

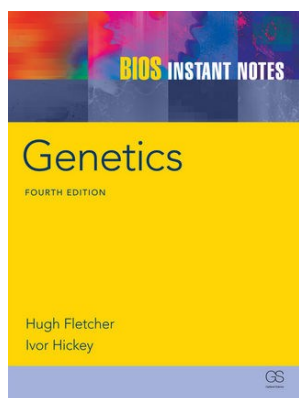
Research Newsletter



St Mary's
University College
Belfast
A College of Queen's University

SCHOLARLY WORK THAT AIDS STUDENTS TO STUDY AND RESEARCH GENETICS

Dr Ivor Hickey is the co-author of the fourth edition of the book *BIOS Instant Notes in Genetics*, along with a colleague from the Queen's University of Belfast. The book was published in May 2012 by Garland Science and is deemed to be an ideal introductory book for undergraduate students studying within the field of biological science to assist in their preparations for university examinations. The various sections cover topics ranging from molecular genetics to the application of genetics, and include chapters on the organisation of the genome, the



mechanisms of inheritance, population genetics and evolution, DNA technology, and human genetics. Each section contains key notes that summarise relevant facts associated with each topic, which students should find useful for revision. Chapters go on to offer more detailed descriptions of each topic, which combine with illustrations that display relevant details to enable easy comprehension for students to use when writing essays.

CONSULTING WITH PUPILS HIGHLIGHTS THE RIGHT TO BE HEARD

Dr Louise Long had a research article, which she co-authored with colleagues from St Patrick's College Drumcondra and Trinity College Dublin, published in July 2012 in the journal *Literacy*. The article, *A right to be heard: learning from learners with additional needs in literacy*, explores the consultation experiences of pupils who have additional needs in literacy. A convenience sample of eight schools, four in Northern Ireland and four in the Republic of Ireland, was chosen by the researchers, where selected pupils were each receiving additional literacy support. Focus groups and arts-based methodologies were used through which visual and verbal stimuli supported and extended the narratives of the children. Findings show pupils have a capacity for self-reflection and metacognitive talk around literacy. They have a keen awareness of their specific difficulties and the reading strategies they use. However, they wish for greater choice in how literacy support is organised and for more information about individual reading targets and scores. There is a great desire among pupils for consultation at meetings concerning their progress. Involving pupils in planning and evaluating their literacy learning needs as a fundamental right raises questions about teachers' current protectiveness of pupils with additional needs.



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RESEARCH ON IRELAND AND THE IRISH IN GERMAN NAZI FILM



Dr Angela Vaupel's recent article titled *Imaginary reality: Ireland and the Irish in German Nazi film* appeared in the peer-reviewed interdisciplinary journal *ALIF: Journal of Comparative Poetics*, which was published in May 2012. This particular journal, produced by the American University in Cairo, publishes articles from the various disciplines of the humanities, including literature and cultural studies. Angela's paper is in issue No.32 of the journal which has the heading *The Imaginary and the Documentary: Cultural Studies in Literature, History, and the Arts*. In the introduction to her article Angela writes: "This article sets out to examine the image

and purpose of the representation of Ireland (neutral in WWII) and the Irish in the Ufa (Universe Film) production of the Third Reich during the early 1940s. It concentrates on the transmission of national and cultural stereotyping predominant in two Irish-subject films produced in the Third Reich: *The Fox of Glenarvon* (1940) and *My Life for Ireland* (1941), with specific consideration of the context of Irish-German (intercultural) relations and by employing the discourse of cross-culturalism to describe imagined and real cultural interactivity displayed within the aforementioned films."

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LISTENING TO STUDENTS

Following on from a Higher Education Academy (HEA) funded research seminar series held in the College during 2011, Gerry Trainor and Damian Knipe had their summary report included in the HEA Northern Ireland document titled *Enhancing Learning and Teaching in Higher Education in Northern Ireland*, published in July 2012. Their report, along with summaries from other Northern Ireland institutions of higher education, contributes to the collation of the work carried out by individuals, departments and institutions that participated in learning and teaching enhancement projects and ran seminars during 2011. The projects and seminars summarised in the HEA document demonstrate that a variety of innovative initiatives are being developed across a range of academic disciplines.

