



# Welcome

Welcome to researchED Dublin! It's been too long since the last one. And I can scarcely think of a better venue, with more hospitable and cordial hosts than Julian, Humphrey and the team at St Columba's College.

I know you will have a fantastic day. You certainly cannot fail to encounter a broad range of some of the best education voices in Ireland and further afield. We are at such an important cross-roads in education: do we embrace the evidence-informed path that we have taken our first few tentative steps upon, or do we retreat, timidly, back to the shadows of folk science, dogma and superstition? I cannot believe that we can do anything but the former, and I know that with the people here today, and with the collective goodwill, ambition and intelligence of you all, that we cannot fail. The light, as they say, is winning. Indeed, it must win. And when it does, we all win.

Have a fantastic day.



**Tom Bennett,**  
Founder  
[www.researchED.org.uk](http://www.researchED.org.uk)  
[@tombennett71](https://twitter.com/tombennett71)

We're back! At last. 2019 was wonderful, 2020 had to be abandoned, 2021 wasn't even planned. Our first researchED Dublin had a genuine impact on Irish education, and we are thrilled again with the interest from all over Ireland and further afield. The experiences of everyone involved in education over the last two and a half years show just how important it is to base our practice on evidence and clear-thinking. As you can see from this programme, there is a wonderful array of sessions on all aspects of teaching and learning: it will be difficult for you to choose.

Our appreciation goes to everyone involved today: the presenters for giving their time and expertise freely, our supporters Independents by Sodexo, the ASTI and ISTA, and all of our colleagues at the College. researchED as a movement founded by Tom Bennett has at its core the generosity of volunteers: thank you.



**Julian Girdham,**  
Sub-Warden,  
St Columba's College  
[www.juliangirdham.com](http://www.juliangirdham.com)  
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**Humphrey Jones,**  
Head of Biology,  
St Columba's  
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Sincere thanks to our supporters:



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Independents by Sodexo is delighted to be the chosen catering and hospitality partner for St Columba's College. We have been proudly providing catering and a range of other services to our school clients in Ireland and the UK for more than 50 years.

Pupils' health and wellbeing is at the root of everything we do. We aim to deliver fresh food you can be proud of: food that will sharpen the mind, energise and rejuvenate the body. All with dishes that will make your pupils smile.

Serving your pupils fresh food, made from scratch each day, continues to be so important to us while communicating its provenance and seasonality. As members of Origin Green, our sustainability credentials are impeccable. Sourcing our fresh meat dairy and vegetables from Origin Green certified producers locally, means we make an important contribution to the Irish economy. To deliver all of this, our approach is one of partnership, truly understanding all of our clients and being an active part of their community.

Our heritage and inherent family values breathe through our experienced and dedicated schools team, empowering a naturally entrepreneurial and agile approach, but always reliably consistent.

See more at [www.independentsbysodexo.com](http://www.independentsbysodexo.com).

## ASSOCIATION OF SECONDARY TEACHERS IN IRELAND



The ASTI is Ireland's main second level teachers' union and represents 18,500 teachers in community schools, community colleges, comprehensive schools and voluntary secondary schools attended by 80% of all second-level students. The ASTI acts as a professional association voicing the concerns and interests of the teaching profession at second-level and as a registered trade union, which protects teachers and fights for improvements in their pay and conditions of employment.

## IRISH SCIENCE TEACHERS' ASSOCIATION



The ISTA is one of the largest subject associations in Ireland, with over 1,400 members from across fourteen branches. The ISTA functions as a body dedicated to the professional development of its members and the advancement of science teaching and learning. The Association works to develop co-operation between teachers of science at all levels, while aiming to keep members up to date with changes in their subjects and with new ideas in teaching, learning and assessment. The ISTA has close affiliations with ASE UK and Scotland and is also a member of the International Council of Associations for Science Education (ICASE). The ISTA is proud to support researchED Dublin, as the two organisations share the same values and commitment to a scientific and research-informed approach to science education.



## 8.00-9.00am: Registration, Whispering House

	BIG SCHOOLROOM	LIBRARY	CADOGAN
9.00am	<b>Welcome</b> Julian Girdham & Humphrey Jones		
<b>Session 1</b> 9.10am	<b>Effective Teaching and Learning</b> Barbara Oakley		
<b>Session 2</b> 10.25am to 11.05am	<b>Organise Ideas</b> Oliver Caviglioli	<b>Epiphenomena: Why school leaders are paying attention to the wrong things</b> Claire Stoneman	<b>'Must Do Better!' How to Teach Boys to Accept your Feedback</b> Mark Roberts
Break: 11.05am-11.25am			
<b>Session 3</b> 11.30am - 12.10pm	<b>Teaching writing across the curriculum</b> Jennifer Webb	<b>Evidence informed teaching: Developing an ecosystem to support teacher research</b> Dr Jennifer McMahon	<b>What has educational psychology ever done for us?</b> Paul Kirschner
<b>Session 4</b> 12.20pm - 1.00pm	<b>Retrieval Practice: Inside and Outside of the classroom</b> Kate Jones	<b>The HUH project on curriculum development</b> John Tomsett	<b>Our Journey with Research - a school leader's perspective</b> James Maxwell
Lunch 1.00pm - 1.55pm			
<b>Session 5</b> 2.00pm - 2.40pm	<b>Senior Cycle Reform in Ireland</b> Áine Hyland	<b>Berger's An Ethic of Excellence in Action</b> Sonia Thompson	<b>What can cognitive psychology tell us about learning mathematics?</b> Professor Vic Simms
<b>Session 6</b> 2.50pm - 3.30pm	<b>Becoming a Critical Consumer and User of the Science of Learning</b> Carolina Kuepper-Tetzel	<b>Being a Minority in the Irish Education System - the lived experience</b> Simon Lewis with Annie Asgard & Clinton Wakocho	<b>Let's Tork About Spelling</b> Neil Almond
<b>Session 7</b> 3.40pm-4.30pm and Farewell	<b>How Teaching Happens</b> Paul Kirschner		



