

# ESAI 42<sup>nd</sup> Annual Conference

## Changing Research: working the spaces between education policy and practice



20<sup>th</sup> – 22<sup>nd</sup> April 2017

University College Cork and The River Lee Hotel, Cork

[www.esai.ie/conference-2017](http://www.esai.ie/conference-2017)

#esai17

**15:00 Coffee; Registration Area**

**Session 4  
15:30 – 17:00**

Symposium Room G.15	Research Rm G.18	Inclusive Education Rm G.17	Aesthetics Rm G.14	Initial Teacher Education Rm G.13	Assessment Rm G.09
<p><b>4:0 DIGITAL LEARNING REVISITED: EXPLORING SOME OF THE BIG QUESTIONS.</b> <i>Mark Brown, Eamon Costello, Enda Donlon, Tom Farrelly, Mairead Nic Giolla-Mhichil, Monica Ward</i></p> <p>SIG; Technology Enhanced Learning (TEL)</p>	<p>4:1 But is it valued? Pre-service teachers' perspectives on the use and conduct of educational research <i>(Jennifer Hennessy, Raymond Lynch)</i></p> <p>4:2 Frontier Taxonomies: exploring the synergies between teaching, learning, research and writing development <i>(Alison Farrell, Sharon Tighe-Mooney)</i></p> <p>4:3 Critical need: discourse analysis as applied to the workshop model <i>(Cara M. Mulcahy)</i></p> <p>4:4 Tidy binaries vs prolific paradigms: the reimagining of teacher education research <i>(Suzanne O'Keefe)</i></p>	<p>4:5 A thousand tiny pluralities: children engaging ethics and injustice amid debates on school futures in Ireland <i>(Karl Kitching)</i></p> <p>4:6 Inclusive Education: Using and Creating evidence while effectively working the spaces between policy and practice <i>(Audrey Halpin, Ricky McMahon, Laura Welch, Alyson Crowley)</i></p> <p>4:7 Early Career Teachers' habitus and its influence on the Teacher-Parent Relationship in Designated Disadvantaged Schools <i>(Gareth Burns)</i></p> <p>4:8 Parents as nomads; journey, in betweenness and identity <i>(Miriam Twomey)</i></p>	<p>4:9 Signs of solidarity: a performative ethnography of deaf children's schooling in Ireland <i>(Jim Deegan, Noel P. O'Connell)</i></p> <p>4:10 Drama in education: opening spaces for critical pedagogy to come alive in the practice of Chilean teachers <i>(Catalina Villanueva, Carmel O'Sullivan)</i></p> <p>4:11 Gender and social inequalities in cultural participation among children and young people: the implications of out of school learning for within school outcomes. <i>(Emer Smyth)</i></p> <p>4.12 Exploring Conflicting Discourses of Creativity within Educational Contexts. <i>(Donna Callan)</i></p>	<p>4:13 Pre-service teachers' perceptions of a blended approach enriched with a cyclical self-assessment process <i>(Antonio Calderon, Ann MacPhail)</i></p> <p>4:14 A study of the reasons for joining the teaching profession <i>(PJ Sexton, Sabrina Fitzsimons, Elaine McDonald, Enda Donlon)</i></p> <p>4:15 Pre-service teachers' use of assessment strategies when teaching primary P.E. <i>(Suzy Macken, Ann MacPhail, Antonio Calderon)</i></p> <p>4:16 Mathematical Knowledge of Teaching (MKT) and a Pedagogical Model for Computer Science <i>(Cornelia Connolly)</i></p>	<p>4:17 An overview of Culturally Responsive assessment practices in European Schools <i>(Joe O'Hara, Martin Brown, Denise Burns, Gerry McNamara, K Funda Nayir, Oya Taneri)</i></p> <p>4:18 The fear of not knowing: teachers' attitudes towards implementing quality assessment in P.E. <i>(Ann-Marie Young, Melissa Parker)</i></p> <p>4:19 Exams and Irish history – Intermediate history and gauging the national narrative 1926-68 <i>(Colm Mac Gearailt)</i></p> <p><b>Academic Publishing</b> Rm G.09 4:20 How to get published in an academic journal: Tips from the editors of Irish Educational Studies <i>(Aisling Leavy, Paul Conway, Emer Smyth, Maeve O'Brien, Aidan Seery, Tony Hall, Delma Byrne)</i></p>

