# St Mary's University College Belfast

**A College of Queen's University**

# Annual Research Report

## September 2010 – August 2011
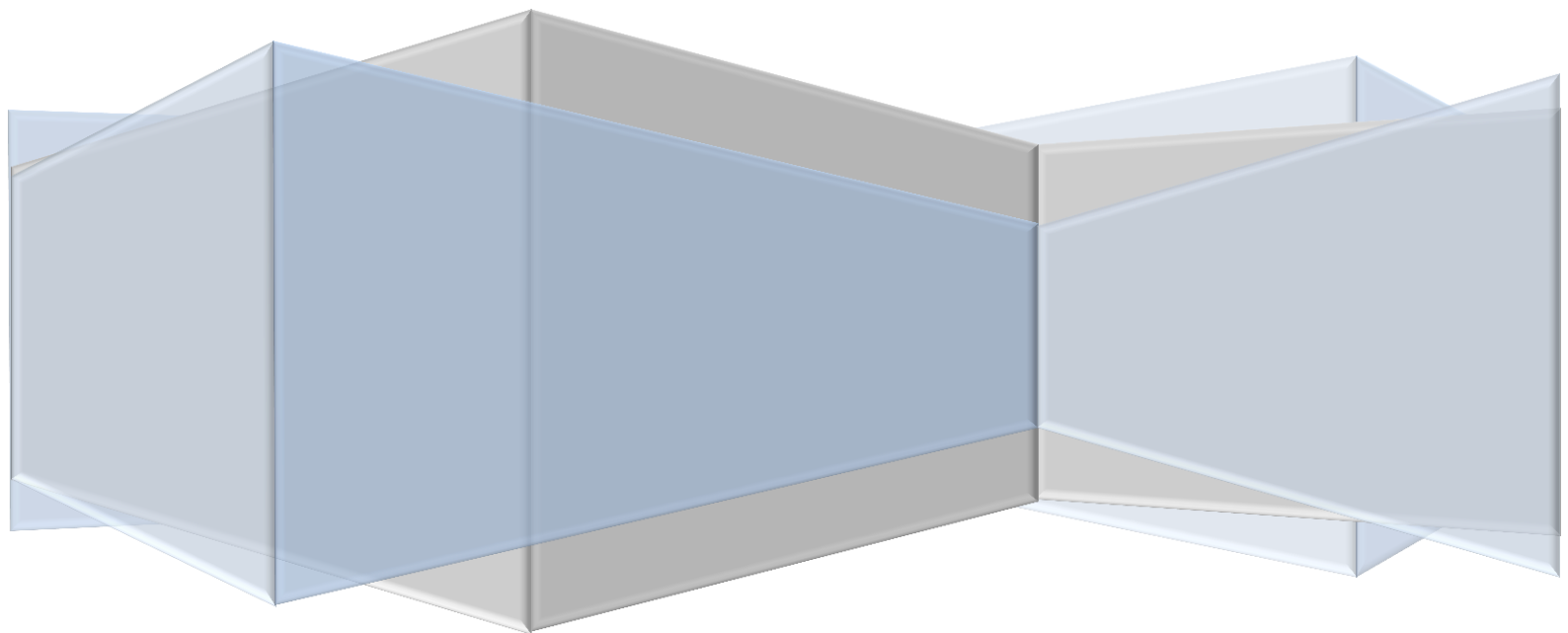
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# Foreword

During the 2010-11 academic year, the Research Committee engaged in an intense process of review that would lead St Mary's in a new strategic direction. This process of analysing strengths and areas where strategic development is required was carried out with integrity. St Mary's is a third-level institution with a reputation for excellence in teaching and learning and an exceptionally high ranking in the UK Student Satisfaction Survey. Research activity at St Mary's is driven by the commitment to sustain these high standards.

Research is an important area for development at St Mary's. A solid foundation has been established where academic staff engage in research activities that will enhance and inspire teaching and learning, ultimately enriching the student experience. Consultations and reflections during this academic year have resulted in a decision to plan and steer research development, with participation in the Research Excellence Framework process as a strategic goal.

The *Strategy 21* plan acknowledges the strengths demonstrated by the research community at St Mary's.  However, this institutional plan for sustainability also articulates clear goals for research development that will challenge academic staff, reflecting strong leadership and confidence in the academic community at St Mary's.  This 2010-2011 *Annual Research Report* includes a summary of comprehensive groundwork carried out that informed strategic planning during that year. Therefore, it is also important as an outline of current research activity and research capacity in the College that forms the platform for further strategic development in the future.