SCIENCE 1 (DOWNSTAIRS)	SCIENCE 2 (PHYSICS)	SCIENCE 3 (BIOLOGY)	SCIENCE 4 (CHEMISTRY)
<b>The Meaning Making Classroom: schema building</b> Alistair Hamill	<b>Comparative judgement in Primary STEM</b> Eva Hartell	<b>Refugee/Seekers of Asylum Education in Ireland</b> Annie Asgard	
Coffee/Tea in Whispering House and Dining Hall/Lower Argyle			
<b>Undermining the Ethos (on welcoming diversity)</b> Simon Lewis	<b>What can we learn from 200 years of Physics Textbooks?</b> David & Jennifer Keenahan	<b>Lessons for Leadership for Successful Professional Development in Schools</b> James McCoy	
<b>Building Accessibility into Digital Content</b> Ann Marcus-Quinn & Triona Hourigan	<b>Open science and access to research for teachers</b> Eamon Costello	<b>Lessons from my mathematics teaching practice</b> Brendan O'Sullivan	<b>Responsive curriculum leadership</b> Anna Gillinder
Dining Hall/Lower Argyle and Whispering House			
<b>Explicit Teaching in the English Classroom</b> Kate Barry	<b>Getting Students to Ask the Right Questions</b> Paul Nugent	<b>Video-based learning and YouTube</b> Olivia Derwin	<b>FoSTERING Research Engagement</b> Liam Guilfoyle
<b>Knowledge, skills and the Junior Cycle curriculum</b> Clare Madden	<b>A teacher's reflection on becoming more evidence - informed</b> Dáire Lambert	<b>A Report from the Trenches: Lessons for Teachers</b> Jerome Devitt	<b>Why set up a Professional Learning Community?</b> Emma Regan
Farewell in Big Schoolroom			

SESSION

1

## Dr Barbara Oakley Effective Teaching and Learning: Practical Insights from Neuroscience

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In this presentation, you will:

- See what the patterns of expertise look like in the brain, and learn how to build those patterns more quickly and with less frustration.

- Learn why it's perfectly normal to not understand something difficult the first time it's encountered.
- Discover simple tools to tackle procrastination. (You might be surprised to learn that even just thinking about something you don't like causes your brain to experience pain.)
- Learn the surprising advantages of having a bad memory and sometimes being a slower learner.

SESSION

2

## Oliver Caviglioli

### Organise Ideas

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Organisation used to be viewed as a lowly secretarial skill. Since the work of cognitive scientists, Fiorella & Mayer, organising ideas is now understood to be at the centre of the learning process. This session will expand on this

and show you how it works in action.

SESSION

2

## Claire Stoneman

### Epiphenomena: Why school leaders are paying attention to the wrong things and what we can do about it

L

School leaders often have little time to examine things with what Maryanne Wolf calls a 'quiet eye'. Claire will explore some of the ways in which our eyes are drawn to epiphenomena – things which accompany but do not cause an event. She will argue that there is a glut of epiphenomena in education at present which may be hindering rather than causing school improvement. Claire will offer some ways forward to help school leaders attend to our schools with more awareness and rationality, so we can think more effectively, and make better decisions.

SESSION

2

## Mark Roberts

### 'Must Do Better!' How to Teach Boys to Accept your Feedback

C

For decades, schools have grappled with significant barriers to male academic success: a lack of motivation, poor attitudes to learning and a reluctance to edit, re-draft and improve work. In this talk, we'll consider the research on teacher feedback, the classic feedback mistakes and how to boost boys' motivation to improve. Providing practical suggestions to help busy classroom teachers tackle 'The Boy Question', this is an essential session for all primary and secondary teachers.

SESSION

2

## Alistair Hamill

### The Meaning Making Classroom: schema building as a means of securing solid understanding with our pupils

S1

We will explore how schema theory can help us plan for secure learning for our pupils. From anticipating and addressing possible misconceptions, to identifying the threshold concepts that can block or unlock understanding, to using questioning to check for understanding as we teach, we will consider how to support our pupils as they develop their understanding. Practical classroom examples will help unpack the important research-informed principles during this session.

