



John Coolahan Research Support Framework Awards

10 December 2019

#CROÍ
#molfeasa

An Chomhairle
Mhúinteoireachta

The Teaching Council



STRAND 1

Support for innovative projects that seek to explore, share and apply existing research

Numeracy Exchange Conference to Share Learning from NAC-net Research

Merrilyn Goos, Kathy O’Sullivan, Noreen O’Dea, Niamh O’Connor, Anne Breen, Timmy McGrath, Saoirse Hickey, Julie Moloney, Hilary Burke, Siobhan Ryan and Niamh Hegarty

Team Teaching as a Medium of Situated Mentoring for Student Teachers on School Placement

Michaela Hayes, Eoin Shinnery, Jack Neylon, Pauline Della Chiesa, Michelle Woulfe, Aoife Minnock, Brian Downey, Ann-Marie Young and Ciarán Ó Gallchóir

How do School Networks and Collaboration Operate to Support DEIS Schools? Sharing the Learning from Research, Policy and Practice

Margaret Nohilly, Ruth Bourke, Sandra Ryan and Peter Jennings

Developing Innovative, Research-informed Professional Learning Materials to Guide Primary Teachers’ Individual and Collaborative use of Standardised Testing in Support of Pupils’ Learning

Zita Lysaght, Deirbhile Nic Craith, Siobhán Lynskey and Michael O’Leary

An Exploration of Teacher Experiences and Perceptions of Social and Emotional Health Promotion in Irish Primary Schools: A Professional Learning Community Approach

Sinéad Foley

Portfolio-Based Learning for Teachers: Developing Professional Learning Pathways for Critical Thinking in Teaching

Kathryn Corbett

STRAND 2

Support for new research

An Exploration of the use of Video Reflections to Support Critical Reflections amongst Student Teachers while on School Placement

Damien Lonergan, Orla McCormack and Elaine Riordan

Developing Sustainable Approaches around Teaching Creative Problem-solving within STEM Subjects in Second-Level Schools with a Particular Emphasis on 'T' (Technology) & 'E' (Engineering)

Diarmaid Lane, Oliver McGarr, Bill Nicholl, Cathal Ó Donnabháin, Ian Hosking and Melanie Smith

Delving into the Shadows of the Grinds Culture in Ireland - A Focus on Mathematics

Mark Prendergast, Laura Lynne R. Duffy, Iseult O'Rourke and Niamh O'Meara

Exploring the use of Flexible Learning Aids to Support Early School Leavers' Engagement and Motivation in Mathematics in one Further Education and Training Centre

Adrian O'Hanlon and Raymond Lynch

The Challenges and Opportunities in Setting up an Aonad Lán-Ghaeilge in a Socially and Economically Deprived Area

Seán Ó Broin, Phil O'Flynn and Neil Creedon

Tús Maith? Exploring Student and Early Career Teachers' Attitudes to, and Experiences of, Teaching in a Post-Primary Irish Medium Immersion (IMI) Setting/ Gaelcholáiste

Niamh Dennehy, Mairéad Ní Chonail, Aideen O'Connor and T.J. Ó Ceallaigh

Teacher Learning Communities and Teacher Reflexivity

Timothy Murphy, Mary Masterson, John Corry and Mary O'Sullivan

Implementing Collaborative and Evidence-informed Assessment in Junior Cycle Wellbeing

Joao Costa, Conchúr Ó Muimhneacháin, Emmanouil Adamakis, Doireann Ní Mhuimhneacháin, Bríd Kelleher, Lily De La Cour, Lorraine Mellerick and Diarmuid Patrick Lester

Bridging the Mathematical Divide: Supporting the Effective Use of Manipulatives in the Transition from Primary to Post-Primary Education

Patrick Johnson, Aisling Leavy and Eilís O'Meara

I Want to Break Free - Breaking Down the Barriers to Professional Learning in the 21st Century Second Level Irish School

Marinella Raftery, Katie Chapple and Norma Lenihan

School University Partnership in Educational Research for Wellbeing (SUPER-WELL)

Grace Burke, Bebhinn Joyce, Jennifer McMahon and Lorna Barry

An Original Participatory Action Research Project on Student Wellbeing in a Single-sex Boys' School, with a Focus on Motivation in 2019 - 2020

Sean Kealy, Conor Byrne, Claire O'Brien, Beth Cooney, Gemma Doran, Claire Murphy and Lisa McDonald

Audit to Action: Can the Process of Creating a Provision Map Promote and Facilitate a School-wide, Collective and Collaborative Response to Special and Inclusive Education?

Angela Martin

Paired School Placement: Perceptions and Experiences of Student Teachers

Kate Mohan

An Investigation into the Impact of a Professional Learning Programme (Instructional Leadership Programme - ILP) on the Perceptions and Practices of Post-primary Teachers

Sharon Coffey

To Explore the Impact of Lesson Study on Teachers' Knowledge and Skills in STEM in Junior and Senior Infants

Bridget Flanagan

Initial Enrolment of Pupils with Autism in to Primary Education- How can School Leadership be Supported to Ensure a Positive and Professional Experience for Leader, Practitioner, Parent and Child

Linda Dennehy

At the Coalface: A Quantitative and Qualitative Inquiry into the Relationship between Self-esteem, Coping and Wellbeing in Relation to Student Teachers

Padraig Egan