**Dr Gabrielle Nig Uidhir**

**Chairperson, Research Committee**

# Introduction

A culture of research is of paramount importance to the future strategic development of St Mary's. Research lays the foundations for strengthening the bridge between teaching and research within higher education. Academic staff at St Mary's are highly motivated to engage in research activity that informs teaching and benefits students. The high level of student satisfaction at St Mary's, as evidenced in the most recent UK Student Satisfaction Survey, reflects this motivating factor within the area of research and scholarly activity by academic staff.

St Mary's is committed to developing a thriving community of researchers that impacts upon both higher education and the wider society. Evidence of successful strategic planning towards this end is presented in this document. The research community at St Mary's produces research output that informs and guides academic discussion and debate on the practices and policies of subject disciplines, such as Politics and International Studies or Education.

During the 2010 – 2011 academic year, academic staff at St Mary's availed of diverse opportunities for further developing their research expertise and commitment by engaging in a variety of projects. The publications and research-based texts that have resulted from this work present one of the channels for academic staff to have their scholarly work impact upon and contribute towards the future learning of others. St Mary's researchers also continued to write academic papers which were showcased nationally and internationally through conference presentations. The professional development of researchers at St Mary's also continued during the 2010 – 2011 academic year with the pursuit of research study at doctoral level, as well as participation in research training courses.

Presenting research findings and enhancing one's skills through continuing professional development are essential for the strategic development of a research culture within St Mary's. Capacity building in the area of research is a priority, and the organisation of College research seminars creates opportunities for academic staff to share experiences and to disseminate findings. The Teacher Education Seminar Series was well attended during the year. Also, the introduction of the European Studies Seminar Series during the 2010 – 2011 academic year created further opportunities for sharing research ideas and for academic debate among colleagues and invited guests.

The promotion and enhancement of scholarly activity through the practice of research is supported by the Research Committee and the Research Office. A research environment has been created wherein academic staff are encouraged to engage with research as a process, drawing upon support

from the Research Office and from the staff development programme of events, aiming for excellence in research output.

## Research Policy and Strategy

St Mary's devised its current *Research Policy* in 2010, and this policy document has been used to guide and drive research during the 2010 – 2011 academic year. The *Research Polic*y has at its core, the aim of fostering, inspiring and promoting research activity across a variety of subject disciplines within the area of Education, as well as Politics and International Studies. It emphasises the need for research activity to be an integrated aspect of higher education, and it confirms excellence in learning and teaching as a constant goal that enhances the student experience at St Mary's. The aims of the *Research Policy* are closely aligned with the seven strategic priorities as described in the *Institutional Plan*, with its overall aim being the promotion of a higher education institution which encourages, supports and celebrates excellence across research specialisms. The *Research Policy and Strategy* complements the values and priorities articulated in *Strategy 21*, the document that presents the College's vision and strategic plan for sustainability and development.

The *Research Strategy* for 2010-2013 outlines the pathway for encouraging and promoting scholarly research activity. The main objectives of the *Research Strategy* include

- extending the level of research activity so that there is a locus of research in each course team/department,
- developing and consolidating research capacity and output,
- reinforcing and developing current research strengths,
- ensuring that research is highlighted and disseminated appropriately,
- preparing for participation in the Research Excellence Framework,
- extending research links with higher education institutions and other relevant bodies,
- increasing research income from funding bodies.

## Research Management and Coordination

The management and coordination of research within St Mary's is led by the Senior Tutor for Development, who is assisted by the Research Officer. Developing and implementing the *Research Policy and Strategy* is a responsibility for the College Management Team, which is reported to by the Senior Tutor for Development, who is also Chairperson of the Research Committee.

The Research Committee, which met on three occasions during the 2010 – 2011 academic year, consists of eleven members of academic staff, with representation from the Research Office, and it strives to develop and maintain a culture of research. This culminates in promoting research activity among academic staff, administering a basic research budget, recording research output, as well as other related activities, and identifying professional development needs in research. The Research Ethics Committee, which met on three occasions during the 2010 – 2011 academic year, has five members of academic staff, with representation from the Research Office, and its purpose is to develop and maintain a culture of ethics associated with research. This culminates in protecting research participants by ensuring that research at St Mary's is conducted in an ethically appropriate manner, in advising our community of researchers about ethics so that they adhere to guidelines when planning and carrying out their research and in maintaining our excellent reputation by reviewing all research projects designed by the academic staff which involve gathering data from participants.