ST MARY'S WRITING CENTRE HAS WORLDWIDE APPEAL AS AN EXAMPLE OF A WRITING PROGRAMME

Jonathan Worley contributed a chapter to a book published in June 2012 by The WAC Clearinghouse and Parlor Press, the title of which is *Writing Programs Worldwide: Profiles of Academic Writing in Many Places*. Chapter 28 of the book is written by Jonathan under the heading *The Writing Centre at St Mary's University College, Belfast, Northern Ireland* and it outlines how he was guided by his time spent teaching within United States' writing programmes when it came to planning and developing a writing centre in the College at the beginning of 2002. In the opening summary of the chapter he writes: "I discuss particular influences and how they led to specific pedagogical practices. The experience of moving from an American to a UK academic culture, and the contrasts that the move revealed, were an especially important part of the formation of my personal pedagogy, with insights, I believe, for writing centres on both sides of the Atlantic. As this essay indicates, I remain strongly committed to the student-centred tutorial practices advocated by Donald Murray of the University of New Hampshire and the close, critical scrutiny of student texts, as advocated by Kurt Spellmeyer of Rutgers. Central to this narrative is the belief that critical writing is a significant element of social and political practice." The book should equip educators, administrators and programme leaders in their decision-making when considering how writing can most appropriately be defined, managed, funded and taught in an educational workplace. It offers an important global perspective to the growing research literature when shaping writing programs.

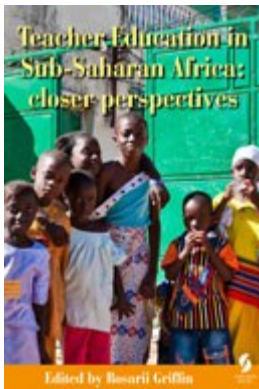
DEFINING AND CONSTRUCTING PLACE IDENTITY

Dr Margaret Keane presented a research paper at the International Geographical Union Congress held in Germany at the end of August 2012. The title of Margaret's paper was *Constructing place identity in the age of migration: a Northern Ireland journey* and it was situated within the symposium labelled Experience-based Geography Learning. In the abstract for the paper she wrote: "This is an age when places can no longer be understood in isolation but must be seen in the context of the wider connected world. However, this poses challenges in expanding the geographic imaginings of many geography undergraduates where feelings of national belonging define place identities. This paper analyses some of the challenges and offers ways of broadening horizons to new realities and possibilities."

CROSS-CULTURAL CONNECTIONS BETWEEN IRELAND AND ROMANIA

Dr Madeleine Lombard's research article was published in the June 2012 issue of the journal *Memoria Ethnologica*, the title of which is *Kindred spirits – a week in Romania*. The article was on the exploration of cross-cultural connections between Romania and Ireland, with a focus on the poetry of Seamus Heaney which considers his role and relationship with his community. The article refers to the traditional crafts referred to in Heaney's poems and how this has commonalities with Romanian customs and traditional crafts, with students seeing connections between Heaney's views on art and its role in society and their own cultural context.

INTERNATIONAL OUTREACH AMONG RESEARCHERS FROM IRELAND AND UGANDA



Dr Louise Long, along with colleagues from Mary Immaculate College Limerick and the University of Limerick, contributed a chapter to the book *Teacher Education in Sub-Saharan Africa: Closer Perspectives* published in May 2012 by Symposium Books. The title of the chapter is *Implementing the thematic curriculum in Uganda: implications for teacher education* and the book was launched at the Development Studies Association of Ireland annual conference in September 2012 by the Minister of State for Trade and Development, Mr Joe Costello, TD. The chapter provides details of a project which incorporated international outreach where researchers from Uganda and

Ireland examined the effectiveness of how Ugandan teachers incorporated the Thematic Curriculum (a revised curriculum to raise standards in literacy, numeracy and life skills) into their classroom teaching, outlining the challenges they faced. The research findings are examined in light of the implications for the education of teachers and how they have impact on policy makers, practitioners and academics in relation to improving the quality of learning in Ugandan classrooms.