SESSION

2

## Dr Eva Hartell

### Comparative judgement in Primary STEM

S2

This session shares experiences from practitioner-based research projects, which have explored comparative judgement as a facilitator for peer feedback in primary STEM education.

SESSION

2

**Annie Asgard**

## Refugee/Seekers of Asylum Education in Ireland - Funds of Knowledge and a Strengths Based Approach

The increase in linguistic, cultural and ethnic diversity in the school-going population in Ireland over the last several decades has largely focused on English language acquisition and viewed multilingual students from a deficit model. There was huge diversity in Ireland prior to spring 2022 and the Ukrainian crisis has further highlighted the need for our educational system to modernise our approach.

**Break**

Coffee/Tea in Whisper House and Dining Hall/Lower Argyle.

SESSION

3

**Jennifer Webb**

## Teaching writing across the curriculum

This session will explore the how and the why of teaching writing, building on foundational knowledge of grammar and vocabulary in a way which is meaningful and supports the needs of subjects. The session will share a range of highly practical strategies for the classroom, plus literacy approaches and questions for school leaders.

BSR

SESSION

3

**Jennifer McMahon**

## Evidence informed teaching: Developing an ecosystem to support teacher research

Teachers are at the forefront of a movement to narrow the gap between educational evidence and practice. This session explores teacher perceptions of the barriers and facilitators to research as well as reporting on teacher perceptions of a pilot digital badge to support teachers to integrate evidence into their everyday practice.

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SESSION

3

**Paul A. Kirschner**

## What has educational psychology ever done for us?

Since the early 1960s (shift from behavioural to cognitive psychology) there's been much good and robust research on how we process information, how our cognitive architecture (our brain) works, and how different approaches to instruction can affect both how we learn and how we teach. When this is positive, learning and teaching become more effective, efficient, and also enjoyable. In this presentation Paul will give a helicopter view of the field and what we've learnt.

C



SESSION

3

## Simon Lewis

### Undermining the Ethos

With the latest statistics showing that 99.7% of primary school teachers identify as white Irish, Simon will tell his story about his experience of being one of only a handful of teachers from a minoritised background. From

having to learn to bless himself in order to keep his job to becoming the only primary principal from an ethnic minority, Simon explores the challenges and practical steps the Irish education system has in welcoming diversity.

SESSION

3

## David Keenhan and Dr Jennifer Keenahan

### What can we learn from 200 years of Physics Textbooks?

School textbooks and their usage have evolved over time. Our research looks at Physics textbooks used in schools in

Ireland as well as Irish influence on early Physics textbooks. The scope of Physics itself is continually changing, publishing has changed, and the priorities of educators have also changed. In this session we look at how Physics has been represented in textbooks, what has changed and what has not between 1860 and the present day.

SESSION

3

## James McCoy

### Lessons for Leadership for Successful Professional Development in Schools.

Do you want to know what really works in terms of providing professional development for staff? This session

presents 7 clear Lessons for Leadership for the success of professional development, based on a thorough and robust systematic review of the research literature. The lessons presented will be of interest to those who occupy both middle and senior leadership roles and who are keen to provide the most effective professional development opportunities for staff.

SESSION

4

## Kate Jones

### Retrieval Practice: Inside and Outside of the classroom

This session will combine theory and practical ideas for the classroom. Evidence from research and experience from classrooms will be

provided to shine a light on how retrieval practice can be effectively embedded across the primary and secondary curriculum to support teaching and enhance learning. Content will be based on my extensive works with schools across the UK and internationally, as well as sharing insights from world-leading experts in the field of human memory.

BSR

SESSION

4

## John Tomsett

### The HUH project on curriculum development

John Tomsett and Mary Myatt have spent the last 18 months pursuing their HUH curriculum project. Here, John will give you the headlines on what they

have found out about how to develop your curriculum, both primary and secondary, where he and Mary are heading next and why on earth the project is called HUH!

L

SESSION

4

## James Maxwell

### Our Journey with Research - a school leader's perspective on embedding research deeply into school culture

James will give an honest account of

one school's journey towards becoming research-informed. He will talk about the starting points, the marginal gains over time, what has worked in terms of enhancing pedagogical discourse amongst staff, the importance of an organic approach to implementation and the challenges and opportunities faced. He will discuss the partnerships forged in the pursuit of an evidence-based approach, and how a focus on research is impacting on pupils' learning experiences.

C



SESSION

4

### Dr. Ann Marcus-Quinn and Dr. Triona Hourigan

#### Building Accessibility into Digital Content

S1

Ann and Triona are the two Management Committee members for Ireland for the EU COST Action LEAD ME which aims to help European stakeholders in the field of Media Accessibility to meet legal milestones requested by European legislation. Together, they will present on the 2016 Web Accessibility Directive and the implications of the Directive on the design and development of digital content.

SESSION

4

### Dr Eamon Costello

#### Open science and access to research for teachers: some potentials and some problems.

S2

In this presentation the concept of Open Science will be introduced as a broad movement or set of principles aimed at making science better, fairer and more accessible. More specifically this session will attempt to tease out whether open science can help promote and foster better understanding of research that is relevant and useful to teachers. It aims to promote discussion and debate about how we can foster research literacies among teachers to improve educational environments and student outcomes.