The Research Office is the central location associated with supporting and maintaining an infrastructure that operationalizes the various strands of research activity in St Mary's. It assists and guides academic staff on all matters pertaining to research and contributes to lectures with sections of the student community. This culminates in being actively involved in the work of the Research Committee and Research Ethics Committee, in informing the strategic development of research, in coordinating applications to the research budget and in advising our community of researchers on external funding for research and opportunities for the dissemination of their research findings. Some of the main functions of the Research Office include

- assisting in promoting a culture of research,
- establishing the office as a resource for the research activity of academic staff,
- informing academic staff of the procedures to apply for research funding,
- providing information on opportunities for the dissemination of research,
- participating in the Research and Research Ethics Committees,
- conducting an audit of academic staff's research activity for an annual research report,
- maintaining the research section of the College website,
- supporting students in regards to research methods.

## Research Environment and Emerging Trends

Consolidating and enhancing the research environment at St Mary's has been a priority for the Research Committee during the 2010 – 2011 academic year. The *Research Strategy*, revised and

updated during this period, provided direction and goals that would produce a stronger research environment in the College. The role of the Research Office is pivotal within the infrastructure that promotes a stimulating research culture in the College. Academic staff can access support from the Research Office at any stage in the implementation of research initiatives and can pursue research goals within a supportive environment. This facility is considered a highly valuable and helpful resource by academic staff.

Other areas within the College actively contribute to a more integrated approach to research, maximising the use of research-related facilities and resources and creating a more effective research environment. These areas include the College library, continuing professional development and staff development.

### (a) The College Library and Research

The library supports academic staff undertaking research by helping to locate material for their research and by delivering books and journal articles on request. A budget is set aside to purchase research material for the library and the library also requests items from the British Library when it is more appropriate to borrow rather than buy material. Articles from the British Library can now be delivered online, usually within 48 hours. Academic staff have access to nearly 5,000 electronic journals through subscriptions, including educational research titles. Every member of academic staff is given a library card for Queen's University Belfast, and they can access Queen's online journals from any computer, when based in the library at Queen's University Belfast.

### (b) Continuing Professional Development and Research

During the 2010 – 2011 academic year, there were 117 students registered on M-level modules at St Mary's. Research is an important aspect of all modules on the Masters Programme and students avail of support provided in the Research Office and in the Library. M-level students are encouraged to engage in classroom-based research. A new development during this period was the introduction of an Irish-medium module that had a classroom-research element. This development is particularly significant because of the need for research in Irish-medium education. This course was designed to provide teachers with the opportunity to disseminate their research findings with one another. Furthermore, three of the teacher researchers have been subsequently invited to present their research findings at the annual *Comhairle na Gaelscolaíochta* and the Education and Library Boards Conference, March 2012.

(c) Staff Development and Research

Collaboration with the Staff Development Coordinator is essential to ensure that academic staff are informed about opportunities for professional development in research and encouraged to avail of these opportunities. A programme of research-based, staff development events held at Queen's University Belfast, is offered to St Mary's academic staff.  During 2010 – 2011, the focus on online learning and Continuing Professional Development (CPD) aimed to equip academic staff with the expertise required to create new electronic CPD courses. These lectures and workshops also included elements relevant to research.

The creation of a nurturing and stimulating research environment at St Mary's is planned to motivate new researchers, thereby building capacity, and also to support experienced researchers addressing new challenges.  Effective communication is essential to integrate these two objectives. A further advantage to clear communication as a requirement within the research environment is the dissemination of information about academic staff's achievements and research events. Academic staff are inspired by the successes of fellow researchers, and for this reason, publications and other successful initiatives by academic staff are acknowledged regularly via e-mail, on the intranet, in the *Research Newsletter*, as well as within the more formal reporting system.

Some of the diverse research activities carried out within this environment are discussed below. These activities form part of the research environment itself, building confidence and adding a dynamic dimension to the research landscape. They also highlight other trends that are emerging as a result of strategic planning, such as

- internationalising research activity,
- developing collaborative research and building academic partnerships,
- engaging in research that benefits the education community,
- securing external funding for research.

Some initiatives demonstrate that the research environment at St Mary's is successfully promoting the internationalisation of research endeavours. One example of this is the publication *Julia Kristeva and Feminist Thought* (Schippers, 2011).  This book provides a detailed examination of the key ideas of Julia Kristeva, an influential figure within contemporary Continental philosophy. The researcher availed of assistance provided by the Research Office when submitting a research proposal to the British Academy to fund field work abroad. The research environment was instrumental in supporting the researcher's successful application and the engagement with this international research.

The research environment at St Mary's encourages collaborative work in a range of ways, including participation in conferences, invitations to external presenters to the College Seminar Series and by supporting new partnerships in joint research initiatives. This aspect of the environment is reflected in the successes by the academic staff who engage in collaborative research with colleagues in other institutions.

