

# Research Newsletter



St Mary's  
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## NEW BOOK FEATURES CHAPTER ON 2015 REFUGEE CRISIS

Professor Gerard McCann had a chapter included in the book *Crisis and the Culture of Fear and Anxiety in Contemporary Europe*, published by Routledge during August 2023. The main focus of the book was to analyse, from a multidisciplinary perspective, the causes and consequences of the current dominance of the discourse of fear, anxiety and crisis through the experience of distinct and often interdependent moral panics in 21st century Europe. The timeliness of the focus and the rigorous in-depth analyses will appeal to students and academics within the fields of sociology, literary and cultural studies, political science and anthropology, as well as to those in European studies and global studies.



### CRISIS AND THE CULTURE OF FEAR AND ANXIETY IN CONTEMPORARY EUROPE

Edited by  
Carmen Zamorano Llena, Jonas Stier and Billy Gray



Gerard's chapter was titled "The Witness Of Others: Refugees, Hope And Europe" and had the 2015 refugee crisis as the focus of attention, by examining socio-political reactions in the European context. Gerard contended that the 'culture of openness' promoted in the immediate aftermath of World War II had been replaced with unethical processes involving the othering of refugees in need of assistance.

In his research for the chapter, he examined this as a consequence of populist and xenophobic trends that unfolded in a context complicated by the COVID-19 pandemic, which exacerbated existing fears of the other and favoured the emergence of new objects of fear.



## INSIDE THIS ISSUE

New book features chapter on 2015 refugee crisis

Conference in Manchester highlights research by group of academics

Research-informed practice in physical education

Summer research symposium 2023

Academic staff gain research funding from SCoTENS

Collaborative research presented at international conference

Researchers work together to present findings of critical literacy project

Travel scholarship awarded to help conduct research

Delegates at international conference in Portugal hear from senior lecturer

Academic's research included in national online database

Presentation of doctoral research at workshop on Maths anxiety

Conference delegates listen to a critical analysis of Banville's *April in Spain*

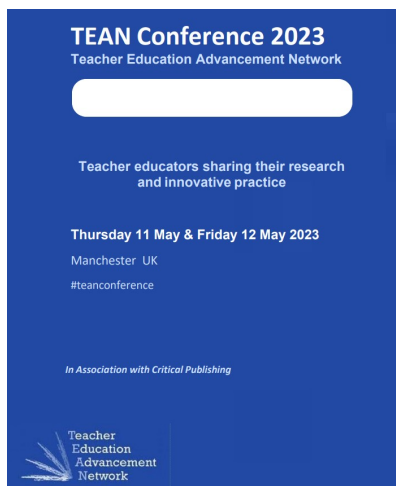
Launch of journal attended by senior lecturers

## CONFERENCE IN MANCHESTER HIGHLIGHTS RESEARCH BY GROUP OF ACADEMICS

Three members of academic staff were in attendance at the Teacher Education Advancement Network (TEAN) annual conference in May 2023, where they gave presentations on their recent research projects. The TEAN conference attracted more than one hundred university-based teacher educators and school practitioners to Manchester, England during 2023, which offered a special opportunity for them to share their research and innovative practice on effective teacher education and development.

The first member of academic staff was Dr Frances Burgess who presented her research, titled “Exploring Social Justice And Dialogic Practices In The Music Subject Classroom With BEd Primary Students: Interim Findings From The ‘Cambio’ Action Research Project”, during the various poster sessions that took place throughout the conference. It focused on the interim findings of her action research project involving first-year students. The aim of the project was to facilitate a deeper understanding of her teaching, informed by pedagogical research and practice on social justice and the dialogic music classroom. By adopting a social justice theme for the course, Frances’s aim was to journey through a set curriculum - the musical historical narrative or canon 1650-1920, with an interrogative lens, seeking missing and marginal mainstream voices.

The teaching intervention by Frances began with identity work, followed by: guided listening and discussion; defining and interrogating the musical canon; student work-in-progress presentations with peer evaluation; and a greater degree of student choice in the concluding assignment. The intention was that more culturally responsive teaching activities might enable students to name, then connect, their own musical identities with less familiar music and ideas.



