

Annual Research Report
September 2009 – August 2010

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1.0 Foreword

Previous Annual Research Reports have included a comprehensive audit of all the scholarly research activity of academic staff at St. Mary's. For the 09/10 academic year (September 2009 – August 2010), a more rigorous analysis of research output has been carried out in order to inform the revised Research Strategy 2010-13, and to support informed decisions about future directions for research.

The engagement by academic staff with research-related activities is highly valued, most particularly as it underpins the professional approach to teaching and learning at St. Mary's. In recent ETI inspection reports, it has been stated that the

“Strong involvement of staff in educational research and scholarly activity particularly related to Literacy and Numeracy across the curriculum” (2009:16)

and

“The development of the College's research capacity in relation to IME” (2010:5)

are among the strengths of undergraduate and postgraduate programmes, with regard to leadership and management, at St. Mary's.

Research is one of the defining characteristics of higher education. At St. Mary's, commitment to excellence in teaching is a highly motivating priority for staff and is a key driver in decisions relating to research activity.

During the 09/10 academic year, the promotion of research among the academic community has continued, with the aim of strengthening the research base across the institution and developing a vibrant research culture where early career researchers and more experienced researchers are supported. During the months spent investigating the Research Excellence Framework (REF) as a potential way forward for St. Mary's, the Research Committee confronted and debated issues that might drive forward other priorities to the fore and cause tension with the overriding interest of staff in excellent teaching. This tension between decisions relating to a submission to REF and research motivated by love of subject and by an enthusiasm for sharing new insights effectively is experienced in all higher education institutions. At St. Mary's, the distinctly small character of the College frustrates some of the efforts to build research capacity. Determination to find a satisfactory solution to this situation has emerged as a priority for the Research Committee.

This report has been prepared and written by Damian Knipe, Research Officer. The work of the Research Office has been instrumental in providing direction and a steady momentum to the process of building research capacity at St. Mary's and realising the aims of the Research Policy.

Dr. Gabrielle Nig Uidhir

(Chairperson of the Research Committee)

2.0 Introduction

The creation and continued development of a research culture is integral to the work of higher education institutions. At St. Mary's University College, a scholarly environment is promoted that emphasises the meaningful connections between research and teaching. St. Mary's continues to strive towards having a robust research community that is dynamic as well as relevant, producing academic work that influences debates associated with policy and practice in areas such as education, politics and international studies.

During the 09/10 academic year, the academic staff have fostered the development of a research community by participating in a number of important projects, and have produced research that has been published in peer-reviewed academic journals as well as in other formats. Some of the published works have made a significant impact on the school community or the broader academic research community. A small number of academic staff are continuing to pursue their doctoral studies, and there have been a number of presentations made at both national and international research conferences. The importance of effective dissemination and a willingness to share new insights have been demonstrated by participation in the Teacher Education Seminar Series (TESS). Academic staff have also been engaged in professional development, through training at St. Mary's, Queen's University Belfast and elsewhere, or have participated in other research-related type of scholarly activity.

St. Mary's has already built up a sound reputation for its research activities through the work of its Research Committee, the Research Office and continued output from academic staff. At St. Mary's, there is a commitment to continuing this work and to building a research profile that is appropriate for an institution that values research informed teaching and learning.

3.0 Research Policy and Strategy

The current focus and future direction of research within St. Mary's is derived from its Research Policy. This policy has, as its foundation, an aim of encouraging, supporting and celebrating success in various areas of research and at different levels. It articulates the integral role of research in maintaining excellence in teaching and learning at St. Mary's. Ultimately, this will strengthen the students' academic experience. Students' interests are prominently considered in this area of College life, as they are in all other aspects of work at St. Mary's. The key aims of the Research Policy have relevance to St. Mary's overall strategic priorities, and these key aims focus on providing and supporting opportunities for expert academic staff who engage in research activity and who have research specialisms.

In order to achieve the key aims of the Research Policy, St. Mary's devised a Research Strategy 2010-2013, which endeavours to promote and encourage scholarly research activity by academic staff in support of excellence in teaching and learning. Its main objectives relate to increasing the level of research activities among academic staff, developing research capacity and output, reinforcing current research strengths, highlighting and disseminating research achievements, extending research partnerships with relevant institutions, increasing research funding, and planning for a possible submission to the Research Excellence Framework.