Some of this collaborative work has all-Ireland relevance, such as the chapter titled, "1932: a case study in polarization and conflict", (in Parkinson et al, 2010). St Mary's academic staff have also demonstrated an enthusiasm for engagement with the Standing Conference on Teacher Education North and South (SCoTENS) through funded research initiatives with colleagues in other third-level institutions in Ireland, often focusing on research that informs teaching and teacher education. One example of this is the project titled, "Directors of teaching practice research group: continuing professional development for teaching practice supervisors". Through a series of cross-border exchanges, the project explored the expectations supervisors bring to supervising students.

Research that improves teaching and learning and enhances educational practice was also prioritised by two members of academic staff in the project titled, "Perception, attitude, movement – identity needs action". This international project, funded by the European Union's Lifelong Learning Programme, involved research which examined and compared the curricula of various countries in relation to what pupils learned about Europe. One of the outcomes was a multilingual tool kit that was developed to help students learn more about daily life in Europe.

International collaboration between St Mary's researchers and Ugandan and Zambian partners on several projects resulted in a range of important outcomes. These include a conference presentation that explored collaborative policy research in the paper, "Connections and considerations in cross-cultural collaborative research: voices from Uganda and Ireland", as well as a book *Issues in Economic Development in Sub-Saharan Africa*. The University of Zambia and St Mary's continue to work together on issues such as the European Union's policies in Africa, the emergence of the social economy and the impact of the Millennium Development Goals. The research environment at St Mary's has been enhanced by the opportunities for receiving international partners working on initiatives with St Mary's academic staff, as well as the commitment shown by academic staff who travelled to Africa to participate in field work.

During the 2010 – 2011 academic year, research funding was secured for four new, research-related projects, in addition to on-going funded initiatives. The first is titled, "Interdisciplinary art & science – inspiring pupils to engage with education: a key stage 3 pilot", which gained funding from the

Esmée Fairbairn Foundation and it involves two members of academic staff. The aims of the project are to apply the outcomes of The Leonardo Effect study at Key Stage 2 to the Key Stage 3 setting, in an attempt to make an impact on known problems in current education provision.

The second new project which secured research funding from SCoTENS by a member of academic staff in collaboration with a colleague in University College Cork is titled, "Assessment in teacher education: North & South". This project aims to explore the nature and conduct of school-based work assessments in a sample of primary and post-primary initial teacher education degree courses in Northern Ireland and the Republic of Ireland.

The third project in the 2010 – 2011 academic year which secured research-related funding from SCoTENS was for the purpose of organising a research conference in collaboration with Mary Immaculate College, Limerick. The title of this conference is, "A critical analysis of North-South educational partnerships in development contexts". The conference aims to assess educational partnerships and to consider how future planning and policy decisions nationally and internationally may be improved. It is envisaged that an edited book of papers will be produced to disseminate the lessons learnt and inform future collaborative projects in development contexts.

Funding secured from the European Commission is the fourth of the new, funded initiatives. This research-related project, which received confirmation that it had secured substantial funding at the end of the 2010 – 2011 academic year is titled, "Stimulating science and technology competences through innovative means for teaching and learning (STIMULA)". St Mary's will work alongside organisations in Germany, Romania and Spain to produce guidelines on best practice.

Research that informs teaching is seen as a strong theme in much of the work of St Mary's researchers, for example, in the collaborative projects cited above. This focus is also evident in other research undertaken by St Mary's academic staff, such as the journal publication, "Poetry and gender: a comparative evaluation of boys' and girls' responses to poetry at key stage 4 in Northern Ireland". This article evaluates the gender debate as it impinges on English studies in general and on poetry in particular and also explores ideas about the pedagogy of poetry. Another example of a contribution to improved teaching and learning is provided in the work of two St Mary's colleagues who co-authored a publication, "Political theory, academic writing and widening participation", which reflects upon a collaborative model of teaching political theory and the teaching of academic writing in political theory.

During 2010 – 2011, academic staff continued to disseminate research findings to the wider education community. Research presentations were made by members of academic staff at

international conferences throughout the year. The paper, "Europe unveiled: the geopolitics of gender and race in Kristeva's conception of Europe" was presented at the Central University of Budapest. A second presentation by the same author titled, "The category of violence in Judith Butler's political thought" was given in the University of Aberdeen.  Four academic staff co-authored a paper that was presented at a conference in St Patrick's College, Drumcondra, that shared findings from an analysis of the PGCE Irish-medium model of initial teacher education at St Mary's.