Frances collected data over a twelve-week teaching period using a weekly researcher journal, student critical incident questionnaires, end-of-course focus groups with students, and a recorded conversation with a critical friend, post-assessment. Data were transcribed, coded and analysed thematically. Emerging findings showed deeper student engagement with the course content, and more self-awareness of their learner-development as music historians. However, while the researcher better understood her students’ learning in the course, deeper and sustained dialogue within the group was not achieved. Frances found that she underestimated the importance of devoting time to building group trust, which will be a crucial action point for the second cycle of her research project.

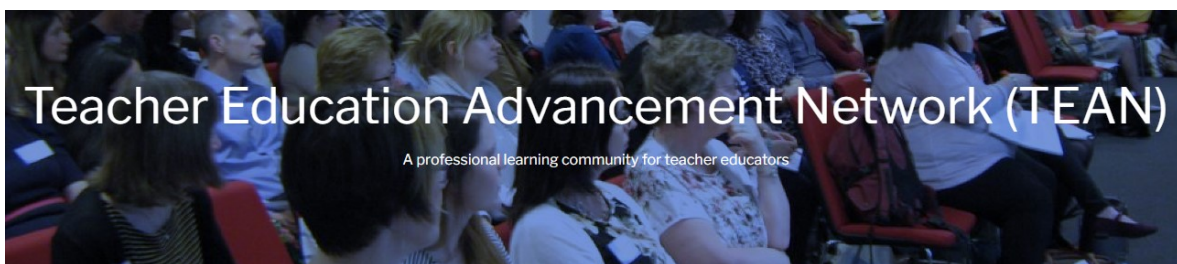
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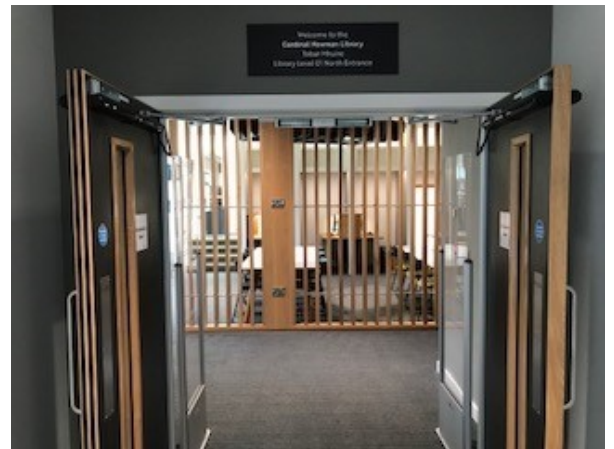
The second member of academic staff to present at the TEAN conference was Professor Martin Hagan, who co-presented two pieces of research with a colleague from Maynooth University. The first presentation was titled “‘I Take Myself More Seriously Now’: The Impact Of Masters Study On Teachers’ Professional Identity And Practice” and it aimed to generate a profile of teachers studying for Masters degrees in Education across Ireland, in relation to demographics, motivation for study, and the influence on sense of identity and professional practice.

It also considered the nature and purpose of Masters study as part of the overall profile of professional development available for teachers with regard to qualification status, the development of critical thinking, and the enhancement of reflective capacity for improvement. Data were collected using a survey and a series of focus groups with samples of students studying on MEd programmes over the past five years, in universities across Ireland. The focus groups involved students at different stages on their MEd programme, as well as those who had recently graduated. Findings showed that the key drivers for undertaking Masters study were to deepen professional knowledge, to enhance professional status, and for promotion purposes. In addition, their studies had a significant impact on professional identity development, practice, and desire for future learning opportunities, both award-bearing and non-award-bearing. Similarities and differences between responses from teachers in Northern Ireland and the Republic of Ireland were further illuminated. The second presentation from Martin and his colleague involved a workshop and was titled “Reflecting On Teacher Professional Learning For Improvement”.



The third member of academic staff who discussed her research at the TEAN conference was Dr Geraldine Magennis-Clarke who co-presented with a colleague from Marino Institute of Education. The title of the presentation was “CoSTaR: Communities Of Student Teachers As Readers” and was based on an innovative, cross-border project between two institutions of initial teacher education on the island of Ireland, specifically designed for first year student teachers.

