

Thursday 16th June				
08:30	09:30	Registration		
09:30	09:45	Opening address		
09:45	10:45	Dr Andreas Stylianides E223 <i>Intervention-based research in (mathematics) teacher education</i>		
10:45	11:10	Coffee		
11:10	12:10	Parallel session 1	Parallel session 2	Parallel session 3
12:15	13:30	Parallel session 4	Parallel session 5	Parallel session 6
13:30	14:30	Lunch		
14:30	15:30	Prof. Shirley Simon E223 <i>Advancing the professional development of science teachers through engagement with research</i>		
15:30	15:45	Coffee		
15:45	16:45	Dr. Sara Hennessy E223 <i>School-based professional development for interactive teaching with technology: lessons learned from initiatives in UK and Africa</i>		
16:45	17:15	Dr. Brian Trench Reflections on Teacher Education		
19:15		Conference dinner		
Friday 17th June				
09:30	10:30	Prof. Thomas Guskey E223 <i>Designing and Evaluating Effective Professional Learning</i>		
10:30	11:00	Coffee		
11:00	12:00	Parallel session 7	Parallel session 8	
12:10	13:10	Parallel session 9	Parallel session 10	
13:10	14:00	Lunch		
14:00	15:00	Parallel session 11	Parallel session 12	
15:00	16:00	Dr. John O'Reilly E223 <i>Preparing the ground: considerations on cultivating scientific inquiry through curriculum</i>		
16:00	16:15	Wrap-up		

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Session	Author	Title
1	Caitríona Ní Shé, Sinéad Breen, Connor Brennan, Frank Doheny, Christine Kelly Fiona Lawless, Ciarán Mac an Bhaird, Seamus McLoone, Eabhnat Ní Fhloinn, Brien Nolan and Ann O'Shea	Assessment for learning: Resources for first year under graduate mathematics modules
1	Diarmaid Hyland, Brien Nolan, Paul van Kampen,	Investigating students' difficulties with differential equations in physics
1	Gráinne Walshe, Jennifer Johnston, George McClelland	Integrating mathematics into science: Collaborative curriculum design
2	Alison Cullinane, Sibel Erduran, Paul Conway	Initial science teacher education on nature of science: A family resemblance approach
2	Louise Lehane, Gráinne Walshe	Teacher-based curriculum development incorporating nature of science in Irish junior cycle science
2	Kathy O' Sullivan, Niamh O' Meara, Paul F. Conway	Teaching Numeracy as a cross curricular subject in post-primary school
3	Mareike Frevert and David-Samuel Di Fuccia	Contemporary Science in chemistry teacher education – the conception of an empirical study
3	Samantha Pugh and Michael Grove	Engaging Students in Pedagogic Research and Teaching Enhancement in Tertiary Science and Mathematics
3	Anna Walshe	Curriculum development- teachers as active agents of change

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Session	Author	Title
4	Stephen Quirke, Paul F. Conway, Niamh O'Meara, Olivia Fitzmaurice	Educational policy reform documents: 'Oughtering' the designated identities of mathematics teachers
4	Filomena Rodrigues and Maria Mogarro	Student teachers' identity perceptions in the beginning of professional practice: Pre-service versus in-service
4	Lorraine Harbison, Ingrid Duncan, Hannah Goulden, David McAndrew, Sarah O'Brien	Student teachers' experience of reflective practice in the mathematics classroom
4	Louise Lehane, John O'Reilly and Geraldine Mooney-Simmie	Understanding the interactions between pre-service science teachers within a learning community focused on enhancing scientific inquiry orientations
5	Joseph Roche	CPD strategies for teachers and scientists in higher education
5	Ciara Lane, Fiona Faulkner and Aoife Smith	A CPD programme for out-of-field mathematics teachers: Programme outline and preliminary evaluations by participants
5	Monica Ward and Gary Conway	Helping Teachers to Teach Coding
5	Eamon Costello, Mark Brown, Enda Donlon, Monica Ward and Deirdre Butler	Massive Open Online Coding: Exploring the role of MOOCs for post-primary computing education in Ireland
6	Paul Grimes, Odilla Finlayson, Eilish McLoughlin and Paul van Kampen	Patterns of discourse in pre-service teachers' explanations
6	John Murphy	Using physics and technology in mathematics lessons to encourage a growth mind-set
6	Richard Moynihan, Paul van Kampen, Odilla Finlayson, Eilish McLoughlin	Progress and difficulties in student's understanding of vector and field concepts in electrostatics: A qualitative study of a small group of upper secondary students
6	Sven Schimek, Knut Wille, Henning Rode Gunnar Friege	Learning with optical blackbox-experiments