4.0 Research Management and Co-ordination

4.1 Research Committee

The College Management Team has responsibility for the implementation and development of the Research Policy and Research Strategy 2010-2013, and receives reports from the Chairperson of the Research Committee. The Research Committee has responsibility for the continual advancement of a research culture within St. Mary's to cultivate a community of academic researchers who create the capacity that is commensurate with research informed teaching and learning in a higher education institution. The Research Committee has twelve members and had three scheduled meetings during the 09/10 academic year in November 2009, February 2010 and June 2010, the minutes of which are available on the Intranet. The role of the Research Committee involves the promotion of research activity among academic staff (as evidenced in this report), the management of a small research budget, the gathering of information on research activities, and identifying the professional development requirements relevant to academic research.

The research budget for the 09/10 academic year was £10,000 and the Research Committee has four specific uses for the budget. These include, funding academic staff who present research papers/posters at academic research conferences, subsidising the publication of research texts, funding academic staff who wish to conduct research fieldwork in a specific environment, and funding periods of short-term study leave for the purpose of research. The Research Committee can also utilise the research budget for other research-related initiatives, such as membership of professional research associations, e.g. the British Education Research Association.

4.2 Research Ethics Committee

A sub-committee of the Research Committee is the Research Ethics Committee, which reviews proposed research projects that involve the gathering of data from participants. The Research Ethics Committee has six members and had two scheduled meetings during the 09/10 academic year, which took place in February 2010 and May 2010, the minutes of which are available on the Intranet. During these meetings the committee reviewed four detailed ethics review forms from members of academic staff. The Research Ethics Committee has a major role in the protection of the rights, dignity, health, safety, well-being and privacy of research subjects and the protection of the environment. It is also concerned with the protection of its researchers, their health, safety, rights and academic freedom, and the protection of its reputation of St. Mary's as an institution in which research is of high quality and properly conducted. The review process generates a response from the Research Ethics Committee, which generally relates to three outcomes: agree to the research commencing in line with the information provided; agree to the research commencing in line with the information provided, if the recommendations made by the committee are addressed; do not agree to the research commencing in line with the information provided, as there are serious ethical issues associated with gathering data from participants. The Research Ethics Committee also has the responsibility to offer advice and guidance to staff and/or students on research ethics relating to gathering data from participants. Apart from the scheduled meetings during each academic year, it

also operates a system for the 'virtual' review of detailed ethics review forms outside of the scheduled meetings.

4.3 Research Office

The Research Office at St. Mary's contributes to operational matters associated with the various elements of research activity in order to support and consolidate the research infrastructure. It is staffed by a Research Officer who co-ordinates information relating to research and provides assistance and guidance on all research matters to academic staff who undertake research activity. The Research Office supports the work of the Research and Research Ethics Committees and informs the strategic development of research and co-ordinates submissions for financial assistance from the research budget. The Research Office also provides assistance and advice on external research funding opportunities and disseminates research information to academic staff. The Research Office's specific functions include the following:

- to assist in the promotion of a research culture;
- to establish the Research Office as a central resource to assist academic staff members' research activity;
- to identify funding bodies that support research and inform academic staff of their processes and procedures for application;
- to scrutinise applications to funding bodies in terms of ethical procedures and other practical research issues;
- to identify areas for professional development in research and liaise with the staff development officer regarding potential training opportunities;
- to assist academic staff members by informing them of the various opportunities available to disseminate their research work, for example through publications in academic journals or attending conferences;
- to assist in the work and management of the Research Ethics Committee and Research Committee;
- to undertake an annual audit of research activity among academic staff and produce a report based on the annual audit;
- to design and maintain the research section of the website;
- to assist in establishing links and networks with other HEIs and research organisations.