SESSION

4

### Dr Brendan O'Sullivan

#### Lessons from my mathematics teaching practice: evidence-based research

S3

For anyone trying to navigate their way through research, the initial steps can feel both daunting and overwhelming. I will look at a number of key introductory areas like the science of memory, cognitive load theory, metacognition and discuss how they have influenced my maths teaching. Issues like retaining information, improving problem solving and addressing misconceptions will be examined. Examples from my maths classes will be used to illustrate how this research can be used by anyone.

SESSION

4

### Anna Gillinder

#### Responsive curriculum leadership

S4

There is a growing body of evidence demonstrating that high quality responsive professional development has a clear impact on both teacher job satisfaction and student outcomes. This session will explore the importance of subject-specific CPD and the need for curriculum leaders to use developmental and diagnostic quality assurance processes which inform CPD for their team. Anna will examine the complexity of triangulating department needs with whole school priorities and will share practical planning methods to support this process.

#### Lunch

Dining Hall/Lower Argyle and Whispering House

SESSION

5

### Professor Áine Hyland

#### Senior Cycle Reform in Ireland - Research led or Student led?

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This session will discuss recent developments in junior and senior cycle curriculum and assessment in Ireland. It will question the current approach taken by the National Council for Curriculum and Assessment to the revision of Junior and Leaving Cert subject syllabi (specifications) and will challenge the assertion that the revised syllabus template is in line with international best practice.

SESSION

5

### Sonia Thompson

#### Berger's *An Ethic of Excellence in Action*

L

In this session, Sonia will unpick some of Ron Berger's strategies, models and metaphors, as exemplified in her new book, *Berger's An Ethic of Excellence in Action*. She will examine how evidence-informed practice can underpin and support the implementation of his 'Toolboxes of Excellence', within any school setting and across any phase.

SESSION  
**5**

## Professor Vic Simms

What can cognitive psychology tell us about learning mathematics (and what do we still not know)?

In this session I will explore the current evidence from cognitive psychology research that informs us about the challenges of learning mathematics in the early years and primary school. I will focus on our research team's 'best evidence' reviews (funded by the Nuffield Foundation and the Education Endowment Foundation) and highlight what we still need to find out about how children learn about mathematics!

C

SESSION  
**5**

## Kate Barry

Explicit Teaching in the English Classroom

This session will look at five strategies for teaching English using an explicit direct instruction approach. May also be relevant to other subject areas.

S1

SESSION  
**5**

## Paul Nugent

Getting Students to Ask the Right Questions-The QFT Framework

There has been a lot of emphasis on teacher questioning, but the skill of students asking questions is essential — yet often overlooked.

It allows students to think critically, become more confident and become life-long learners. Developed by the non-profit Right Question Institute, the Question Formulation Technique (QFT) is a structured method for generating and improving students' questions. It distils sophisticated forms of divergent, convergent, and metacognitive thinking into a deceptively simple, accessible, and reproducible technique. It is currently used by 300,000 teachers worldwide. This workshop will introduce the QFT framework that facilitates students to collaboratively develop and prioritise their questions through a well thought out process. Paul recently received training in QFT at Harvard University.

S2

SESSION  
**5**

## Olivia Derwin

Video based learning (VBL) and YouTube - is it worth it?

Teacher-produced instructional videos have gained in prominence in recent years and with the launch of the new Digital Strategy for Schools to 2027,

VBL is worth considering. Creating instructional videos can impact student learning but can also lack the desired impact. This talk will discuss what educational research posits as the important considerations when producing instructional videos, the use of YouTube as a hosting platform and how channel-generated analytics can influence every aspect of the instructional video. This talk will also outline the lessons that I have learned from producing my own videos (Biology Bugbears), the practicalities of video and the impact on teaching and all learning and how the practice should develop.

S3

SESSION  
**5**

## Dr Liam Guilfoyle

FoSTERING Research

Engagement: How some schools are supporting their teachers to engage with and in research.

The FoSTER Project (Frameworks of School-support for Teachers' Engagement with/ in Research) sought to explore how a range of ways in schools across Ireland and the UK are already supporting research engagement. Using a cross-national survey to identify a range of positive practices, seven case study schools were selected to more deeply understand the ways in which different practices were embedded in school life. This presentation presents preliminary findings and questions for consideration in policy and practice.

S4

SESSION  
**6**

## Dr Carolina Kuepper-Tetzel

Becoming a Critical Consumer and User of the Science of Learning

Teachers are confronted with a large volume of research findings from the science of learning or other relevant

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fields. It can be challenging to navigate and keep up-to-date with the discoveries. Additionally, it is not always obvious how research findings may map onto classroom practice. Becoming a critical consumer and user of the science of learning can support making strategic and sensible decisions regarding one's teaching practice. This talk outlines how to achieve this.

SESSION

6

### Simon Lewis with Annie Asgard & Clinton Wokocho

Being a Minority in the Irish Education System - the lived experience

L

Join Simon Lewis as he discusses navigating the Irish Education System with Clinton Wokocho and Annie Asgard. In this panel chat, they will cover their own stories of being minoritised in the system, "Colour Blindness" and the challenge of tokenism. They will also delve into the importance of advocacy and explore what more could schools do to aid in diversifying the teaching profession.