The dissemination of research by three academic members of staff was facilitated at a Higher Education Academy seminar series, hosted in St Mary's towards the end of the academic year.  The theme of this seminar series was student engagement. The series was also attended by colleagues from Belfast Metropolitan College, the Higher Education Academy, Queen's University Belfast and the University of Ulster. The presenters found their engagement with students, as part of their research, to have been extremely worthwhile and to have led to improvements in practice and policy.

## Research Seminars

The Teacher Education Seminar Series (TESS), coordinated by two members of academic staff in collaboration with the Research Office, continued with a stimulating programme of events in 2010 – 2011. The TESS strives to disseminate and celebrate the academic staff's research activities by offering them an opportunity to present their research findings or works-in-progress, to generate debate and to receive feedback for future consideration.  Four presentations were made during the 2010 – 2011 academic year. The programme included research presented by colleagues from Queen's University Belfast, St Mary's and Stranmillis University College Belfast.

The model of research seminars in the College was further developed in the 2010 – 2011 academic year to introduce the European Studies Seminar Series. This new initiative has a focus on European Studies, in the broadest sense, and is intended to provide a forum for discussion for researchers working on, or with an interest in, the European Union, European history, cultural studies, geography, languages, politics, or philosophy. Four presentations also were made at the European Studies Seminar Series during this period, presented by St Mary's researchers.

## Research Conferences Hosted at St Mary's University College

In March 2011, St Mary's hosted the Association of Science Education (ASE) annual regional conference. Over 250 participants attended from a range of educational sectors, including primary and post-primary schools, education and library boards and higher education institutions. Over 20 different research seminars and workshops were organised. The theme of the conference, "STEM -

Sharing Good Practice" related to the College's objective of promoting the STEM agenda. Participants learned about a range of developments in science education with speakers from the Council for the Curriculum, Examinations and Assessment (CCEA), the Curriculum Advisory Support Service (CASS), and the Education and Training Inspectorate (ETI), as well as from primary schools, post-primary schools and universities. Recent research by St Mary's staff on the integration of science with art was presented and discussed.

This year, the annual conference organised by *Comhairle na Gaelscolaíochta* and the Education and Library Boards was hosted by St Mary's.  The then Minister for Education, Caitríona Ruane, addressed the audience of Irish-medium teachers, classroom assistants and education partners. The role of St Mary's as the provider of Irish-medium teacher education and also in the developing area of Irish-medium continuing professional development and research was acknowledged in addresses.

## Research Newsletter

Another new initiative established in the 2010 – 2011 academic year included the creation of a research newsletter. This newsletter was written and designed by the Research Office, with each of three issues covering a four-month period to reflect the three terms of the academic year. The newsletter contained summaries of academic staff's research achievements during the year, ranging from research funding through to presentations and publications. Hard copies are printed and circulated among the academic staff in the College, as well as electronic copies being made available for download on the College's website. Hard copies are also used as publicity material and are available at the reception area to members of the public who visit the College.


## Research Excellence Framework

The question about participation in the Research Excellence Framework (REF) was debated and investigated by the Research Committee during the 2010 – 2011 academic year. During that time, members of the Research Committee frequently expressed the view that as a higher education institution, participation in the REF should be an objective. This strong view existed even though the number of academic staff who have four or more high-quality research publications is limited.

Two actions were planned and carried out during the academic year to inform a recommendation by the Research Committee. The first was a critical analysis of academic staff's research outputs. It was necessary to apply high-level criteria to the reported research activity that would present an accurate picture of academic output. This analysis showed that many academic staff engaged in research, but the focus was not on achieving four research outputs at the standard required for the

REF. Furthermore, several prominent academic staff in the College could not be part of a 2014 REF submission because of retirement. In the end, it was concluded that four members of academic staff had strong research profiles according to the REF criteria. These four core researchers work in different disciplines and could not be included in a single unit of assessment (UoA). Secondly, consultations were held with two other higher education institutions and an external advisor. A series of meetings were held with academic staff experienced in and responsible for the previous Research Assessment Exercise in 2008.

A summary of advice from the consultations with other higher education institutions was considered by the Research Committee and is presented below:

- Consider making a submission under one Unit of Assessment.
- Identify one or more research clusters, therefore enabling the REF reviewers to determine the direction towards which the College is moving regarding research.
- Support those academic staff identified from the research audit as possible submitters to the REF 2014 in whatever ways possible to ensure they have high-quality research outputs that also have demonstrated impact.
- Review the pilot impact report produced by HEFCE. Begin to collect evidence of impact from the research output to be included in a REF 2014 submission.
- Ensure the REF does not become the driving force for the development of research within the College and submission should only be made if it advances the College's research policy and research strategy.
- Be aware that the number of academic staff in a good position to be included within a submission to REF 2014 is small and much too diverse in their fields of research.
- Consider only including research output that is of 3* and 4* standard in a REF submission.
- Acknowledge that the College has no PhD research students enrolled and that there is a serious research-related gap in developing a thriving research environment.