**19:30 for 20:00**

**Pre-Dinner Drinks: Glucksman Gallery Terrace, University College Cork**  
**Conference Dinner: FRESCO Restaurant at The Glucksman Gallery, University College Cork**

**Late-night Network session at The River Lee Hotel Bar.**  
**Social Resilience Training for Researchers; Survivors Photo @ 1am**

FRIDAY 21<sup>TH</sup> APRIL 15.30-17.00

SESSION 4: ASSESSMENT, Rm G.09

**4:17 An overview of Culturally Responsive assessment practices in European Schools**

**Prof Joe O'Hara, Dr Martin Brown, Dr Denise Burns, Prof Gerry McNamara, Dr K Funda Nayir, Dr Oya Taneri:**  
**Centre for Evaluation, Quality and Inspection DCU Institute of Education; Department of Educational Sciences, Cankiri Karatekin University, Turkey**

This paper reports on an Erasmus + Project titled "Aiding Culturally Responsive Assessment in Schools (ACRAS)" which is seeking to prioritise the inclusive education of students with a migration background in four European countries: Ireland, Norway, Austria and Turkey".

Across Europe immigration has dramatically increased and the challenge of successfully addressing the demands of a diverse multicultural classroom is taxing educators at all levels of the educational spectrum (e.g. Ireland: see Lyons & Little, 2009; Smyth, Darmody, McGinnity & Byrne, 2009) as well as across Europe (e.g. European Commission, 2013) and internationally (e.g. OECD, 2015).

One way of coping with this situation is to make assessment practices more culturally responsive. This is the goal of the ACRAS project which seeks to provide an opportunity to identify commonalities and differences relating to educational assessment in schools. ACRAS wants to develop methods of culturally responsive assessment which allow for differentiation and the contextualisation of learning in a culturally appropriate manner.

Strategies which have previously been proposed for creating culturally responsive assessment include using locally validated formative assessments (Tichá & Abery, 2016), the addition of creativity assessments (see Kim & Zabelina, 2015) or utilising multiple methods of assessment to provide additional opportunities for students to demonstrate their learning (Castagno & Brayboy, 2008; Qualls, 1998). Hood (1998) suggests that performance-based assessments can be culturally responsive if both the learning objectives and assessment tasks are created with an awareness of students' cultural context. ACRAS is therefore seeking to improve the quality and equity of educational assessment for students with a migration background in Europe by providing culturally responsive assessment strategies to educational professionals.

This paper will present a summary of the systematic literature review of the field which will be used later to contextualise the outcomes of a survey of existing practices in the partner countries. Ultimately it will be argued that classroom and teaching practices will need to be changed. It is suggested that changes to teachers' practices could come about as a result of increased systemic awareness of the key issues and the development of the ability to create a variety of culturally responsive and appropriate assessment tools across the education systems in all participating countries.

FRIDAY 21<sup>TH</sup> APRIL 15.30-17.00

SESSION 4: ASSESSMENT, Rm G.09

**4:18 The fear of not knowing: teachers' attitudes towards implementing quality assessment in P.E.**

**Ann-Marie Young, Melissa Parker:**  
**University of Limerick**

Ann-Marie Young is a School Placement Development Officer in the School of Education UL and Missy Parker is Lecturer and Course Director of the Professional Master of Education (Physical Education) in PESS, UL.

As a result of educational reform initiatives most teachers are being required "to rethink their own practice and to teach in ways they have never taught before" (Darling-Hammond and McLaughlin (1995, para 1). The new Junior Cycle, Senior Cycle, and Leaving certificate requirements form the basis of educational reform in Ireland. Within physical education these changes are significant and substantial requiring teachers and teacher education programmes to change what and