



Queen's University
Belfast

SCHOOL OF
Education

We are exceptional



Education at Queen's

Winter 2015/16

Education for Transformation

Contents

Welcome!	2
UNESCO Chair Award	3
Dead Cool	3
Student Profile Gemma Mc Kenna	4
Staff Profile Ian Cantley	5
Doctoral Students Present at BERA Conference	6
PGCE Presentation of Certificates and Prizewinners	7
Open Learning Programme	8
OPAL at the ESRC Festival of Social Science	9
Conferences Round Up	10
Supporting Languages	11
Key Inequalities in Education research report launched	11
Research Centres Updates	12
Report on Joint Working for Children and Young People	14
New Staff	15
Training links with Vanderbilt University, Nashville	16
BERA at Queen's University	17
BERA 2015 Prizewinner	17
PGCE International Students in Malaysia	18
New Book	19
Bulletin board	19
Annual All-Ireland Doctoral Conference in Education	20
Teaching Programming in Schools	21
E-learning in the School of Education	22
Effective Language Interventions	22
Peace Education in a Conflict-Affected Society	23

Welcome!

I am very pleased to bring you the winter 2015/16 issue of **Education at Queen's**, the newsletter from the School of Education at Queen's University Belfast. The School continues to reach new audiences at home and abroad, with cutting edge research and innovative and practical professional development courses that are making a difference in many education contexts.

Our engagement with schools and students and our networking with policy makers at national and international levels allow us to link the expertise of the Northern Ireland education community and our own academics with key figures in the global academic community. These links support our commitment to improving social and educational outcomes for all learners.

I am sure you will find something of interest amongst the research, courses, events and projects outlined in this issue. If you would like to find out more about any of them, want to speak to School staff about their activities or have suggestions about items you would like us to cover in **Education at Queen's**, please do get in touch. Contact details feature throughout the newsletter.

You will find more details on all aspects of School of Education courses and research at www.qub.ac.uk/edu

Professor Paul Connolly
Head of School

UNESCO Chair Award

Professor Joanne Hughes has been awarded a prestigious UNESCO Chair in 'Globalizing a Shared Education Model for Improving Relations in Divided Societies'. One of UNESCO's major roles in the United Nations system is to build capacity in developing countries and regions emerging from conflict. The Chair will support a programme of research within the School's Centre for Shared Education, which can inform and influence the global development agenda for education and promote dialogue at the highest level internationally on the contribution that shared education can make to facilitating inter-cultural dialogue and peacebuilding in divided societies.

Speaking of the award Joanne said: 'I am absolutely delighted to be awarded a UNESCO Chair and see it as a real opportunity to engage with colleagues internationally to inform and influence the global development agenda for education. As recognised by UNESCO, the need and the demand for social cohesion and intercultural dialogue have never been more urgent. I believe the Shared Education model has much to offer in meeting this need.'

For more information contact

Professor Joanne Hughes at joanne.hughes@qub.ac.uk or +44 (0)28 9097 5934



Dead Cool

The School's Centre for Effective Education and the Centre of Excellence for Public Health have been collaborating on research for the Public Health Authority and Cancer Focus NI on a post-primary school smoking prevention intervention. Over a six week period the study used 399 students, drawn from 20 post-primary Year 9 classrooms from each part of the school sector in Northern Ireland, in a randomized controlled trial. The intervention, called Dead Cool, looked at young people's awareness and attitudes towards smoking, peer pressure, product placement and tobacco advertising. Year 9 is thought to be the year group in which smoking is likely to start for those who smoke and continue to smoke and the data did find that about 5% of Year 9 students had started smoking in Year 8 and about 13% of students are smoking by the end of Year 9.

Official figures indicate that half of the students who start smoking in Year 9 and continue to smoke will eventually die of a smoking related health condition. Initial findings are that Dead Cool reduced intentions to smoke and smoking behaviour in Year 9 students by about 50%. Extrapolated to what this may mean for public health, if these students never started to smoke it would result in a reduction in smoking related deaths by 6.5 in every 100 smokers.

For more information contact

Professor Allen Thurston at a.thurston@qub.ac.uk or +44 (0)28 9097 5169

Student Profile Gemma Mc Kenna

Course Name:
MSc Children's Rights

Year of Study:
Second year

Why did you decide to study at Queen's University?

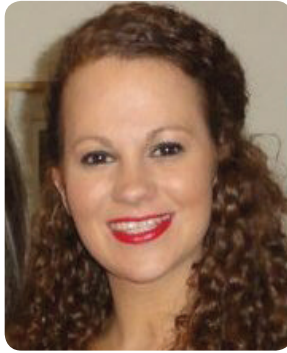
I studied both my undergraduate degree and my PGCE at Queen's. I had already experienced the high quality teaching and felt very at home there. When deciding to go on to do a masters, Queen's was the first place I looked at and it offered a range of exciting masters.

Why did you choose the masters in Children's Rights?