SESSION

6

### Neil Almond

Let's Tork About Speling

This session will seek to demystify the issue of spelling of the English language in the classroom. It will look at the roots of the English language, why it is that an alphabet is used to represent the sound of speech, why English orthography is so complex and how we can teach spelling effectively. This session is designed for primary and secondary colleagues.

SESSION

6

### Clare Madden

Knowledge, skills and the Junior Cycle curriculum: a classroom teacher's perspective

It is now ten years since the Framework for Junior Cycle was launched. This talk will focus on research around teaching knowledge and skills, and the intertwined relationship between the two. It will also look at how this research has impacted a classroom teacher's Junior Cycle curriculum planning, delivery and assessment with a particular emphasis on English and History as subjects.

S1



SESSION

6

## Dáire Lambert

Moving Forward by Looking Back: A teacher's reflection on becoming more evidence informed

S2

Becoming a more evidence-informed teacher and/or school takes time, practice and a network of like-minded

individuals. In this session Dáire reflects on times when he misunderstood the research and how he then misused it in his practice but is now on a path to mastery. Dáire offers insights on how teachers can be supported to keep their professional development moving forward.

SESSION

6

## Jerome Devitt

A Report from the Trenches: Lessons for Teachers.

S3

This session on 'Lessons for teachers from the introduction of a new Leaving Certificate subject - Politics & Society' examines the experiences of teachers

involved in the first waves of delivering the new LC subject. It presents data gathered from an investigation conducted to assess the personal, professional, academic, emotional, and practical impact of being at (what then seemed like) the cutting edge of Irish education. It places teachers, rather than pupils, at the centre of the discourse and offers some tentative suggestions as we head into a phase of widespread Leaving Cert reform.

SESSION

6

## Emma Regan

Why set up a Professional Learning Community?

S4

As teachers, we want to continually improve our practice. An efficient and enjoyable way to do this is to set up a professional learning community (PLC). This enables us to access

support, pool our knowledge and push one another to grow and develop. In this session, I will discuss my experience of establishing PLCs and offer advice on how you can do the same.

SESSION

7

## Paul A. Kirschner

How Teaching Happens

Teaching is often counterintuitive. While teaching is highly contextual, it's based on non-contextual basics such that teachers can apply those basics in an arena of chaos. And finally, good teachers know what to do when

they don't know what to do! In his latest book, Paul (along with Carl Hendrick and Jim Healy) discusses 30 seminal works on teaching and teacher effectiveness. Paul will give the attendees a taste of a few of those works.

BSR





### Neil Almond

[@Mr\\_AlmondED](https://twitter.com/Mr_AlmondED)

[nutsaboutteaching.wordpress.com](https://nutsaboutteaching.wordpress.com)

Neil graduated university in 2013 with a BA in Primary Education. Now he is the Deputy Headteacher of a school in Croydon. He spends his time providing research-informed CPD to teachers across the trust, developing curriculum across the four schools and working with senior leaders to ensure the best outcomes for students. He regularly blogs and speaks at educational events around the country.



### Annie Asgard

[@AnahitaTchr](https://twitter.com/AnahitaTchr)

Annie is a Primary School teacher. She was born in Iran and is a mother tongue Farsi speaker. She has taught in the Caribbean, Japan, France and Ireland. She is the current Chairperson of the English Language Support Teachers' Association (ELSTA) of Ireland. She has recently been appointed as an Advisor for Primary EAL to the PDST (Professional Development Service for Teachers) in the Department of Education. Her areas of interest include Multilingualism, Refugee Education, Anti-Racism and Diversity in the Teaching Profession.



### Kate Barry

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Kate is a teacher of English and French at Loreto Secondary School, Fermoy, and is currently completing a PhD in the School of Education, UCC. She presents the Beyond the Classroom/ 98.3 fm podcast and is an ASTI subject representative for English.



### Oliver Caviglioli

[@olicav](https://twitter.com/olicav)

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Oliver was a special school head teacher for a decade and is now an information architect turning abstract concepts and procedures into simple-to-read visuals. He has written several books on the subject. His main work now is his partnership with Tom Sherrington in developing the Teaching WalkThrus resource kit.



### Eamon Costello

[@eam0](https://twitter.com/eam0)

[www.linkedin.com/in/eamoncostello/](https://www.linkedin.com/in/eamoncostello/)

Dr Eamon Costello is an Associate Professor of Digital Learning at Dublin City University. He is curious about how we think, learn, and work online, offline, and everywhere in between. He has taught and researched a variety of topics in digital learning, open education and postdigital social science fiction.



### Olivia Derwin

[@biologybugbears](https://twitter.com/biologybugbears)

[Biology Bugbears on YouTube](https://www.youtube.com/channel/UC...)

