploring
Her research explores TeachMeet, a	She has attended many academic	During this period I was involved in	Masters in Inclusion and Special Needs.	the effectiveness of Personal Education
recent phenomenon of teacher gatherings, peer-organised in a	conferences since she started her PhD in 2021 and has presented 1 paper.	various community projects in the areas of education. That is education	I have worked as a Special Needs tutor	Plans for children in care in Northern Ireland.
convivial setting in order to share and	in 2021 and has presented 1 paper.	for the youth and adults.	and mentor, working with parents and	
discuss ideas and resources.	21 October 2021 she attended the	,	SEN children who seek to achieve	She is a member of the
	SCoTENS PhD Roundtable; November	I've been instrumental in decision	maximum inclusion in mainstream	multidisciplinary research team
The research employs a mixed methods	2021 she attended the Northeast UK	making at village level through various	schools combining academic, social and	undertaking a cross-sectional
Sensemaking approach of Appreciative Inquiry and Interpretive	Postgraduate Conference, and in April 2022 she will be attending the	committees like educational planning & district economic development	emotional fulfilment.	examination of coping, burnout, mental wellbeing, and work-related
Phenomenological Analysis.	American Educational Research	committee.	Finding this passion I am now in my	quality of life at three time points
	Association which is very influential in		second year of my PhD examining	during the COVID-19 pandemic in the
The supervisory team is Dr Keith	the education community.	I also worked on a research study in	Special Needs children's awareness of	UK.
Johnston of the School of Education		collaboration with the District Multi-	Pathognomonic and Interventionist	
and Dr Richard Millwood of the School of Computer Science and Statistics.	She hopes to learn from these conferences about the issues that are	sectoral AIDS Commit. In addition I've taken part in regional and national	teaching beliefs and practices.	Patricia is a retired Chief Executive of the Northern Ireland Guardian Ad
or computer science and statistics.	of most concern to pedagogy now and	literacy commemoration which have		Litem Agency and published An
	try to make some contribution to the	been really critical to my professional		Evaluation of Social Work Practice in
	education community.	development.		the Northern Ireland Guardian Ad
	Abstract			Litem Agency in Working with Children
				and Families from Black Minority Ethnic
				Communities in 2015.

Early Career Researcher Paper	Presentations Session 2 - Block 1
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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 develop 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 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. 	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, North Wales and Northern Ireland. She developed this website for practitioners, teachers, therapists and others who work with children with ASD as an easy and convenient platform to learn more 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.	 Katie Chapple is an English Teacher in Laurel Hill Coláiste FCJ, Limerick. Katie is a studying in the Structured PhD in Education, in Mary Immaculate College, Limerick, with a thesis 'Perspectives on enhancing a culture of learner voice in the 21st Century post- primary school'. 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.
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?	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 voice of the learner has gained momentum in Irish education in recent history. The United Nations Convention on the Rights of the Child (United Nations [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).
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	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	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

on SP, how has this specifically impacted on those STs identified as 'high	a predefined mastery criteria in order to progress to the next learning	these methods have a positive effect. This constructivist study will
achieving'?	module. Follow-up data and a social validity questionnaire were also	accumulate knowledge by vicarious experience to empower
	collected after 4 weeks.	learners. Questionnaires, interviews, observations, reflective
The literature review takes the form of a systematic literature review		journaling and round table discussion are being used with a mix of
(SLR) thus enabling the author to use comprehensive and systematic	The results showed that while both technologies successfully increased VB	in person and online strategies to navigate research in this current
search methodologies which are both transparent and replicable	understanding, traditional online training produced slightly higher results.	Covid 19 climate.
(Siddaway et al., 2019).		
	Keywords: online training, telehealth, practitioners, verbal behaviour,	Keywords: Learner Voice, Student Centred Education
This process led to the creation of subjects/objects for exploration in the	online learning, applied behaviour analysis, behaviour skill training	
literature including the cooperating teacher role, the partnership model,		
Covid challenges and responses in SP and the continuum of professional		
development, all within the historical and political context of Initial		
Teacher Education (ITE) in Ireland.		
Keywords: School Placement Assessment		