I was conscious that I wanted the masters to open up further employment opportunities for me but I also wanted a course that would motivate and interest me. I decided on children's rights because it fitted perfectly with both my personal and professional interests. As a politics teacher I already had a keen interest in the rights of the child. Whilst I would still like to teach, the course has opened my mind to considering other professions in the children's sector.

Is the course what you expected?

The course has exceeded my expectation. I have found the modules both interesting and very relevant to my role as a teacher. The



online nature of the course offered a lot of flexibility, which meant I could balance the masters with my job and other commitments. The videos from the lectures have been so informative and the discussion forums are easy to use.

What have you found most interesting or useful about the course so far?

I just absolutely love learning about children's rights. Before I started the course I thought learning about the United Nations Convention on the Rights of the Child (UNCRC) would be a bit dry but now I find myself quoting articles and relating articles of the convention to current issues on the news.

What is your experience of the teaching support and student facilities at Queen's?

The teaching staff have been very professional, experts in their fields, and also very engaging. The online element of the course has been excellent. The videos

and other resources allowed me to study at home. I feel the blend between face to face and online learning has worked well for me and has effectively enabled me to study at masters level while working.

Where are you in your career at the moment?

I am a qualified teacher and like many others I am finding it very difficult to get a permanent post. I felt the masters allowed me to continue my professional development whilst still gaining as much experience in the classroom as I could.

Any advice to future students?

I was very nervous before starting the masters and was afraid I wouldn't be able to balance it alongside other commitments but I am so glad I started the course and I am really enjoying studying again. If someone is considering enrolling on this masters they should just go for it!

Would you recommend the MSc in Children's Rights to prospective students?

Yes, this masters is so relevant to so many different fields: education, health, youth work, social work, research, the list goes on. I think, from a professional perspective, it will increase your knowledge of the UNCRC which you can apply in your own profession.

Staff Profile Ian Cantley



Dr Ian Cantley teaches on and coordinates the Mathematics element of the Postgraduate Certificate in Education (PGCE) in the School of Education.

After completing my primary degree in Pure and Applied Mathematics and a PGCE in secondary Mathematics at Queen's University, I taught in the post-primary sector, most recently as Head of Mathematics at Wellington College Belfast. I gained a wealth of practical experience in teaching a diverse range of pupils from Key Stage 3 to 'A' Level Further Mathematics and Oxbridge entrance standard.

During the latter stages of my teaching career, I returned to Queen's as a part-time doctoral student in the School of Education and completed a PhD on the mathematical and philosophical foundations of educational measurement models. My PhD research inculcated a desire to further develop my theoretical work on educational measurement and to extend my repertoire of research skills to incorporate an empirical dimension. The ideal opportunity to combine my expertise in Mathematics teaching with pursuing my research agenda materialised when I was appointed to the School of Education in 2013.

My main teaching responsibility is on the PGCE Mathematics programme. It is an immense privilege to mentor future Mathematics teachers and to help instil in them the passion for Mathematics education

that I believe is an essential attribute of any aspiring teacher of Mathematics.

My research interests encompass both the philosophy of education and Mathematics education. I have published articles on the theoretical basis of educational measurement, but I have also developed interests in the philosophy underpinning the use of behaviour analytic techniques in education and the philosophy of Mathematics education. In respect of the latter, I am particularly interested in reconciling aspects of Wittgenstein's later philosophy of mind with sociocultural theories of mathematical learning. My recent research has focused on empirical work to investigate the impact of active learning strategies on the affective domain in Mathematics education.

Outside work, I am an avid dog lover and I am currently the proud owner of two West Highland terriers. It would appear that my passion for Mathematics is even rubbing off on my canine friends. When I put three dog treats in my pocket and give either dog just two of them, I get authentic empirical evidence to support the hypothesis that my four-legged buddies can indeed count!

Doctoral Students Present at BERA Conference

The School of Education welcomed the British Educational Research Association conference to Queen's in September. The School's Doctoral Research Centre (DRC) was delighted to see many of our research students, from both the Research (PhD) and Professional Doctorate (EdD) programmes, presenting on the main BERA programme including:

- Developing and implementing an RCT that seeks to assess the effectiveness of The Letterbox Club in improving the reading and number skills for primary school children in care. **Jennifer Mooney**
- How video lecture capture affects student engagement in a Higher Education computer programming course: A study of attendance, video viewing behaviours and student attitude. **Aidan McGowan and Philip Hanna**
- Applied Behaviour Analysis-based intervention for children diagnosed with Autism Spectrum Disorder: A comparative study of practices between England and China. **Yini Liao** (with Karola Dillenburger)
- English Globalization in China: Performance of Chinese Learners in IELTS. **Jixian Wang**
- Parental Involvement with Children's Social and Emotional Learning in Schools. **Aideen Gildea**
- The Importance of Word and World Knowledge for Successful Strategic Processing of Multiple Online Texts. **Judith Riddell**

Conference presentations are just one example of the many activities that DRC students are encouraged and supported to participate in as part of training for and engagement with academic life.