Olivia's previous career was in surgical sales in the UK. She qualified from UCD as a post-primary Biology and Science teacher in 2007, and is currently teaching in Skerries Community College, Co. Dublin. She has a keen interest in pedagogy and teacher-CPD. She completed her M.Ed (at UCD in 2019) and her Professional Diploma in Education in UCD in 2022. She has acted recently as PME Science tutor at TCD. She commenced producing and uploading Biology tuition videos in 2015, which has been revealing to many aspects of her teaching.



# Speakers



## Jerome Devitt

@JeromeDevitt

[polsocpodcast.com](http://polsocpodcast.com)

Jerome is a former theatre lighting designer, and historian of 19th Century Ireland, who teaches History, English, and Politics & Society in the King's Hospital, Palmerston and the Institute of Education, Leeson Street. He has been an assistant board-ing houseperson for 17 years. He hosts the 'Pol-Soc Podcast' and curates its resource website to help students with this new Leaving Cert subject.



## Anna Gillinder

@MissGillinder

Anna is Senior Vice Principal at Trinity Academy Cathedral in Wakefield, England. She is passionate about high quality responsive CPD which recognises that teachers are also learners. She teaches Religious Education and is a qualified SENDCO, who advocates for inclusive practice at all levels of education.



## Liam Guilfoyle

@LiamDGuilfoyle

Liam is a Lecturer of Science Education at the University of Oxford. One of his main research interests involves teachers' perceptions of, beliefs about, and engagement with/in research. His recent project, FoSTER, sought to explore and share a range of positive ways in which schools are supporting teachers to engage.



## Alistair Hamill

@lcgeography [sites.google.com/c2ken.net/thefeedbackloop/home](https://sites.google.com/c2ken.net/thefeedbackloop/home)

Alistair has 30 years' experience as a classroom teacher and 15 years on SLT for T&L. He chairs Craigavon ALC's T&L group. He has contributed to books with authors such as Oliver Caviglioli, Michael Chiles and Mark & Zoe Enser on applying research into teaching & CPD. In 2022, he was awarded the Royal Geographical Society Award for Excellence in Geography Teaching.



## Dr Eva Hartell

@EvaHartell [www.atsstem.eu](http://www.atsstem.eu)

Eva is currently Head of Research in Haninge and researcher at KTH Royal Institute of Technology, Sweden. Eva is involved in several national and international practitioner-based r&d-projects such as ATS STEM and K-ULF, working closely with teachers and schools with the purpose of bridging teaching and learning in STEM education. She is also proud ambassador for researchED Scandinavia.





### Triona Hourigan

 [DrT\\_Hourigan](#)

Dr Triona Hourigan has a PhD in digital learning and is a post-primary teacher at Laurel Hill Secondary School in Limerick. She is also an adjunct lecturer at the University of Limerick, Ireland. Today Triona is presenting with Ann Marcus-Quinn.



### Professor Áine Hyland

 [@ainehyland](#)

Professor Áine Hyland, Ph.D., D.Sc. (HC), D.Litt. (HC), M.R.I.A., is Emeritus Professor of Education and former Vice-President of University College Cork. She has published widely on the history of education, educational policy and curriculum and assessment. She has been a member of and/or has chaired a number of national committees including the Curriculum and Examinations Board in the 1980s and the Commission on the Points System in 1999.



### Kate Jones

 [@KateJones\\_teach](#)  [evidencebased.education](http://evidencebased.education)

Kate is a teacher, experienced leader and Senior Associate for Teaching and Learning with Evidence Based Education. In addition to her teaching and leadership roles she is the author of seven books published with John Catt Educational; including the Retrieval Practice series. Kate is also a regular writer for the TES and HWRK magazines. She has spoken at various educational events and conferences around the world including Thailand, Hong Kong, Malaysia, the Middle East and Europe. Kate has collaborated with leading figures in education such as Dylan Wiliam, Doug Lemov and Professor Robert Bjork.



### David Keenahan

 [@davidkeenahan](#)  [www.iop.org](http://www.iop.org)

David is a Professional Support Coach with the Institute of Physics, the professional body and learned society for physics in the UK and Ireland. IOP provide a range of supports to teachers of physics including "Physics Hub" online on Thursdays at 7pm during term. David taught Physics, Mathematics and Applied Mathematics in Gonzaga College in Dublin for many years. He is an active member of ISTA and RDS and an associate of PDST and the school of education in UL.



### Dr Jennifer Keenahan

 [@jenkeenahan](#)  [people.ucd.ie/jennifer.keenahan](http://people.ucd.ie/jennifer.keenahan)

Jennifer is an Assistant Professor in UCD Engineering and is Chartered with Engineers Ireland. She recently completed a Professional Diploma in Higher Education and is the Head of Teaching and Learning for her department.



## Paul A. Kirschner

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Paul A. Kirschner is emeritus professor of educational psychology and grumpy old man. His specialty is how we learn and how we can teach to make learning (and also teaching!) effective, efficient, and enjoyable. His latest two books on this are *How Learning Happens* and *How Teaching Happens*.



## Dr Carolina Kuepper-Tetzel

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Dr Carolina Kuepper-Tetzel is a Senior Lecturer in Psychology at the School of Psychology & Neuroscience at the University of Glasgow, an expert in applying Cognitive Psychology to education, and an enthusiastic science communicator. She leads the TILE Network and is a member of The Learning Scientists.