One of the main developments of the 09/10 academic year for the Research Office was further diversification of its role by contributing to teaching on the B.Ed. degree programme. During the first semester of the 09/10 academic year, the Research Office collaborated with academic staff and delivered a series of lectures to the B.Ed.4 students as part of their Professional Studies specialist options on the area of conducting and analysing quantitative and qualitative research in education. The purpose of this was to equip the B.Ed.4 students with the necessary knowledge and skills relevant to their research-based dissertation. This development also encouraged B.Ed.4 and Masters-level students to contact the Research Office in order to seek advice and guidance on their research for undergraduate and postgraduate study. The Research Office also worked with a small group of B.Ed.4 students by guiding them through the planning, design and analysis of a small-scale research project for the purpose of submitting a presentation to a research conference. This work resulted in the group of B.Ed.4 students being successful in the submission of an abstract for the

research conference and presenting their research both in St. Mary's and at the Design & Technology Association's education and international research conference at Keele University on 7 – 9 July 2010, the title of which was "D+T – Ideas Worth Sharing".

The Research Office has been involved in a number of research projects with academic staff inside St. Mary's and in other higher education institutions and external bodies. During the 09/10 academic year, the Research Office was involved in a major research project under the auspices of the General Teaching Council for Northern Ireland, titled "Survey of Teachers 2010". This research project has a steering group, of which the Research Officer is a member, and also includes representatives from Queen's University Belfast, University of Ulster, Stranmillis University College Belfast, and the Open University. The Research Office is also a member of the Northern Ireland Education Research Forum, which met during the 09/10 academic year and includes representatives from the Department of Education Northern Ireland, Department for Employment and Learning, Queen's University Belfast, University of Ulster, Stranmillis University College Belfast, and the Open University.

The Research Office was also involved in the annual first-year student survey and the first-year survey of students on the induction orientation programme, both of which were analysed and reported by the Research Office to Student Affairs. There was also involvement by the Research Office on the survey with students on the value of the PGCE (Irish medium) programme, where data was analysed and reported to relevant academic staff. St. Mary's was also host for two major research conferences during the 09/10 academic year, both of which were co-ordinated and organised by the Research Office. These two research conferences were the Irish Association for Social, Scientific & Environmental Education (IASSEE) annual conference in June 2010, titled "Connecting With The World Around Us: Innovations And Research In Geography, History And Science Education" and a research conference funded by the Standing Conference on Teacher Education North and South (SCoTENS) in March 2010, titled "Dyslexia, Literacy And Inclusion: A Joint North South Conference".

4.4 Other Support for Researchers

Research by academic staff is also supported by other departments within St. Mary's which contribute to the research infrastructure, for example, the Library which facilitates academic staff by informing them of the table of contents of new volumes of academic journals relevant to their specific research disciplines, research methodologies, etc. or the Information Technology Department which facilitates academic staff by maintaining data analysis software such as SPSS or assisting academic staff in gathering research data through the use of digital voice recorders, video cameras, etc.

5.0 Research Environment

The research environment at St. Mary's is continually evolving and has gained strength and vibrancy over a relatively short period of time. There are visible signs of positive development evident on the Research Office noticeboard and website, and by welcoming visitors to St. Mary's who present their research findings through research seminars or conference presentations.

During the 09/10 academic year, the very successful Teacher Education Seminar Series was organised by two members of academic staff in collaboration with the Research Office. This seminar series was designed primarily to facilitate the dissemination of academic research, through presentation, debate and feedback, relating to all sectors of education and particularly teacher education. It contributes to the supportive research environment at St. Mary's, creating opportunities for academics, practitioners and students to present their scholarly research to an audience of academic researchers. In the 09/10 academic year it resulted in twelve scholarly research presentations being given by researchers. Five of the research seminars were presented by visitors from London Metropolitan University, Queen's University Belfast and Stranmillis University College Belfast. Three seminars were given by academic staff and the remaining four seminars reflected strategic diversification by having collaborative research presentations by B.Ed. students and academic staff.