The Research Committee considered all the professional advice offered by academic research experts, as well as internal discussions and the recommendations within the PA Consulting Group Report. It was agreed to make a recommendation to the Strategic Management Team that the College should prepare to make a submission to the Research Excellence Framework in 2013. However, further consultations were needed to agree on the Unit of Assessment. These consultations were carried out by the Research Committee with key researchers from the College. There was a consensus that the College should not consider submissions to two Units of Assessment. Other factors in the College that needed to be taken into account were capacity, staffing issues,

areas of specialist interest and the number of quality outputs in specialist areas. The Research Committee, in consultation with other colleagues, considered the recommendations within this broader context, and it was agreed that the Education submission would not reach the capacity required for REF in 2013. It was also acknowledged that a submission within Politics and International Studies would be very small. However, the recommendation to proceed with preparation for a Politics and International Studies submission was based upon a slightly stronger submission in terms of staff numbers and potential outputs.

This investigative process was thorough and the degree of consultation was extensive and inclusive. It was agreed that a detailed account of the process would be made available on the staff intranet. It was also agreed that a Code of Practice for fair and transparent selection of academic staff would be drawn up officially and the implementation would be monitored.

It should be noted that the Research Committee remains committed to building the research capacity within the area of Education and to support the promotion of an active research culture throughout the College, as articulated in the Research Policy and Strategy 2010-2013.

# Research Output in 2010 – 2011

## Authored Books

**Mac Labhraí, S.** (forthcoming) *GéarscagadharGhlacGearrscéalta*.

**Schippers, B.** (2011) *Julia Kristeva and Feminist Thought*, Edinburgh, Edinburgh University Press, pp 208.

**Schippers, B.** (forthcoming) *The Political Philosophy of Judith Butler*, Abingdon, Oxon, Routledge.

## Edited Books

**Hickey, I.** and **Robson, D.** (Eds.) (forthcoming) *The Leonardo Effect: Motivating Children to Succeed Through Interdisciplinary Learning*, Abingdon, Oxon, Routledge.

**McCann, G.** and Matenga, C.R. (2011) *Issues in Economic Development in Sub-Saharan Africa*, Belfast and Zambia, St Mary's University College Belfast and University of Zambia. pp 186.

## Chapters in Books

**Coll, N.** (forthcoming) Being Catholic in Ireland today. In Rafferty, O. (Ed.) *Irish Catholic Identities*. England, Manchester University Press.

**Collins, P.** (2010) 1932: a case-study in polarization and conflict. In Parkinson, A.F. and Phoenix, E. (Eds.) *Conflicts in the North of Ireland, 1900-2000*. pp 98-112. Dublin, Four Courts Press.

**Downey, P.** (2011) *Cesare Bendinelli, Tuttal'artedellatrombetta (1614): facsimile edition with complete translation, biography and critical commentary at current state of research in German, English, and French, with a contribution by Peter Downey*. Vuarmarens, The Brass Press / Editions Bim(2011).

Holland, M., **Long, L.** and Regan, L. (forthcoming) Implementing the thematic curriculum in Uganda: implications for teacher education. In Griffin, R. (Ed.) *Teacher Education in Sub-Saharan Africa*. pp 167-182. Oxford, Symposium Books.

**Magennis, G.** (forthcoming) Buried treasure: uncovering literacy jewels in the 'Leonardo Effect'. In Hickey, I. and Robson, D. (Eds.) *The Leonardo Effect: Motivating Children to Succeed Through Interdisciplinary Learnin*g. Abingdon, Oxon, Routledge.

**McCann, G.** (2011) Is the European Union's international economic strategy frustrating development in Sub-Saharan Africa? In McCann, G. and Matenga, C.R. (Eds.) *Issues in Economic Development in Sub-Saharan Africa*. pp 83-106. Belfast and Zambia, St Mary's University College Belfast and University of Zambia.

**Schippers, B.** and **Worley, J.** (2011) Political theory, academic writing, and widening participation. In Deane, M. and O'Neill, P. (Eds.) *Writing in the Disciplines*. pp 155-173, Palgrave MacMillan.

**Stevenson, P.** (2011) Enterprise, entrepreneurship and development in Sub-Saharan Africa. In McCann, G. and Matenga, C.R. (Eds.) *Issues in Economic Development in Sub-Saharan Africa*. pp 49-66. Belfast and Zambia, St Mary's University College Belfast and University of Zambia.