Director of the Doctoral Research Centre in the School of Education, Jannette Elwood, said of the event: 'The doctoral students' presentations at BERA were such a great success and I congratulate all those who participated in the conference. This was a valuable opportunity for them to present and discuss their research within a demanding and supportive academic environment and for them to become part of the vibrant educational research community across the UK.'

For more information see www.qub.ac.uk/edu or contact Professor Jannette Elwood at j.elwood@qub.ac.uk or tel: +44 (0)28 9097 5967.



PGCE Presentation of Certificates and Prizewinners



The annual Presentation of Certificates and Prizes event celebrates the successful completion of the Postgraduate Certificate in Education phase of becoming a teacher and rewards all the students for their hard work. We were delighted to have Mrs Anne Bell (centre) from Coleraine High School as our invited guest speaker at the presentation event for the 2014-15 PGCE students.

The two new General Teaching Council for Northern Ireland STAR Awards were also presented to Laura Gallagher (English) for Education Studies and the best overall performance in the cohort. Lauren Hall (English) and Andrew Cunning (RE) were the joint recipients of the Excellence in Teaching Prize. The Elizabeth M Fulton Prize is awarded to one person from each subject area who has excelled in both their assessed coursework and their practical teaching. The joint prizewinners of this award for 2014-15 were Rachel Adamson (Mathematics), Caroline Crawford (Science), Katherine Corkum (Modern Languages), Laura Gallagher (English) and Rhodri Gabe (ICT/Computing).

For more information contact

Dr Pamela Cowan at p.cowan@qub.ac.uk or +44 (0)28 9097 5931

Open Learning Programme

Short Courses – Learning made fun



From local history to creative writing, languages to painting, wine tasting to first aid, the Open Learning short course programme at the School of Education is ideal for those who want to learn something new or develop existing interests. We offer a great range and breadth of courses with times to suit everyone during the day, evening and at weekends. The variety of courses, starting week beginning Monday 18 January 2016, and the relaxed informal learning environment, provide students with great opportunities to get out, meet new people and, of course, have some fun. See details of the courses at www.qub.ac.uk/ol

Open Learning CPD courses for teachers and education professionals

The Open Learning Programme is expanding its range of short Continuing Professional Development courses for teachers and education professionals in January and February 2016. These are designed to be interactive, stimulating and, perhaps most importantly, practical to the needs of the classroom and schools. Delivered by experts in their fields the topics covered will include:

- Enhancing Learning through Technology
- Planning, Organising and Delivering a Comprehensive Careers Programme in your School
- Teaching Thinking Skills
- Refresher Language courses (Spanish and French)
- Registered Behaviour Technician Course (online course)
- Together Towards Inclusion and Diversity – Teachers in Post-Primary Schools (online course).



For more information and enrolment see www.qub.ac.uk/ol

We are also interested in working with schools, either individually or on a collaborative basis with other schools, to help develop and deliver programmes capable of meeting staff development needs. If you would like to work with the School of Education to develop a new range of theory/practice-led programmes please contact Dr Cathal McManus at c.p.mcmanus@qub.ac.uk

OPAL at the ESRC Festival of Social Science



The OPAL team (Open Air Laboratories) at the School of Education and Field Studies Council was awarded funding to run an OPAL Outdoor Classroom event as part of the annual Economic and Social Research Council Festival of Social Science at Queen's University in November. Throughout the week long event we welcomed over 150 primary and secondary school pupils to the School of Education and led them through completing OPAL surveys in a local park.

The Festival marks the end of the first year of the OPAL project at the School of Education and, with only one year remaining, the OPAL team is keen to reach as many schools as possible. We visit schools to complete one or more OPAL surveys on: air quality; hedgerow biodiversity; bug counts; soil and earthworm; tree health and water quality. All OPAL resources are funded by the Big Lottery Fund.

We provide teacher training (either whole school or school group clusters) in OPAL survey completion or shorter introductions to OPAL resources with suggestions for KS2 and KS1 adaptations. A short course in OPAL surveying will be available through the Open Learning programme at the School of Education in January 2016.

For more information contact

Dr Gretta McCarron at g.mccarron@qub.ac.uk or +44 (0)28 9097 1496

Conferences Round Up

School of Education academics and researchers continue to make significant contributions to education and research in local, national and international contexts. The following are just a sample of colleagues' conference presentations in international settings over recent months and are in addition to the School's contribution to the British Educational Research Association annual conference held here at Queen's University in September (see page 17 for more details). They are evidence of our expanding global reach in a number of specialist fields.