5.1 Research Conferences

The first of the two research conferences held in St. Mary's during the 09/10 academic year took place on 12 March 2010, the title of which was "Dyslexia, Literacy And Inclusion: A Joint North South Conference". This research conference aimed to provide a dynamic, multi-agency approach for policy-makers, practitioners, school leaders and researchers from across the island of Ireland to share their expertise, experiences and ideas on the provision of high quality, child-centred educational experiences to pupils who have dyslexia. It also facilitated networking opportunities with the potential to lead to further partnerships, which should inform the inclusive education debates in Northern Ireland and the Republic of Ireland. The over-arching aim for the day complemented the Every Child Matters Agenda in terms of identifying best practice in safe-guarding and promoting the well-being of young learners with dyslexia so that ultimately they fulfil their potential and embrace adulthood with high levels of academic, social and emotional self-efficacy. Delegates included school principals, educational psychologists, literacy support specialists and advisors, teachers, lecturers and inspectors.

Dr Sean MacBlain, Reader in Child Development and Disability Studies at University College Marjon, Plymouth delivered a sensitive and challenging keynote speech on the ethical issues that arise when assessing learners for dyslexia. It drew on research and a broad range of experiences in the field of special educational needs to examine some contemporary issues including the emotional world of pupils with dyslexia, the need for a sharper focus on personalised learning pathways and the dynamic of power in parent-professional partnerships. The research papers that followed the keynote speech related to policy development and public interest in dyslexia by building capacity to remove barriers to learning so that pupils with dyslexia are provided with well-targeted child-centred support.

The second research conference held in St. Mary's during the 09/10 academic year took place between 22-23 June 2010, the title of which was "Connecting With The World Around Us: Innovations And Research In Geography, History And Science Education". The focus of the research conference was on Science, History and Geography education with particular emphasis on the education of teachers in these topics both at primary and post-primary levels. The theme of the conference linked closely to the new Northern Ireland Primary Curriculum.

The first keynote speaker was Professor Hilary Cooper from the University of Cumbria who is a Professor of History and Pedagogy and her keynote speech was titled "Connecting with the world about us: a series of case studies with different focuses which explore integration of subjects, thinking, skills and values". It explored different approaches to cross-curricular planning and described a series of case studies of varying lengths, undertaken with different age-groups, which had different rationales and organisational approaches. The first case study had a history focus and took place over two terms. It aimed to teach nine year olds the processes of independent historical enquiry through a rich, integrated curriculum. This was followed by a three day cross-curricular project with Year 1/2 children investigating ways in which the objectives of the Literacy Strategy could be taught through a history topic. The third case study, following a residential weekend for teachers, tried to find ways in which Year 5/6 pupils could take initiatives within a planned enquiry. Then there was the study of a local area, enhancing the pupil voice through a philosophy for children approach which involved concepts such as, 'sacredness and beauty', critical thinking, responding to and creating art and poetry. The keynote speech concluded with a series of case studies which take the humanities as the starting point for curriculum planning and see values education as central.

The second keynote speaker was Mr Gordon D'Arcy who is well known as a writer, artist and environmentalist and his speech was titled "Nature education - an holistic approach". He focused on how nature is traditionally taught through the vehicle of science, and how at second and third levels nature education is focused through the various 'ologies'. He referred to how other less quantifiable educational perspectives, through the humanities (prose, poetry, art, ethics, folklore etc.), tend to be side-lined or ignored and argued that it is at primary level that nature is taught holistically. He found that it is also at this level when pupils are most open to learning about the natural world. He felt that greater resources should therefore be made available at primary level to foster a more rounded understanding of nature, and in addition some attempt should be made to bring a humanities perspective to bear in the various strands of nature education at second and third levels.

5.2 Research Training

At the end of the 09/10 academic year the Research Office, having liaised with the Staff Development Officer, organised a research training day which took place on 24 June 2010. This was facilitated by three academics – Dr Andy Convery, University of Sunderland; Professor Graham Crow, University of Southampton; and Dr Cathy Gormley-Heenan, University of Ulster. The research event had three inter-connected sessions.

