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2014-06-15

Genesis of Educational Research: Proceedings and Abstracts of the First Annual Graduate Student Conference, 15 June, 2010

Learning, Teaching and Technology Centre

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Recommended Citation

Learning, Teaching and Technology Centre and Donnelly, Roisin, "Genesis of Educational Research: Proceedings and Abstracts of the First Annual Graduate Student Conference, 15 June, 2010" (2014). *Graduate Student Conferences*. 1.
<https://arrow.tudublin.ie/ltcgrad/1>

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Graduate Student Conference

Programme

DIT Aungier Street
15 June 2010

lttc^o

First Annual Graduate Student Conference:

Genesis of Educational Research

Dublin, 15 June 2010

Róisín Donnelly and Marian Fitzmaurice

The purpose of the annual graduate conference is to build a network of research-informed participants across the two programmes. This approach - giving participants the chance to present and publish - emphasises the role of students as partners in learning and research, and is designed to help embed the development of research skills in relevant contexts. By encouraging such networking across the programmes, it is anticipated that this event will also reinforce participants' understanding of the value of involvement in communities of practice associated with academic disciplines and professions.

This field of practice takes a particular approach to higher education: it views the participants as partners in learning, research and scholarship, and encourages them to focus on key aspects of their academic/professional practice, demystifying them and making them more explicit. Elsewhere this strategy has been seen to be successful for effective learning, and in building students' confidence in participating in their discipline and professional communities.

The key idea of the graduate conference is to focus attention on how learning happens within the programmes, and how it is experienced in subject contexts, specifically encouraging participants to reflect on their learning, and to share their reflections with others by involve themselves in this student-led conference and subsequent publications. The focus will be on providing a live forum for student experiences of HE and industry, using the format of a conference for and by postgraduate students.

Conference theme and programme

The theme of this year's conference is the genesis of educational research

There is one key speaker:

Professor Grainne Conole <http://iet-staff.open.ac.uk/g.c.conole/>

A multimedia record of the event will be composed and could provide a number of 'products' for both participants to use for their own future purposes: an online journal, podcasts, film and other media. The intention is that involvement in the conference will encourage the development of skills for learning, research and presentation, contribute to educational and professional-related goals and provide material for students to use in their personal development planning.

The key criterion for participation is the focus on participants' experiences of learning. All contributions in some way reflects how learning has happened – or perhaps how it may be improved - in the specific context of the

participants' practice. The conference theme therefore makes a link to learning activities: e.g. participants' investigation of their own learning, whether in terms of spaces and technologies, social activities, meta-cognitive awareness, online or other communication networks, note-making or reading practices, writing practices etc.



**Graduate Student Conference
MA in Higher Education/ MSc Applied eLearning**

PROGRAMME

ROOM 3067/68 MAIN ROOM
ROOMS 3044/3045 BREAKOUT ROOMS

- 9:30 Registration, Coffee & Refreshments
- 9.50 Opening Address: Dr Roisin Donnelly & Dr Marian Fitzmaurice
- 10:00 Keynote Speakers: [Chair: Dr Jen Harvey]
"Getting started with educational research"

Prof. Grainne Conole, Open University (via recorded presentation)
Paula Burke, DIT
- 11am Coffee & Refreshments
- 11.30am Graduate Student Presentations: 3 parallel sessions
Each presentation will last 15 mins plus 5 mins allowed for questions

	Stream 1 MSc Applied eLearning/MA in Higher Education Chair: Martina Crehan	Stream 2 MA in Higher Education Chair: Muireann O'Keeffe	Stream 3 MA in Higher Education: Chair: Marian Fitzmaurice & Roisin Donnelly
11.30am	Lucia Morales Can the use of Clickers and Formative Assessment motivate critical thinking?	Mary Rogan Vocation, social justice and subject choice: re-examining student motivations	Alan Monks Adapted PBL practical exercises: benefits for apprentices
11.50am	Laurence Cuffe Developing a philosophy of education applicable to second chance learners based on existential therapy	Eric Bates Action research to improve apprentice student learning	Enda Kilgallen The expectations of first year Business/Psychology students in a FE college
12.10pm	Kerry Meakin The benefit of work placement in Tertiary Design education	Des Gargan Teaching Dyslexic Students	Cathy Prunty Crit marking: a formative assessment technique employed to enhance student learning in first year architectural technology

12.30pm Close