- 14th International Pragmatic Conference, Antwerp, *The distribution of pragmatic markers in L2 English spoken discourse in academic settings: Evidence from L1 Catalan/Spanish speakers.* (Oscar Bladas Marti and Aisling O'Boyle)
- International Conference on Gender and Education, Indiana University at Bloomington, *Barriers and enablers of education equality for transgender students.* (Stephanie Burns)
- Athens Institute for Education and Research Tenth Annual International Conference on Philosophy, Athens, *A quantum framework for educational measurement.* (Ian Cantley)
- European Conference for Educational Research, Budapest, *How do School-based Mentors view their Role when supporting Pre-Service or Novice teachers?* (Pamela Cowan)
- Association for Behavior Analysis International, 41st Convention, San Antonio, *Inducing first instances of speech in non-verbal children with autism using delayed verbal prompting.* (Karola Dillenburger)
- Symposium on 'Educational Leadership and the Greek Reality: Contemporary Research Findings', Volos, *Educational innovation or change? In need of new programmes or of a new culture?* (Stefania Giannakaki)
- Cochrane Colloquium, Vienna, *Does the medium matter when getting the message? How does the review summary influence readers' understanding of systematic reviews?* (Jennifer Hanratty)
- European Survey Research Association, Reykjavik, *Does adding items increase the reliability of the Family Affluence Scale?* (Katrina Lloyd)
- Learner Voice International Conference: Inclusion in Education and Society, Dublin, *Learners as Voicers, Shapers, Sagaciators.* (Tess Maginess)
- International Conference on Thinking, Bilbao, *Positioning Thinking in a National Curriculum: A Case Study from Northern Ireland.* (Carol McGuinness)

Supporting Languages

The Northern Ireland Centre for Information on Language Teaching and Research (NICILT), located in the School of Education, enhances support for languages in schools. Funded by the Department of Education for Northern Ireland, NICILT has a unique role in providing up-to-date activities, web support and information on language policies, events and funding as well as research on language trends in schools and beyond.



NICILT promotes European Day of Languages across Northern Ireland and to mark the day in September, Ian Collen, co-director of NICILT, gave a keynote speech at St Colman's Primary School, Annaclone, on 'Primary Languages and the Global Dimension in Education: Lessons on European Day of Languages'. NICILT also hosted a Sign Languages Taster event for pupils and their parents and organised a special multi-lingual assembly at De La Salle College, Belfast, in collaboration with the European Commission in Northern Ireland.

In October and November NICILT held film events in Queen's University and Ulster University for A-level French and Irish students and their teachers, entailing introduced screenings of films as well as tailored post-film workshops, all conducted in the target languages.

The new website encompasses what NICILT represents: information, research, support and opportunities for Continuing Professional Development. See www.qub.ac.uk/schools/nicilt

Key Inequalities in Education research report launched

In October, the Equality Commission for Northern Ireland launched the research report Key Inequalities in Education, authored by Stephanie Burns, Ruth Leitch and Joanne Hughes from the Centre for Shared Education in the School of Education. At the launch, Stephanie Burns presented the research and Michael Wardlow, the Chief Commissioner of the Equality Commission, shared the Draft Statement on Key Inequalities in Education. The Draft Statement highlights the Commission's assessment of the nature and extent of inequalities across the nine equality grounds covered by Section 75 of the Northern Ireland Act 1998 (gender; racial group; disability status; sexual orientation; religious belief; political opinion; age; marital status; and dependency status).

The inequalities were distilled from the research report and from further analysis of available data and key literature, as well as input from key stakeholders. The Draft Statement on Key Inequalities in Education will form part of a larger series of Statements on Key Inequalities from the Commission that highlight a wider set of inequalities in other areas, for example: employment; health and social care; participation in public life; housing and communities; and attitudes/prejudice. To read the Draft Statement on Key Inequalities in Education and to access the full research report go to Delivering Equality at www.equalityni.org/

For more information contact

Dr Stephanie Burns at stephanie.burns@qub.ac.uk or +44 (0)28 9097 3809

Research Centres Update

The School of Education is ranked 4th in the UK in relation to research intensity and 87% of our work has been independently rated as either 'internationally excellent or world leading' through the UK-wide assessment of the quality of research (REF2014). We continue to lead and/or contribute to local, national and international collaborative networks and have attracted more than £18 million in external research income since 2008. Underpinning our work is a commitment to making an impact on educators, learners and the wider community. Research in the School falls within two broad themes: pedagogy, learning and curriculum; and human rights, equality and social cohesion in education. We also have four specialist international research centres - see below for updates and check their web pages for more information on projects and achievements.

Centre for Behaviour Analysis

At the **8th International Conference of the Association for Behavior Analysis International**, in September in Kyoto, Japan, Centre colleagues presented a poster entitled **Combinations of Prompt and Target Response Modalities and Their Impact on Emergent Relations and Teaching Efficiency**. Karola Dillenburger also delivered a presentation entitled **The Millennium child with autism**, based on a secondary data analysis of the Millennium Cohort Study.

Professor Karel Pančocha, Vice-Dean for Strategy and International Relations and Head of the Institute for Research in Inclusive Education, Faculty of Education of Masaryk University in Brno, the Czech Republic, visited the Centre for Behaviour Analysis this semester to discuss collaborations in training and research.

www.qub.ac.uk/cba

Centre for Children's Rights

Centre members supported the **Children's Law Centre** and **Save the Children (NI)** in their preparation of a Northern Ireland Young People's Report and a Northern Ireland Non-Governmental Organisations' Alternative Report to inform the examination by the UN Committee on the Rights of the Child's of the United Kingdom's compliance with its obligations under the UNCRC.