The first session, presented by Dr Convery, was titled "Sharing bad practice? Confessions of an action research facilitator". Dr Convery commented on how action research is increasingly viewed as the research approach of choice both for pre-service student-teachers and also for more

experienced teachers engaged on CPD and local development projects. He referred to many excellent examples of classroom action research making significant improvements to practice, with benefits for teachers and their learners, colleagues and to the wider research community. However, Dr Convery felt that academics often only share exemplary examples of successful action research projects, and privately can get frustrated by the limited and defensive projects submitted by students and teachers. He shared some of the factors which appear to inhibit some teachers from producing more reflective, developmental and engaging action research reports, and focused on two questions, the first of which was “what does ‘good’ teacher action research look like?” The second question was “how might we help make it happen more often?”

The second session, presented by Professor Crow, was titled “Trying something new: Innovation in social research methods”. Professor Crow’s talk gave an overview of the work of the Economic and Social Research Council’s (ESRC’s) National Centre for Research Methods (NCRM), of which he is Deputy Director. In the talk the range of methodological innovations were noted, before the focus turned to visual methods and archival work as examples of areas in which methodological innovations have been taking place. In addition to identifying different types of methodological innovation, Professor Crow considered what motivates people to adopt innovative methods in their research, how training and capacity building are pursued, and whether new challenges for the researcher in the form of either technical or ethical issues are raised by innovative methods. He also identified resources that are intended to be useful to social researchers that are available through NCRM.

The third session, presented by Dr Gormley-Heenan, was titled “The process of preparing for the Research Excellence Framework (REF)”. Her presentation addressed the issues around the REF process and she shared her own experience of helping academic staff to prepare for the REF process and in making strategic decisions that steer planning for the REF. Dr Gormley-Heenan addressed the key issues that concern academic staff and offered advice and direction about planning the way forward. The research event concluded with an account of the recent research publications produced by academic staff within the College, with hard copies of these research outputs on display for discussion.

Many of the research events that took place, during the 09/10 academic year, gave rise to the development of partnerships between academic staff in St. Mary’s and representatives from other relevant organisations. This relates to the Research Policy and to the aim of enhancing collaborative links with schools, higher education institutions and other outside agencies. By continuing to develop professional research partnerships, academic research at St. Mary’s and the broader educational community will be advanced.

6.0 Future Research Development

Some preliminary planning with regard to potential participation in the Research Excellence Framework was conducted during the 09/10 academic year. This planning began with the Research Office presenting to the Research Committee an outline of what the REF would involve and each of the different aspects of a submission. The Research Committee engaged in discussion and debate about the REF and it was decided to seek expert advice and guidance from experienced academics of other higher education institutions who had been involved in previous Research Assessment Exercises (RAE). This resulted in the Chair of the Research Committee and the Research Office consulting with the following experts:

- Head of Research Policy Office and Senior Policy Officer at QUB (Gina Inglis and Janet Guilfoyle);
- Dean of Social Sciences at UU (Professor Anne Moran);
- RAE panel reviewer at QUB (Professor Hastings Donnan);
- Director of the Social and Policy Research Institute at UU (Dr Cathy Gormley-Heenan).

The final stage in this process was planned for semester one in the 10/11 academic year. This involved a visit by Professor Gareth Rees, Director of the Wales Institute of Social and Economic Research, Data and Methods at Cardiff University, who has experience as a review panellist for the RAE 2008. He met with the Research Committee to advise on research issues associated with the REF. The outcome of this investigation and recommendations agreed by the Research Committee will be reported to the College Management Team.

Future plans also include devising a set of research clusters in St. Mary's that reflect the specialist nature of research that is apparent. Research clusters serve two purposes, the first of which is to eliminate the idea of too wide a range of seemingly unconnected areas of research interests, thus having a strategically coherent direction for producing research output. The second is to create more appropriate relationships among academic staff in order to share ideas within a common area of research interest to work together on generating research proposals and ultimately research output. These research clusters will also link to teaching and learning and will provide an opportunity to capitalise on the strengths academic staff possess in their subject disciplines.

To consolidate and disseminate information on the research activities that take place in St. Mary's, future plans also include the creation of a research newsletter that will be produced on three occasions in each academic year. This newsletter will provide details of recent research-related activities and will be made available in hard copy to academic members of staff and a selection of relevant research institutions. It will also be made available to download from St. Mary's website.