MUSICAL RESEARCH

Dr Peter Downey continued his musical research work and consultation by contributing to the production of two commercial recordings on compact disc, released in June 2012, and their associated live concert performances. The first was for *A New Venetian Coronation 1595* (Signum Records SIGCD287), which reconstructs the coronation of the Doge of Venice, Marino Grimani, in that year. It is performed by the Gabrieli Consort & Players. The BBC wrote in its review of this compact disc: "The occasional swish of incense dispersal or hand bell chimes are the only interior sound effects, enhancing the ceremonial atmosphere without impinging on the liturgical plainchant, florid organ voluntaries, majestic trumpet fanfares, opulent brass canzonas, and rich choral singing..." The second was for *The 1612 Italian Vespers* (Decca 478 3506), a hypothetical reconstruction of a commemoration of the Battle of Lepanto 1571. It is performed by the ensemble I Fagiolini.



INTERNATIONAL STUDIES RESEARCH

Dr Gerard McCann delivered two research conference papers in July 2012 as part of an Erasmus Intensive Programme. The first paper, titled *Why the European Union needs migration?* was delivered at an event held in Państwowa Wyższa Szkoła Zawodowa, Poland on the topic of Migration and Narration. The talk looked at the manner in which the European Union's member states have managed migration since the establishment of the Union. It surveyed the impact that the free flow of people has had on the process of European integration and commented on the influence that this has had on the countries involved. It assessed the problems of defining migration and examined the way in which labour flows in particular have benefited the economic development of the European Union itself. It concluded by addressing some of the current complications in the transnational movement of people both within the Union itself and from 'third country' migration. The second paper, titled *Is there life after the Euro crisis? Irish, Dutch and Greek approaches to the European financial meltdown* was delivered at an event held in the NHL University of Applied Sciences in Leeuwarden, The Netherlands.

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RESEARCH LESSON STUDY AND PROFESSIONAL DEVELOPMENT

Dr Matthew Martin gave a presentation at a conference held in Stranmillis University College Belfast during May 2012, the title of which was *Expertise and ownership: weaving two strands of the Research Lesson Study tapestry*. His talk gave an overview of the findings from his involvement in a GTCNI-funded project on the use of Research Lesson Study as a method for promoting, enlivening and customising teachers' programmes of professional development. The research project involved volunteers from thirty different primary and secondary schools, who developed, executed and evaluated schemes of work according to the principles of Research Lesson Study, a professional development technique adapted from one commonly used throughout Japan. The method gives teachers the time and authority to conduct action research in their own classes with the support of colleagues to find out what works best for their own pupils. It can be a form of 'situated learning' at its best, giving teachers ownership of their own professional targets. Initial findings from the research suggest high levels of satisfaction among teachers, school managers and pupils.

STAFF PROFILE



Dr Margaret Keane is an accomplished lecturer and researcher, who has been employed by St Mary's University College for more than forty years. Having been Head of Geography at the College for the past number of years, where she co-ordinated the academic and professional work of the department, she retired from her post in August 2012. Margaret is a member

of the Royal Irish Academy Committee for Geography, a member of the editorial board for the *New Atlas of Ireland* and correspondent member for Ireland for the International Geographical Union Commission for Geographical Education. She plays an active role in HERODOT, a Network for Geography in higher education as co-ordinator of one of its four pillars and is a member of the steering group. Margaret's research interests lie in the field of socio-political and cultural geography. She has written mainly on: ethno-national contexts; the dynamics of community segregation; the relationships between place, identity and culture; intercultural education; and the management of the European dimension in education. She is co-author of *Geography with a European Dimension* (1995), as well as *Them and Us? Attitudinal Variation among Churchgoers in Belfast* (1997). More recently she is a co-editor of and contributor of chapters to *Thinking European(s): New Geographies of Place, Cultures and Identities* (2009).