The **Northern Ireland Human Rights Commission** released a report on research conducted by Centre members Karen Winter, Bronagh Byrne and Katrina Lloyd on the rights of children in care in Northern Ireland.

Laura Lundy and Karen Orr presented on the new draft UNCRC General Comment on **'Public spending and the rights of the child'** at the 'Investing in children at a time of austerity' conference, organised by the Northern Ireland Commissioner for Children and Young People. This General Comment was informed by the report 'Towards better investment in the rights of the child: the views of children', authored by Laura Lundy, Karen Orr and Chelsea Marshall.

www.qub.ac.uk/ccr

Centre for Effective Education

Sarah Miller chaired the meeting of the Education Coordinating Committee of the **Campbell Collaboration Group** in Vienna in October. The Campbell Collaboration is a group of scientists and scholars from around the world who review evidence of what works and make recommendations for policy makers and professionals on best educational practice.

Laura Dunne presented findings from the **Lifestart evaluation** at a conference in Dublin. Lifestart offers evidence-based advice for parents on helping children grow and develop.

Allen Thurston delivered a seminar for the **Economic and Social Research Council** and the Early Intervention Foundation on how to plan effective collaborative research between local councils and university academics. The event took place at the Nuffield Foundation in London.

Allen Thurston, Laura Dunne and Aideen Gildea delivered a number of ESRC Festival of Social Science events based at Cancer Focus Northern Ireland shops in Belfast. The events gave advice on **smoking prevention in children**, for parents, based on findings from the Centre's research on the Dead Cool intervention.

www.qub.ac.uk/cee

Centre for Shared Education

Stephanie Burns presented findings from the **Education Inequalities in Northern Ireland** research report to the All Party Group on Ethnic Minority Communities at the Northern Ireland Assembly. The research was commissioned by the Equality Commission for Northern Ireland and was carried out by Centre colleagues Stephanie Burns, Ruth Leitch and Joanne Hughes.

Centre colleagues met with the **Minister for Education, academics and teacher unions in Cyprus** to explore possible avenues for cooperation. The educational contexts in Cyprus and Northern Ireland and research findings from shared education initiatives were discussed and the Centre team was invited to submit a proposal for developing a shared education project for Greek Cypriot and Turkish Cypriot teachers.

Joanne Hughes and research collaborator Professor Miles Hewstone (Oxford) were invited to write a review of their research in inter-group work over the last 20 years for the **British Journal of Psychiatry**. The journal is the third most-cited general psychiatry journal in the world and the article can be accessed at: bjp.rcpsych.org

www.qub.ac.uk/cse

Report on Joint Working for Children and Young People



The School's Centre for Children's Rights launched its report 'Reporting on Best Practice in Cross-departmental Working Practices for Children and Young People', resulting from a project commissioned by the Northern Ireland Commissioner for Children and Young People and undertaken by Bronagh Byrne (third left), Lisa Maguire and Laura Lundy (left).

The research explored the views and experiences of joint working across agencies and departments involved in services for children and young people across the UK. It is intended to inform and support ongoing initiatives to further develop and embed joined up working in Northern Ireland, particularly through the Children's Services Co-operation Bill proposed at the Northern Ireland Assembly.

The report evidence suggests that a statutory requirement to co-operate is important in enabling the benefits to be accrued from joint working to become encompassing of more children and young people. However, for joint working to be developed and adopted effectively via a legislative duty, a 'supportive architecture' is needed including: a clear mandate and leadership; a shared vision and a sense of shared ownership; systematic training and guidance on the adopted legislation and its implications for policy, service delivery and practice; clear and effective communication structures; clarity on the kinds of information/data that need to be collected to allow effective monitoring to take place; a common means of information sharing; the development of a concise reporting template; clearly defined monitoring and accountability lines; and outcomes-based monitoring.

For more information contact

Professor Laura Lundy at l.lundy@qub.ac.uk or see www.qub.ac.uk/ccr/

New Staff



Michael Arlow joined the School in August as a Lecturer in Shared Education. Previously, he worked at the Northern Ireland Assembly and was Chief Executive of the Spirit of Enniskillen Trust. He has worked as an Education Consultant with clients including the International Bureau of Education and the International Labour Organisation. As Principal Officer for Citizenship at the Council for the Curriculum, Examinations and Assessment, and Director of the Social, Civic and Political Education Project at Ulster University, he helped develop and implement Citizenship in the Northern Ireland curriculum. He taught at Ulster University, Florida Gulf Coast University and, for ten years, in Northern Ireland post-primary schools.

Ian Collen joined the School of Education in August, fresh from the secondary classroom. He coordinates the PGCE in Modern Languages. He read French and German at the University of St Andrews, spending an academic year as an English language assistant in Bavaria. Following graduation, he taught English language at the Sorbonne and then completed a PGCE here at the School of Education. He taught at Ballyclare High School, holding various posts of responsibility, including teacher-tutor for student teachers, Induction and Early

Professional Development. He completed a Master of Teaching at Stranmillis in 2013 and continues to study part-time as he works towards his Doctorate in Education.