7.0 Research Output in 09/10

7.1 Edited Books

Keane, M. & Villaneuva, M. (Eds.) (2009) *Thinking European(s): New Geographies of Place, Cultures and Identities*, Newcastle Upon Tyne, Cambridge Scholars Publishing. pp 275. ISBN 978-1443814355.

McCann, G. & McCloskey, S. (Eds.) (2010) *Lokalnie-Globalnie*, Poland, Polska Akcja Humanitarna. pp 283. ISBN 978-83-929513-5-3.

7.2 Chapters in Books

Cummings, R. (2009) The desert of academia: the trials and tribulations of balancing supervisory contact and input with the necessary isolation of doctoral research. In Brown, T. (Ed.) *The Doctorate: Stories of Knowledge, Power and Becoming*. pp 44-47. University of Bristol, Higher Education Academy, Subject Centre for Education, ESCalate. ISBN 978-1-907207-12-9.

Keane, M. (2010) How do landscapes represent national identity? A case study of Ireland. In Solem, M., Klein, P., Muñiz-Solari, O. & Ray, W. (Eds.) *AAG Centre for Global Geography Education*. (<http://www.globalgeography.aag.org>)

Magennis, G. (2009) Publishing papers from your PhD. In Brown, T. (Ed.) *The Doctorate: Stories of Knowledge, Power and Becoming*. pp 48-52. University of Bristol, Higher Education Academy, Subject Centre for Education, ESCalate. ISBN 978-1-907207-12-9.

Murphy, C. & **Beggs, J.** (2010) A five-year systematic study of coteaching science in 120 primary schools. In Murphy, C. & Scantlebury, K. (Eds.) *Coteaching in International Contexts: Research and Practice*. pp 11-34. Netherlands, Springer. ISBN 978-90-481-3706-0.

7.3 Journal Articles

Beggs, J., Murphy, C. & Kerr, K. (2009) Inspiring Einstein minds. *Primary Science*, 109, pp 17-20.

Garland, J., Mhic Aoidh, E. & Nig Uidhir, G. (2010) Irish-medium education in Northern Ireland: achievements and aspirations. *AngloFiles – Journal of English Teaching*, February 2010 #155, pp 54-59.

Hainsworth, P. & **McCann, G.** (2010) Ringing some changes: the 2009 European election in Northern Ireland. *Irish Political Studies*, 25 (2), pp 303-314. ISSN 1743-9078 (electronic) 0790-7184 (paper).

Hanratty, B. (2010) End of year one report: the literature of the troubles project. *AngloFiles – Journal of English Teaching*, February 2010 #155, pp 32-37.

Hanratty, B. (2010) Poetry and gender: a comparative evaluation of boys' and girls' responses to poetry at key stage four in Northern Ireland. *Research Papers in Education*, first published 28 May 2010. ISSN 1470-1146 (electronic) 0267-1522 (paper).

7.3 Journal Articles (continued)

Harford, J., MacRuairc, J. & **McCartan, D.** (2010) 'Lights, camera, reflection': using peer video to promote reflective dialogue among student teachers. *Teacher Development*, 14 (1), pp 57-68. ISSN 1747-5120 (electronic) 1366-4530 (paper).

Hickey, I., Quinn, C. & Magennis, G. (2009) Linking science & story for primary education students. *Science Teacher Education*, 56, pp 5-13. ISSN 175 -915X.

Long, L. & McPolin, P. (2010) Personal and civic education in the Northern Ireland primary curriculum: teachers' perspectives. *Pastoral Care in Education: An International Journal of Personal, Social and Emotional Development*, 28 (2), pp 109-129. ISSN 1468-0122 (electronic) 0264-3944 (paper).

McCann, G. (2009) The policy context of citizenship and the European Union's constitutional reform. *PRACE: Naukowo-Dydaktyczne*, 37, pp 35-46.

Murphy, C., **Hickey, I. & Beggs, J.** (2010) All Christians? Experiences of science educators in Northern Ireland. *Cultural Studies of Science Education*, 5 (1), pp 79-89. ISSN 1871-1502 (Print) 1871-1510 (Online).