**Vaupel, A.** and **McKay, T.** (forthcoming) The place of the European dimension in education in the post-primary curricula of Northern Ireland.

**Vaupel, A.** and **McKay, T.** (forthcoming) Sitting at the edge of Europe: perception of and attitudes towards Europe amongst post-primary students in Northern Ireland.

## Journal Articles

**Hanratty, B.** (2011) Poetry and gender: a comparative evaluation of boys' and girls' responses to poetry at key stage 4 in Northern Ireland. *Research Papers in Education*, 26(4), pp 413-426.

**Long, L.**, McPhillips, T., Shevlin, M. and Smith, R. (forthcoming) Utilising creative methodologies to elicit the views of young learners with additional needs in literacy. *Support For Learning*, 27(1), pp 1-9.

**McCann, G.** (2011) Moralna ekonomia w dobie kryzysu [The moral economy in crisis]. *ZNAK Miesiecznik*, No.669.

McPhillips, T., Shevlin, M. and **Long. L.** (forthcoming) A right to be heard: learning from learners with additional needs in literacy. *Literacy*.

## Reports

**Finn, P.**, **McCann, G.**, **Coll, N.** and **Nig Uidhir, G.** (2010) *Challenging poverty in Northern Ireland*. End of Project Report for the Northern Ireland Catholic Council on Social Affairs & the Society of Saint Vincent de Paul.

Holland, M., Bakaira, G., Bwayo, J., Griffin, R., Kalya, S., **Long, L.**, Luswata, J., Michael, N., Oriada, T. and Regan, L. (2011) *The Thematic Curriculum: An Evaluation of the Effectiveness of the Thematic Curriculum Implementation in Ugandan Primary Schools*. End of Project Report for the Centre for Global Development through Education, Mary Immaculate College Limerick.

**Keane, M.** (2010*) Learning to share space in divided societies: thirdspace perspectives*. Published in the Proceedings of the International Geographical Union-Commission on Geographical Education (IGU-CGE) Symposium, Fatih University, Istanbul.

**Trainor, G.** and **Knipe, D.** (2011) *Listening to students: case studies of development through engagement with students*. Briefing Paper to the Higher Education Academy, England.

## Conference Papers

**Hagan, M.** (2011) Putting the heart in the heartland: Catholic higher education in Republican West Belfast. *ACER*. University of Wisconsin, USA, June 2011.

**Hanratty, B.** (2010) The philosophical contexts, methodology and findings of 'The Literature of the Troubles Project'. University of Nijmegen, Holland, November 2010.

**Long, L.** (2010) Connections and considerations in cross-cultural collaborative research: voices from Uganda and Ireland. *Collaborative Voices*. Church of Ireland College of Education, Dublin, September 2010.

**Martin, M.** (2011) Shakespeare: language and contexts – a guide for teachers. *South Tyrolean Pädagogisches Institut*.

**Martin, M.** (2011) Supporting student writing in the disciplines through the use of peer tutoring. *The Warwick Symposium on Academic Writing Support*. University of Warwick, England, May 2011.

**McCann, G.** (2010) The legacy of colonialism and the European Union. Poznan University of Economics, Poland, December 2010.

**McCann, G.** (2010) The legacy of colonialism and the European Union. *Scientific Association of Foreign Affairs*. Warsaw School of Economics, Poland, December 2010.

**McCann, G.** (2010) The European Union's development policy. Nicolaus Copernicus University Torun, Poland, December 2010.

**McCann, G.** (2011) The role of the great famine in Irish emigration. *Migration and Narration*. Krosno College, Poland, July 2011.

Mhic Aoidh, E., Garland, J., Nig Uidhir, G. and Sweeney, J. (2011) Self-evaluating a PGCE Irish-medium model of initial teacher education. *Re-imaging Initial Teacher Education: Perspectives on Transformation*. St Patrick's College Drumcondra, Dublin, July 2011.

Nig Uidhir, G. (2011) *Béal Feirste,  Aon Chathair*: A Perspective from West Belfast. One Belfast Conference.  The Waterfront Hall, Belfast, March 2011.

Schippers, B. (2011) Europe unveiled: the geopolitics of gender and race in Kristeva's conception of Europe. *Second European Conference on Politics and Gender*. Central European University, Budapest, January 2011.

Schippers, B. (2011) The category of violence in Judith Butler's political thought. *The Category of Violence*. Centre for Citizenship, Civil Society and Rule of Law, University of Aberdeen, Scotland, June 2011.