Dr Laura Dunne was appointed as a Lecturer in August this year. Laura is working in partnership with the University's Centre of Excellence for Public Health NI on a programme of work which aims to explore health and wellbeing in schools. Laura's research interests lie in three main areas: health and wellbeing; child development; and programme evaluation. She has extensive experience in conducting both quantitative and qualitative research. Laura is a psychologist by background. She has completed a number of major evaluation and research projects and is committed to the improvement of outcomes for children.

Dr Alison MacKenzie joined the School of Education in February this year, from the University of Glasgow, to take up a post as Lecturer in Special Educational Needs. Prior to entering academia in 2012, she was Principal Teacher of Curriculum, Humanities, working in a number of secondary schools in Fife, Scotland. With a background in Philosophy of Education, her interests include Special Educational Needs, Education Policy, Emotions, and The Capabilities Approach.

Postgraduate training links with Vanderbilt University, Nashville



As my PhD research involves conducting a major systematic review and meta-analysis, I took up a unique opportunity to complete three months intensive training at The Peabody Research Institute at Vanderbilt University, Nashville. It hosts some of the leading experts in the field, including its director Mark Lipsey (right), senior director Dale Farran, and associate director, Sandra Wilson (left). This close-knit community of focused researchers was a fantastic place to receive the specialist skills, training and supervision required to undertake this research.

I was granted full library access, free attendance at conferences, personal introductions to study communities and admittance to a three day meta-analysis course facilitated by researchers from the Institute. I also worked on a major project in the Institute, through which I received individualised specialist training in study coding, effect size coding and advanced statistical analysis.

I feel extremely lucky to have had such an extraordinary opportunity to receive one-to-one training from world leaders in systematic review and meta-analysis. My thanks go to my principle

supervisor, Paul Connolly (Head of the School of Education), for introducing the idea, to Sandra-Jo Wilson for being my mentor while in Nashville and to Mark, Dale and the entire team at Vanderbilt University who were so welcoming in their demonstration of the revolutionary and innovative techniques they have mastered.

I look forward to sharing this new knowledge with colleagues in Queen's, through volunteering to facilitate postgraduate training groups or through special interest groups within individual schools.

Ciara Keenan

BERA at Queen's University

This year's British Educational Research Association (BERA) conference made a welcome return to Queen's University. More than 700 delegates, from as far afield as Russia and Cyprus, enjoyed a varied programme across the beautiful and historic University campus. The School of Education worked closely with BERA in the lead up to the conference and took the opportunity to showcase a broad range of research undertaken by our staff and students.

Delegates heard about topics such as: the trials of evidence-based practice in education; the patterns across ethnic groups of young children receiving extra tuition; the role of education in divided and conflict affected societies; and the impact of social media on pupils' tiredness in class, with more than one out of every three 12 to 15-year-olds waking in the night at least once a week to use social media.

The School of Education had a strong presence at the BERA conference, highlighting its role as a dynamic research unit with a strong research culture, an ambitious research strategy and a commitment to the highest quality research that contributes to the development of education policy and practice locally and globally.



BERA 2015 Prizewinner

School of Education PhD student Judith Riddell landed first prize in the Early Career Researcher category at this year's British Educational Research Association conference with an abstract and presentation focusing on part of a wider case study looking into how sixth form students construct meaning from multiple texts as they search online. Her presentation entitled 'The importance of word and world knowledge for successful strategic processing of multiple texts online' looked at one element of reading online: the process of choosing which websites to visit. The participants in the study were searching for information for a discursive essay, rather than for answers to a closed question, where search strategies have been seen to trump prior knowledge. In this study, the sixth form students used a think aloud protocol, digitally recording what they were doing when they went on the internet, noting the specific search terms they were using, what they were thinking when they were selecting hyperlinks from the search page and why they moved from one website to the next. This research suggests that, for open-ended questions, wider general knowledge as well as knowledge of topic and website are significant factors in searching online, even in this initial stage of choosing the websites to visit.

PGCE International Students in Malaysia

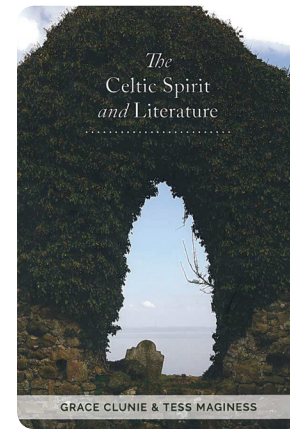


The first cohort of students to complete the School of Education PGCE International course (Postgraduate Certificate in Education) received their certificates at a ceremony in Malaysia earlier this semester. The Tropicana Golf and Country Resort in Kuala Lumpur provided a beautiful backdrop for the presentation of certificates. Addressing the audience, Billy McClune (School of Education) emphasised the importance of the PGCEi course to Queen's University and the value of the strong relationships that have been established between the School of Education, Stranmillis University College and Tenby Schools. Warm congratulations were also conveyed to the students via video messages from Paul Connolly, Head of School, and Karen Kerr, PGCEi coordinator, which were played to the audience. The PGCEi is now in its second year and the total number of primary and post-primary students has increased to twenty. The programme will continue to expand in the coming years

For more information contact

Dr Karen Kerr at karen.kerr@qub.ac.uk or +44 (0)28 90975945

New Book



Tess Maginess has published **The Celtic Spirit and Literature**. The book, co-authored with Grace Clunie, Director of the Centre for Celtic Spirituality, is based on a series of very successful lectures they gave for the Open Learning Programme in the School of Education.