## Dáire Lambert

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Dáire has been teaching Science and Biology since 2018 and is currently a teacher in St. Mark's Community School in Dublin. He has a keen interest in teacher professional development and the use of explicit instruction in the classroom.



## Simon Lewis

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Over the last 20 years, well-known principal, podcaster and poet Simon Lewis has been a provocative voice in the education system, questioning its structures especially in relation to patronage and equality. His work can be found on Anseo.net where he writes about primary education in Ireland.



## Clare Madden

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Clare is a teacher of English and History at Glanmire Community College in Cork. She is also author of the Touchstones English textbook series.



## Dr Ann Marcus-Quinn

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Dr. Ann Marcus-Quinn is a lecturer in Technical Communication and E-Learning and is based in the School of English, Irish, and Communication at the University of Limerick. Ann is a Management Committee member for Ireland for the EU COST Action LEAD ME. She has published widely to date in areas such as: digital learning and integration in schools, Open Education. Ann co-edited the *Handbook for Online Learning Contexts: Digital, Mobile and Open* which was published with Springer in 2021. Today Ann is presenting with Tríona Hourigan.



## James Maxwell

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A Headteacher of 11 years, James's school was the first in Northern Ireland to appoint a Director of Research, at one of the first 'Research Schools' on the island as part of a unique cognitive science network, and which has been case-studied internationally for aspects of pedagogy such as Retrieval Practice.





### James McCoy

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James is Principal of Lurgan Junior High School in Co. Armagh. He was a contributor to *The Learning Rainforest Fieldbook* and is interested in conducting and reviewing research into how best to provide for the professional development needs of staff.



### Dr Jennifer McMahon

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Dr Jennifer McMahon is a Senior Lecturer in the University of Limerick with a background in educational research. She is a founding member and co-lead of T-REX, the Teachers' Research Exchange, an online community of practice for teachers and other educational researchers that supports conversations, collaborations and connections in educational research.



### Paul Nugent

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Paul teaches in Santa Sabina, Sutton, County Dublin. He works as an Education Coach with the Institute of Physics In Ireland and the PDST. He is an Executive Board Member of Science On Stage-Europe. In 2020 he was awarded the Irish Science Teachers' Association "Educator of the Year". [paul.nugent@gmail.com](mailto:paul.nugent@gmail.com)



### Dr Barbara Oakley

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Barbara Oakley is a Distinguished Professor of Engineering at Oakland University in Rochester, Michigan. Her work focuses on the complex relationship between neuroscience and social behaviour. She created and teaches Coursera's "Learning How to Learn," one of the world's most popular massive open online courses with over three million registered students.



### Dr Brendan O'Sullivan

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Brendan has taught mathematics for over twenty years and currently teaches at Davis College, Mallow. He has held a number of roles with the IMTA, the NIPT and the Teaching Council. He holds a PhD from Dublin City University and has contributed to several publications on teaching.



### Emma Regan

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Emma teaches Special Education at the King's Hospital School. Her subjects are English and Maths. She recently completed an M.Ed. at DCU in Special and Inclusive Education. She is passionate about learning, inclusion and collaboration.



### Mark Roberts

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Mark is author of the best-selling books *Boys Don't Try?* and *The Boy Question*. Having worked in schools in Devon and Manchester, Mark is now Director of Research at Carrickfergus Grammar School, the first person in the country to hold that position.



## Professor Vic Simms

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Vic Simms is a developmental psychologist with a specific interest in mathematical cognition. Her current projects include cross-cultural comparisons of mathematical thinking and the influence of the home environment on early learning. Vic is a founding member of the ESRC-funded Centre for Early Mathematical Learning which aims to understand and support early mathematical development.



## Claire Stoneman

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Claire is the Principal of a secondary school in Birmingham, England. Teaching English is Claire's first love, and she continues to teach. Claire is also an avid reader, writer and blogger. She organises researchED Birmingham and researchED Leicester.



## Sonia Thompson

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Sonia is the Headteacher/Director at St Matthew's C.E. Primary Research and National Support School, in Nechells, Birmingham. She has had articles published and regularly reviews blogs for SchoolsWeek. She has a chapter in *The researchED Guide to the Curriculum* and is a contributor to the new WALKTHRU 3 book. She will be talking about her book *Berger's An Ethic of Excellence in Action* from the In Action series edited by Tom Sherrington and illustrated by Oliver Caviglioli.



## John Tomsett

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John taught for 33 years in state schools in England and was a teaching secondary headteacher for 18 years. He writes a blog called *This Much I Know* and has written extensively about school leadership. He has published eight books: *Love Over Fear: Creating a Culture for Truly Great Teaching*; *Mind Over Matter: Improving Mental Health in our Schools*; *Putting Staff First: A Blueprint for Revitalising our Schools* (with Jonny Uttley); *An Angler's Journal*; *Cognitive Apprenticeship in Action* (editor); *Huh: Curriculum conversations between subject and senior leaders*; *Primary Huh: Curriculum conversations with subject leaders in primary schools & Primary Huh 2: Primary curriculum leadership conversations* (all with Mary Myatt). John is currently working on his next book with Mary, called *SEND Huh: curriculum conversations with SEND leaders*. He maintains that the best thing for our students is that our teachers are happy, healthy, well-qualified, highly motivated, hard-working, well-trained experts; consequently, he believes we should put staff first. He is now engaged in supporting the next generation of school leaders and teachers.