Vaupel, A. and McKay, T. (2011) Connecting Europe: an exploration of Europe, European identity and European citizenship in the revised Northern Ireland curriculum at key stage 3. *International European Education Symposium*. European University of Cyprus, Nicosia, February 2011.

## Book Reviews and Review Articles

Coll, N. (2011) Review of 'Scripture, Tradition and Reason: A Selective View of Anglican Theology Through the Centuries' by William Marshall (2010) in *Doctrine and Life.* 61(4), pp 60-62.

Coll, N. (forthcoming) Review of 'Where is Knowing Going? The Horizons of the Knowing Subject' by John C. Haughey (2009) in *Doctrine and Life.*

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

Schippers, B. (2011) Review of 'Frames of War: When is Life Grievable?' by Judith Butler (2010) in *Redescriptions: Yearbook of Political Thought, Conceptual History and Feminist Theory*. 15, pp 231-238.

Schippers, B. (forthcoming) Review of 'Walled States, Waning Sovereignty' by Wendy Brown (2010) in *Political Studies Revi*ew.

## Funded Research from External Awards

Connelly, T. and Magennis, G. (2011) Assessment in teacher education: North & South – SCoTENS (Awarded May 2011).

**Connolly, C.** (2010) Directors of teaching practice research group: continuing professional development for teaching practice supervisors – SCoTENS (Continuation of project).

Cremin, P. and **Finn, P.** (2011) A critical analysis of North-South educational partnerships in development contexts – SCoTENS (Awarded May 2011).

**MacLabhraí, S.**, **McCann, G.** and **de Bléine, P.** (2010) Use of mobile phone technology in language teaching – European Commission (Continuation of project).

**McCann, G.** (2010) Open Sustainability in Education Resource – Higher Education Academy and the Joint Information Systems Committee (Continuation of project).

**McGeown, K.**, **Hagan, M.** and **Knipe, D.** (2011) Stimulating science and technology competences through innovative means for teaching and learning – European Commission (Awarded July 2011).

**Robson, D.** and **Hickey, I.** (2010) Interdisciplinary art & science – inspiring pupils to engage with education: a key stage 3 pilot – Esmée Fairbairn Foundation (Awarded November 2010).

**Schippers, B.** (2011) From 'gender trouble' to post-9/11 politics: the political philosophy of Judith Butler – Arts and Humanities Research Council and The British Academy (Submitted and decision pending).

**Trainor, G.** and **Knipe, D.** (2010) Listening to students: case studies of development through engagement with students – Higher Education Academy (Awarded December 2010).

## Other Research Activity

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

**Hagan, M.** (forthcoming) *Turning tension to synergy: learning from schools in OECD nations that show promise in meeting policy demands for test performance and 21$^{st}$ century learning simultaneously*. Collaborative Research Project with University of Haifa, Israel and University of Lowell, Massachusetts.

**McKee, D.** and **McGee, E.** (forthcoming) *Children in crisis: an investigation into the causes and effects of trauma upon children in post-primary education in Northern Ireland*. Internal Research Project, St Mary's University College Belfast.

**Mhic Aoidh, E.** (forthcoming) *Assessing Irish language development and early learning in Irish-medium foundation stage classrooms*. EdD Thesis, Queen's University Belfast.

## Teacher Education Seminar Series

Lundy, L. and McEvoy, L. (October 2010) *Children's Rights & Research: Assisting Children to an (In)formed View*. School of Education, Queen's University Belfast.

**McKay, T.** and **Vaupel, A.** (November 2010) *Connecting with Europe: An Exploration of European Identity & Citizenship in the Revised NI Curriculum at Key Stages 3 & 4*. St Mary's University College Belfast.

**McCann, G.**, **Mac Labhraí, S.** and **de Bléine, P.** (December 2010) *Moblang & St Mary's University College*. St Mary's University College Belfast.

Cummins, B. and Kelly, J. (June 2011) *'EntreBRAINeur': Investigating Entrepreneurial Learning Preferences*. Stranmillis University College Belfast and Fingerprint Learning.

## European Studies Seminar Series

**Worley, J.** (October 2010) *On the Edge of Europe: Wordsworth's European and English Identities*. St Mary's University College Belfast.

**Schippers, B.** (November 2010) *Europe's Others: Geo-philosophy and Geopolitics in Kristeva's Conception of Europe*. St Mary's University College Belfast.

**McKay, T.** and **Vaupel, A.** (January 2011) *Connecting With Europe: An exploration of Europe, European Identity and European Citizenship in the Revised Northern Ireland Curriculum*. St Mary's University College Belfast.

**McCann, G.** (February 2011) *The Impact of the European Union on Global Development - From Mission to Recession*. St Mary's University College Belfast.