Schippers, B. (2010) Kristeva's time? *Feminist Theory*, 11 (1), pp 87-96. ISSN 1464-7001.

7.4 Reports

Bradley, P. et al. (2010) *Report on Teacher Educator Exchange Project – Ireland/Uganda/Lesotho*. Centre for Global Development Through Education.

Campbell, J. (2010) *An investigation into student employability enhancement and career professional development through the work related learning placement experiences within the BA (Hons) Liberal Arts degree programme at St. Mary's University College Belfast*. St. Mary's University College Belfast.

Long, L. (2010) *An evaluation on the effectiveness of the thematic curriculum in lower primary classes in Uganda*. Centre for Global Development Through Education.

McKay, T. & Vaupel, A. (2010) *'Europe' in the secondary school curricula of Northern Ireland*. PAM-INA Project.

Nig Uidhir, G. (2010) *Forbairt na Litearthachta agus straitéisí luath-idirghabhála i nGaelscoileanna* (Early literacy achievement in Irish-medium schools and early interventions). CCEA, Northern Ireland.

7.5 Conference Papers

Beggs, J., Murphy, C. & Kerr, K. (2010) Enhancing CPD: contribution of student teachers. *Irish Association for Social, Scientific & Environmental Education*. Belfast. 22-23 June 2010.

Cowan, P., **O'Doherty, S.**, Dunn, J. & McNair, V. (2009) E-motion: tutors' experiences of the transition to e-portfolio use in pre-service teacher education. *European Conference of Educational Research*. Vienna. 28-30 September 2009.

Downey, P. (2010) Concerning the sources of Beethoven's Irish folksongs: identification, transmission and editorial intervention. *Society for Musicology in Ireland*. Derry, 7-9 May 2010.

Keane, M. (2010) Learning to share space in divided societies: 'thirdspace' perspectives. *International Geographical Union Commission on Geographical Education*. Istanbul, 8-10 July 2010.

Long, L., McPhillips, T. & Shevlin, M. (2010) Consulting pupils on the assessment and management of their literacy needs. *Dyslexia, Literacy and Inclusion: A Joint North South Conference*. Belfast, 12 March 2010.

Magennis, G. & Hagan, M. (2009) Developing the global dimension in initial teacher education. *European Conference of Educational Research*. Vienna. 28-30 September 2009.

McKay, T. & Vaupel, A. (2010) Connecting with Europe: an exploration of European identity and citizenship in the Northern Ireland curriculum at key stage 3 and 4. *Irish Association for Social, Scientific & Environmental Education*. Belfast. 22-23 June 2010.

Mhic Aoidh, E. (2010) Planning for play in Irish medium settings. *Comhairle na Gaelscolaíochta*.

Nig Uidhir, G. (2009) Links between EAL and immersion education in IM schools. *Northern Ireland Health and Social Services Interpreting Services Conference 'Equality and Bilingualism - for a Healthier Society'*. Newry, 21 October 2009.

Nig Uidhir, G. & Connolly, E. (2009) Preabchlár na Litearthachta: Lift-off to literacy (Irish-medium). *Standing Conference on Teacher Education North and South*. Malahide, 15-16 October 2009.

Nig Uidhir, G. (2010) Preabchlár na Litearthachta: Lift-off to literacy (Irish-medium). *Dyslexia, Literacy and Inclusion: A Joint North South Conference*. Belfast, 12 March 2010.

Nig Uidhir, G. (2010) The educational system in Northern Ireland: cultural perspectives. *International Study Group Seminar*. Belfast, 15 March 2010.

Ó Duibhir, P. & **Garland, J.** (2009) Gaeilge labhartha na bpáistí I scoileanna lán-Ghaeilge in Éirinn (The spoken Irish of pupils in Irish-medium schools). *Standing Conference on Teacher Education North and South*. Malahide, 15-16 October 2009.

Quinn, F. (2009) The teacher in special education: context, challenges and exemplar descriptions. *European Curriculum for Teachers in Special Needs and Inclusive Education*. Venice.