The collection of essays revisits the concept of the Celtic spirit and how it has manifested itself in early Christianity and in literature over many centuries up to the present day. The essays, written in an accessible style, offer a lively and thoughtful introduction to the rich and complex world of the Celtic spirit, past, present and to come.

The Celtic Spirit and Literature (ISBN 9781782182375) is published by Columba Press.

Bulletin board

- Joanne Hughes received an **award from Visit Belfast** for her work in bringing the British Educational Research Association (BERA) conference to the city in September. Seven hundred delegates attended the conference which was hosted by Queen's University. Calculated in terms of revenue to Belfast, the event was worth more than £1million. Joanne is a member of BERA Executive Council and the Council's conference organising committee.
- In October, Karola Dillenburger delivered a workshop entitled '**ABA: Principles and possibilities for individuals with autism**' in Brno, Czech Republic organised by The Institute for Research in Inclusive Education, School of Education, Masaryk University, and the charity platform Hope for Autism.
- The **Centre for Behaviour Analysis QUART conference** took place in November, focusing on 'Multidisciplinary collaborations in autism'. Internationally renowned keynote speakers attracted over 150 delegates from diverse educational and health allied sectors. See the videos at www.qub.ac.uk/cba
- To mark **International Children's Day** on 20 November, the School's Centre for Children's Rights held a reception and short presentation of its work throughout 2015. It included showing a short video on child sexual abuse and exploitation for which Centres colleagues worked with a group of children on the design, in collaboration with the Council of Europe. See www.qub.ac.uk/ccr
- This year's students on the PGCE in ICT/Computing benefited from the additional **Raspberry Pi** kits donated by iTeach to develop innovative uses of this palm-sized computer in order to promote interest and skills in coding.
- In the academic year 2014/15 the School of Education supported the Northern Ireland Children's Hospice through **fundraising activities**. The School was delighted to raise £570 for the Hospice, which is the only service of its type within Northern Ireland caring for children and young people with very complex and often life-limiting conditions. For this academic year, the School of Education is supporting the charity Crohn's and Colitis UK.

Annual All-Ireland Doctoral Conference in Education

The All-Ireland Doctoral Conference in Education is the flagship annual event for students in the School of Education Doctoral Research Centre (DRC). The 2015 conference, entitled: **'Synergies, Explorations and Contestations in Educational Research: Perspectives from Doctoral Research on Education in Ireland'** was held in May at University College Dublin (UCD). The conference was jointly organized by Queen's University Belfast and UCD.

There were 40 invited presentations by doctoral students from universities across Ireland and the UK, allowing the students to explore diverse and wide-ranging areas of educational research and to develop network activities and opportunities with each other. The conference keynote address was given by Professor Sharon Todd (Maynooth University), entitled **'Creating Spaces for Thought: Reflections on Research and Education'**.

As a student-led initiative, this event is a major vehicle for doctoral researchers in education to develop their presentational skills to a supportive academic audience and sustains a vibrant and growing network of doctoral students.

The 2016 conference will be hosted at Queen's University Belfast, allowing educational doctoral research students to debate and inspire new thinking among peers as well as broaden interests and knowledge in the education field as a whole.



Teaching Programming in Schools

The current paucity of programming experience in schools is cited as a factor in the small number of Computer Science students graduating from third level institutions in Ireland and Northern Ireland (eSkillsUK, 2012). In

Ireland, the Transition Year offers an opportunity to introduce young people to the logical and computational thinking needed for programming, while in Northern Ireland, the incorporation of games design into the GCSE ICT specification has initiated a focus on programming in packages such as Scratch, Gamemaker and Greenfoot. In the current economic climate, there are opportunities for employment related to new technologies.

The Teaching Programming in Schools research, led by Pamela Cowan from the School of Education and colleagues Ann Fitzgibbon and Elizabeth Oldham from Trinity College Dublin, evaluated teachers' motivation, willingness and competency in programming using a form of the Technology Acceptance Model (TAM) (Davis, 1989).

It revealed very different patterns in the north and south of Ireland. Phase 2 of the study offered a group of self-selected teachers an opportunity to experience programming as a 'digital literacy' by mastering the programming language(s) identified above through games-based learning delivered online.

The wider skill of 'computational thinking' at the heart of computer programming was embedded in the Programming Studio game plan and teachers discussed the extent to which this skill was developed in the online activities.