## Jennifer Webb

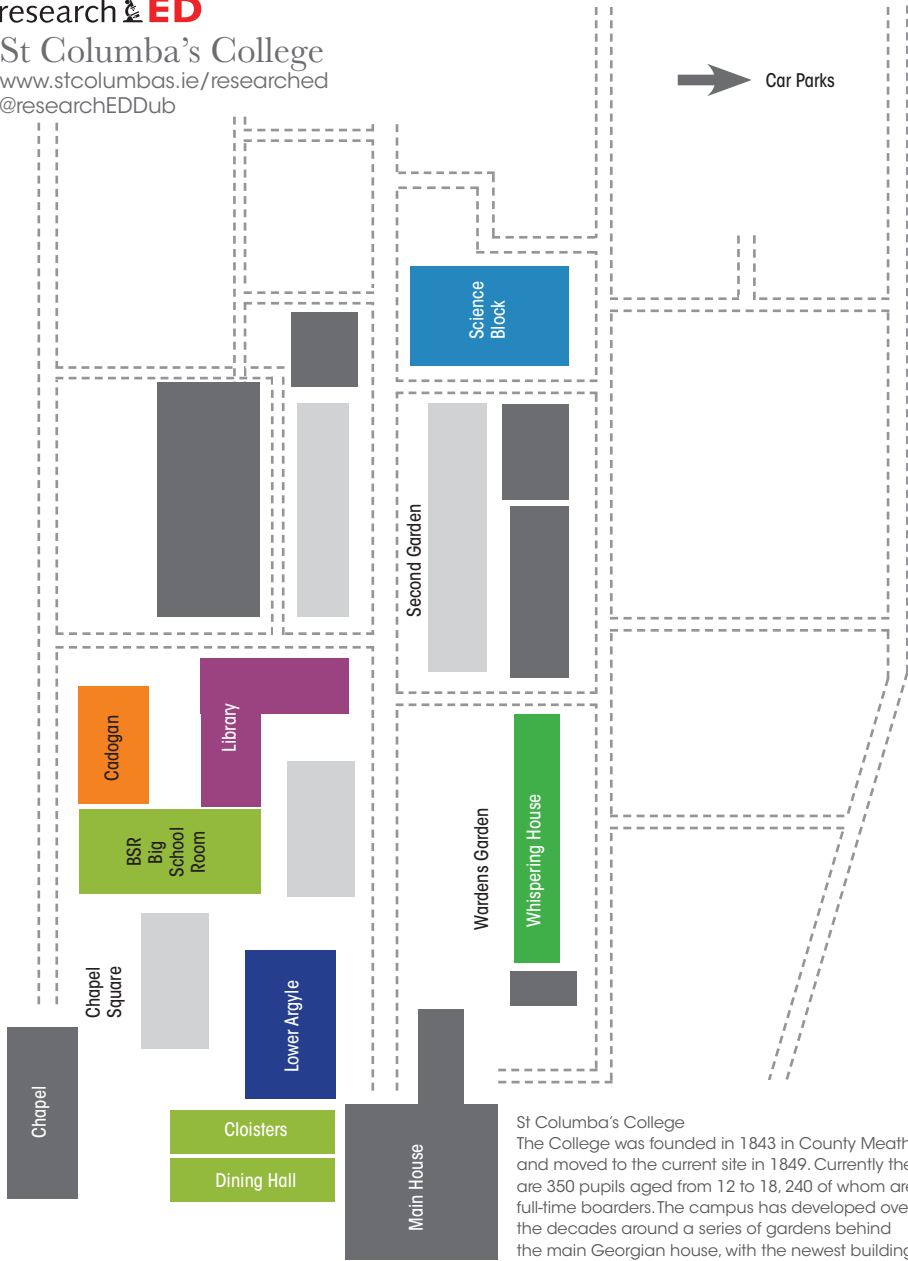
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Jennifer is an English Teacher, Assistant Principal and Research Lead at Trinity Academy Cathedral in Wakefield. She is an education author, blogger and speaker with interests in cognitive science, literacy, disadvantage and EDI.



## Clinton Wokocho

Clinton is the Diversity and Inclusion Ambassador at the King's Hospital School in West Dublin.



**St Columba's College**  
 The College was founded in 1843 in County Meath, and moved to the current site in 1849. Currently there are 350 pupils aged from 12 to 18, 240 of whom are full-time boarders. The campus has developed over the decades around a series of gardens behind the main Georgian house, with the newest building being today's reception area, Whispering House. The Chapel, designed by the great Victorian church architect William Butterfield, dates from 1880, and is open all day for those who wish to visit it.



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[www.stcolumbas.ie](http://www.stcolumbas.ie)

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