Early Career Researcher Paper Presentations Session 2 - Block 2

Larry career Researcher Paper Presentations Session 2 - Block 2			
Kirsty Graham		Stella Wai-Wan Choy	Caitriona Hodgers
Queen's University Belfast		Trinity College Dublin	Trinity College Dublin
Gender Non-Conformity within Primary	y Education	Play-based group intervention to reduce anxiety for children	Rebuilding Better Early Education
		with concurrent anxiety and autism spectrum disorder - A	
		systematic literature review	
Kirsty Graham is in her third year as a PhD student at	: Queen's University S	Stella Wai-Wan Choy is a PhD Candidate at the School of Education, Trinity	Catriona Hodgers holds a BA in Early Childhood Studies, a
Belfast. Her qualitative thesis explores gender nor	n-conformity within C	College Dublin. She is awarded TRiSS Postgraduate Research Fellowship.	postgraduate diploma in Therapeutic Play, an M.Ed. in Early
primary education and is funded by the Departr	ment of Education. S	She volunteers as a Trinity International Ambassador. Stella obtained a	Intervention and is currently pursuing a Ph.D. in Social and
Additionally, with a Master's in Education, PGCE in		M.Soc.Sc.(Counselling) Distinction in 2008 at The University of Hong Kong.	Emotional Development in the Early Years.
(Hons) Degree in Early Childhood Studies, Kirsty's 10			
the educational sector as a primary school teacher		She has been working as a Speech Therapist for 18 years, added the roles	Her Ph.D. research looks at appraising Developmental
research on the limited guidance, support and po	-	of Play Therapist and Psychological Counsellor since 2008, part-time	Neuroscience and early brain development research for use in early
gender diverse children within schools.		Lecturer at various universities since 2016, and Clinical Supervisor at The	education and other family-serving professionals.
Alongside teaching and conducting a PhD, Kirsty desig		University of Hong Kong since 2017. Stella's research interests include Child-Centered Play Therapy, inclusive education for children with anxiety	
evaluates tutorials for Social Policy and Social Issues		and ASD. She is a Licensed Bricks for Autism LEGO [®] -Based Therapy Trainer	
University Belfast.		(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).	
The unavoidable increase of discussion and identification	-	Globally, Centers for Disease Control and Prevention (CDC) cited Ghandour	The aim of this paper is to enable a discussion about infants and
conforming individuals has captured the attention	0	et al.'s (2019) study that 7.1% of 3-17-year-olds experience anxiety	toddlers social, emotional and behavioural (SEB) well-being, and
including NI. This research explores 20 teachers' per		problems. Whilst anxiety disorders in children were found to have early	teacher-child relationships in early years education. We propose
gender diversity within primary education. Addit		onset, before the age of five (Dalrymple et al., 2007), there is no available	Affect Regulation Theory (Schore, 2016, 2003b, 2003), as a
support workers were interviewed providing input of		intervention to address young children's needs.	framework for understanding infants and toddlers psychosocial
Inadequate research in the area has caused limitation	is regarding primary		development. In translating this contemporary theory of Attachment, we present a neurobiological perspective on early
			Attachment, we present a neurophological perspective off early

	The Uselah Coming Executive (UCE) approximated to bins to a second	and an and the second statement of the second statement of the second statement of the second statement of the
aged transgendered children and have been subject to discrimination and	The Health Service Executive (HSE) recommended talking to a general	socioemotional well-being, and discuss caregiver-child
exclusion.	practitioner (GP) first, then seeking cognitive behavioural therapy (CBT)	intersubjectivity in the context of "the pedagogical encounter"
	which is talking therapy for age 12 and above, finally medications.	(Johansson, 2004). We argue from research in Developmental
The research findings focus on the concerns or limitations within		Social Neuroscience, Affective Neuroscience and Developmental
education when teaching gender diverse children, the supportive	Moreover, parents, teachers, and doctors lack a comprehensive framework	Psychology that the early developing brain is a social organ (Hane
measures/policies which are implemented within schools and how the	to help young children with anxiety, sometimes restricted to a medical	and Fox, 2006), which is emotionally-attuned to social interactions
political and religious viewpoints of teachers influence the support given	model, resulting in a long waiting time in Ireland.	in the learning environment.
to gender non-conforming pupils. Within schools, this research argues	The aim of this systematic literature review was to review current available	
that a reactive, rather than proactive response is taken regarding	non-pharmacological interventions to reduce anxiety for children in ASD.	From this, we present SEB well-being from the perspective of the
transgender pupils which may leave some students without support.		psychology of the child and propose this as instruction on early
With absent school policies addressing discrimination for gender non-	Method: Covidence systematic review program was used. Systematic	brain development for early years educators in their training
conforming individuals, lack of training and a tendency to ignore the	literature review in 6 databases: in the areas of Social Sciences, Education,	curricula.
issue, educators are unsure how to act or support pupils. With lack of	Psychology, Medical, and multidisciplinary respectively, and dissertations	
support from schools and impact of COVID-19 waiting lists to receive	and Theses.	We argue that this has the potential to provide a deeper level of
services, some children have been isolated without appropriate		understanding of children's SEB development, which may act as a
provision.	Studies in English, during 1996-2021, for children aged 2-12 years were	catalyst for developing a sustainable approach to preparing quality
	included.Key findings: PRISMA showed that 7300 studies were found,	infant/toddler pedagogy. Training would include education and
Again, due to COVID-19, training workshops for teachers have been left	duplicates removed resulting in 6697, yielded 81 full-text reviews. A total	instruction on trauma informed practices, i.e. early childhood
'on the back burner' due to the restricted school budgets and additional	of 50 relevant full texts were found: CBT (41), 1 Lego-based therapy (1) and	stress, emotional self-regulation, resilience, Adverse Childhood
training taking precedency. When discussing 'rebuilding education',	other approaches (8). Future directions: Taking from the effective strategies	Experience's (ACE's) and Early Years Mental Health (EYMH).
		Experience's (ACE's) and Early fears Merical Hearth (ETMH).
consideration must be given to how teachers approach gender as	in this systematic literature review, we will develop a school-based	to Balance for the second to soll the second s
teachers may be seen as a crutch due to the lack of support outside of	overarching intervention to enhance understanding of anxiety and reduce	In light of what research is telling us, our research question asks;
school.	anxiety for aged 4-6 year-old children with neurodiversity.	Can we as Trinity College researchers work together to translate
		knowledge from neuroscience and child psychotherapy to develop
Keywords: Transgender Primary Education	Keywords: anxiety, early intervention, play-based intervention	an infant/toddler pedagogy for early education.
		Keywords: Attachment, Interactions, Neuroscience