For more information contact
Dr Pamela Cowan at p.cowan@qub.ac.uk or +44 (0)28 9097 5931



E-learning in the School of Education

In the last few years the School of Education has adopted a variety of e-learning technologies to make it easier for part-time students, or those based overseas, to complete courses in the School. For example, e-learning has made it possible to deliver an **International**



Postgraduate Certificate in Education course to trainee teachers in the Tenby International Schools in Malaysia.

The **MSc in Applied Behaviour Analysis** uses a blend of online and face-to-face teaching and has attracted a large number of students who are based overseas. MSc ABA student Guy Poland commented on the e-learning format:

'Working in London and living in Northern Ireland means I have limited time to study. The e-learning format has made it possible as it provides access at times that suit my schedule. Also, the peer learning, where we get to read each other's contributions, is really great and it builds a sense of community.'

In addition, the **Open Learning programme** also runs a number of online courses, which students can take part in from home. The School of Education hopes to grow its e-learning provision further so that we can continue to deliver our programmes in a flexible way which reflects the needs of our students.

Effective Language Interventions

Katerina Dounavi from the School's Centre for Behaviour Analysis was one of several internationally renowned behaviour analysts who delivered seminars at the 1st Summer School held by the European Association for Behaviour Analysis in July this year in beautiful Rethymno in Crete, Greece.

The Summer School offered four 5-day master seminars, with Katerina delivering one entitled 'The analysis of verbal behaviour: The scientific basis of effective language interventions'. Her seminar focused on effective evidence-based interventions for teaching language to children with developmental delays or other conditions that require specialist teaching. The contents built on recent research surrounding effective applications of the science of applied behaviour analysis (ABA) on teaching language and included practical exercises as well as demonstrations from applied settings such as schools and home-based ABA programmers. The students and professionals who attended the class in Rethymno provided excellent and positive feedback on its range and content as well as its usefulness in applied settings.

For more information contact

Dr Katerina Dounavi at k.dounavi@qub.ac.uk or +44 (0)28 9097 5951

Peace Education in a Conflict-Affected Society



The School's Centre for Shared Education hosted a research seminar in November which was facilitated by Dr Michalinos Zembylas, Associate Professor at the Open University of Cyprus. He reported on his book, recently completed with two colleagues (to be published in early 2016 by Cambridge University Press), in which they take the reader through the ethnographic journey of the challenges and opportunities involved in a peace education policy initiative introduced in Cyprus in 2008.

During the seminar, Michalinos analysed the 'life-cycle' of this policy which aims to promote Peaceful Coexistence between Greek Cypriots and Turkish Cypriots in schools in Cyprus. He elaborated on key aspects of the policy relating to its content, synergy with related policy texts, teacher training for policy delivery and operationalization of the policy. Drawing on his engagement in the policy process as an education facilitator, he discussed critically the emotional, cultural and political challenges that peace education poses to teachers in conflict-affected settings and how teachers can handle these, pointing, among others, to the need for culturally responsive, and politically conscious, leadership.

The event was well attended by an international audience of university students, academics, school teachers and leaders, policy representatives, and professionals working in the voluntary sector.

For more information contact:

Dr Stefania Giannakaki at m.giannakaki@qub.ac.uk or +44 (0)28 9097 5997



The production team for this issue of the newsletter was:

- Ian Collen
- Alastair Edwards
- Barbara Lynagh
- Angela McMenamy



Queen's University
Belfast

SCHOOL OF
Education

We are exceptional

Education for Transformation

Postgraduate Certificate in Education (PGCE)

- English
- Information Technology/Computing
- Mathematics
- Modern Languages
- Politics
- Religious Education
- Science (Biology, Chemistry, Physics)
- Sociology

Research Programmes

- Doctor of Philosophy in Education (MPhil/PhD)
- Doctor of Education (EdD)
- Doctor of Education in TESOL (EdD TESOL)

Short Courses

Open Learning short part-time day and evening courses at Queen's offer all adults the chance to try something new and to enjoy learning in a relaxed, friendly atmosphere. We offer courses in a wide range of subjects including:

- Education
- History
- Literature
- Languages
- Music
- Philosophy
- Visual arts

Modular Masters Programme

- Applied Behaviour Analysis (MSc/PGDip)
- Autism Spectrum Disorders (MSc/PGDip/PGCert)
- Children's Rights (MSc/PGDip/PGCert)
- Educational Leadership (MSc/PGDip/PGCert)
- Educational Studies (MEd/PGDip/PGCert)
- Inclusion and Special Needs Education (MEd/PGDip/PGCert)
- Teaching English to Speakers of Other Languages (MSc/PGDip/PGCert)

Need to know

- Masters programmes and research programmes (MPhil/PhD/EdD) can be taken in full-time or part-time mode. Applications should be made using the Direct Applications Portal (go.qub.ac.uk/pgapply).
- The EdD comprises nine taught Doctoral modules (of which four must be research modules) and a research dissertation.
- The deadline for PGCE applications is 1 November each year. Applications should be made using the Direct Applications Portal (go.qub.ac.uk/pgapply).
- If you're interested in studying for a Masters module as a short course for personal or professional development then please contact the Education Secretary (tel: 028 9097 5923, education@qub.ac.uk).