7.5 Conference Papers (continued)

Robson, D. (2010) Promoting creativity in undergraduate and postgraduate student teachers. *Mapping Creativity in Higher Education in Ireland*. St. Patrick's College Drumcondra Dublin, 5 March 2010.

Ryan, A., O'Toole, B., Bracken, S., **Hagan, M. & Quinn, F.** (2009) English as an additional language in undergraduate teacher education programmes in Ireland. *Standing Conference on Teacher Education North and South*. Malahide, 15-16 October 2009.

Schippers, B. (2009) Crisis, revolt, freedom: towards a Kristevan theory of politics? *Workshops in Political Theory*. Manchester, 2-4 September 2009.

Stevenson, P. (2010) Enterprise, entrepreneurship and Northern Ireland – a short case study. *Inter-Institutional Conference on Employability and Entrepreneurship*. Lusaka, 8 July 2010.

Vaupel, A. (2009) Exile, migration and 'the other' in contemporary Irish writing. *European Federation of Associations and Centres of Irish Studies*. Vienna, 3-6 September 2009.

7.6 Book Reviews and Review Articles

Coll, N. (2009) Review of 'Jesus and the emergence of a Catholic imagination: an illustrated journey' by J. Pfordresher (2008) in *Doctrine and Life*. 109, pp 17-20.

McCann, G. (2010) Review of 'Exploring the sociology of Europe' by M. Roche (2009) in *Journal of Common Market Studies*. 48 (4), pp 1149.

7.7 Funded Research from External Awards

Connolly, C. (2010) Continuing professional development for teaching practice supervisors – SCoTENS.

Long, L. (2009) Dyslexia, literacy and inclusion – SCoTENS.

McCann, G. (2009) Knowledge transfer and the enhancement of business education between Zambia and Northern Ireland – British Council.

McCann, G. (2010) OSIER (open sustainability in education resource) – HEA & JISC.

McCann, G., Mac Labhraí, S. & de Bleine, P. (2009) Intercultural dialogue and linguistic diversity via MobLang – European Union.

McKay, T. & Vaupel, A. (2009) Perception, attitude, movement: identity needs action (PAM:INA) – European Union.

Schippers, B. (2010) Julia Kristeva & feminist thought – British Academy.

7.8 Teacher Education Seminar Series Presentations

Cummings, R., Quinn, F. & Trainor, G. (May 2010) *Using Web 2.0 Tools in the Classroom*. St Mary's University College Belfast.

Curtis, L. & **Greenwood, M.** (June 2010) *The Early Identification of Dyslexia in the Primary School*. St Mary's University College Belfast.

Higgins, C. & **Flanagan, M.** (June 2010) *The Role of the Art Co-ordinator in the Primary School*. St Mary's University College Belfast.

Ingram, N. (May 2010) *Working Class Belfast Boys: Identity & Educational Success*. Queen's University Belfast.

McGirr, C. & **Rafferty, J.** (May 2010) *Video-Podcasting & Primary Mathematics*. St Mary's University College Belfast.

McKee, D. (June 2010) *'The Doane Stuart Experience. Reflections on the United States' "... only successfully merged Roman Catholic-Protestant school ..."* St Mary's University College Belfast.

McManus, B., Corvan, E., Barrett, E. & **McGeown, K.** (June 2010) *The Effect of Establishing an Undergraduate Design & Technology Association Branch Within a HEI*. St Mary's University College Belfast.

Murray, S. & Jerome, L. (November 2009) *Human Rights Education in Initial Teacher Education*. London Metropolitan University.

Nig Uidhir, G. (December 2009) *Lift Off to Literacy in the Irish Medium School/Preabchlar na Litearthachta*. St Mary's University College Belfast.

O'Reilly, D. (April 2010) *The Bog Meadows & the Rivers of Belfast*. Stranmillis University College, Belfast.

Phoenix, E. (May 2010) *Possibilities of Insoluble Conflicts: The Development of the Northern Ireland Education System 1920-2000*. Stranmillis University College, Belfast.

Tracey, S. (November 2009) *Exploring and Enhancing Teachers' Understanding of Creativity: Using Arts-Based Methods in Teacher Education Programmes*. Queen's University Belfast.