Early career Researcher Paper Presentations Session 2 - Block S		
Qinyuan Li	Xie PingPing	
Trinity College Dublin	Queen's University Belfast	
Third Language Learning Strategies: Does Previous Language	Leveraging the wisdom of networking: Implications from	
Learning Experience Affect the Learning of Chinese?	Chinese international students' language learning practices in	
	the UK	
Qinyuan Li is a PhD candidate in language education at School of	Xie Pingping is a third year PhD student in Education at Queen's University.	
Education, Trinity College Dublin. She holds a B.A., a M.Phil. in Applied	Her research interests are in translanguaging, language learning, social	
Linguistics, and a Master of Teaching Chinese to Speakers of Other	media language, and digital literacies. The working title of her PhD project	
Languages.	is "Translanguaging practices in online chat as language learning	
	opportunity: A study of Chinese university learners' WeChat use".	
Her research interest is in multilingualism, and language acquisition and		
teaching and learning technologies. She is currently working on her PhD	This study focuses on Chinese international students with monolingual	
project: Third or Additional Language Learning Strategies: How Learners	backgrounds currently studying in the UK, where English has changed its	
in Ireland learn the Chinese Language. The project is funded by TCD-China	role from a foreign language to a second language, especially in the	
Scholarship Council Award.	informal digital context, where multilingual users create language learning	

Early Career Researcher Paper Presentations Session 2 - Block 3

	opportunities for themselves through technology.	
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	In this presentation, I will discuss insights based on preliminary analysis of my PhD project, which examines online translanguaging 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, translanguaging 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	
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	their translanguaging 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.	
help learners learn languages successfully? Some of the answers might come from the 13 language learners. Keywords: <i>L3 learning strategies, Multilingualism, Chinese acquisition</i>	For this talk, I intend to share a preliminary analysis with the audience and discuss how my results could inform us about how the translanguaging practices of Chinese international students' innovative forms of "networked language learning" cross the boundaries of social and educational life. Keywords: <i>Language learning; social media; translanguaging</i>	

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

Dr Aibhín Bray	Professor Andrew Loxley	Dr Joseph Roche
Trinity College Dublin Survey Design	Trinity College Dublin The Viva Process	Trinity College Dublin The Confirmation Process
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.

Supporting Early Career Researcher Talks

Poster Presentations: 1 - 3

Maria Kennedy	Mary Quirke	Tara McGowan
Trinity College Dublin	Trinity College Dublin	Trinity College Dublin
Exploring the contribution that Parent Expert Groups in a	A Different View - Re-frame your Research using an 'Inclusion	Universal Design for Learning and Inclusion of
DEIS school make to developing workshops to promote	as Process' Approach	Neurodivergent Learners in Mainstream Classrooms.
family learning, home school links and parental confidence		C C
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.	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	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,
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.	Singapore and her active engagement with employers on graduate recruitment and the diversity agenda over the years. 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.	autism, teacher education and universal design for learning (UDL). 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.

Poster Presentations: 4 - 6

Lorraine Downey Mairéad Déiseach Sylvia Healy				
Trinity College Dublin	Trinity College Dublin	Trinity College Dublin		
An investigation into the experiences of learners from	A measurable approach to the in-school whole-class teaching	Public health education for pandemic preparedness.		
linguistically diverse backgrounds enrolled in further	and learning of the violin.			
education and training contexts.	, and the second se			
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.	Mairéad is a PhD Candidate in TCD's School of Education	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.		
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 focussing 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.	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.	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 4 th 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.

Poster Presentations: 7 - 8

Amreen Bashir	Orna Hanly	
Trinity College Dublin	Trinity College Dublin	
Efficacy of Mobile Learning for Primary Students in	The design studio: a collab pedagogy	
Resource-Constrained Environments	The design studio, a conab pedagogy	
Resource-constrained Environments		
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 leveled 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	

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