A self-selected sample was garnered from the entire first year cohort in both jurisdictions. The duration of the study was one academic year. The fundamental goal of the project was to facilitate the establishment of a community of practice around purposeful and effective read-aloud methodologies in the primary setting. It was designed to support, coach, and guide student teachers in shaping their identity as reading teachers who utilise read-aloud methodologies impactfully, from the beginning of their careers. This was facilitated through a series of on-line dialogic workshops, student-led drop-in clinics, and collaborative planning sessions. Practice was then embedded within school placements. Data were collected via pre- and post-project questionnaires, journal responses following each guided or student-led session and lessons taught, as well as a creative response to the overall project. In addition, the researchers engaged in practices of self-study through a reflective journal.



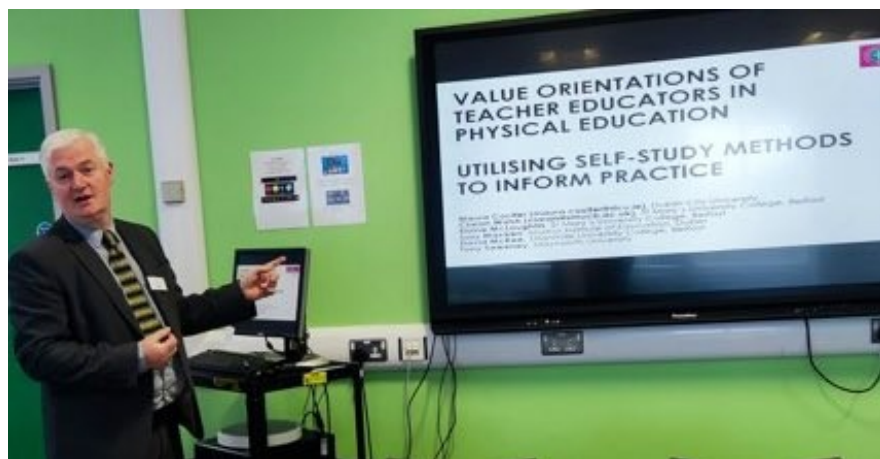
Tentative results revealed that participants’ conceptual understanding of the read-aloud methodology has expanded to encompass a much more complex and dynamic interplay between teacher and pupils. This emerged alongside a realisation that a wide and detailed ‘book’ knowledge was required to deliberately plan and artfully teach, using the read-aloud approach. In other words, participants’ read-aloud identities began to shift from being merely deliverers of stories to knowledgeable and skilled artisans.



## RESEARCH-INFORMED PRACTICE IN PHYSICAL EDUCATION

Ciaran Walsh presented findings of his collaborative research project, with colleagues from DCU, MIE, SUCB and MU, at the Educational Studies Association of Ireland (ESAI) conference, which was held in Belfast, Northern Ireland during March/April 2023. The theme of this annual conference was: Education, Change and Democratic Societies - New Imperatives and Creative Responses, and Ciaran's paper was titled "VOTE-PE (Value Orientations Of Teacher Educators In Physical Education): Utilising Self-Study Methods To Inform Practice".

The research referred to professional practices and programmes of study in Physical Education (PE) being concerned with the values, beliefs and philosophies, or value orientations, held by teachers that impact upon their teaching approaches, the content they focus upon, and the ways in which assessment is carried out. Value orientations have been studied by researchers to better understand the process of PE curriculum development and delivery, to value change in pre-



service teachers, and in relation to the interaction between beliefs and policy. Ciaran's study focused on the value orientations of primary PE teacher educators, which are displayed in their professional practices, as well as their programmes of study, and the shared understanding of these value orientations to support their practice with pre-service teachers.

Using collaborative self-study methodology, the research team drew on examples from six PE teacher educators, who teach different primary pre-service programmes in the North and South of Ireland. Data consisted of completion of a value orientations inventory (pre- and post-teaching a PE module), three reflective writing tasks over the course of the module with critical friend feedback, one meta-reflection, a final group discussion, lesson observations, and student focus group interviews. All qualitative data were coded using the constant comparative method to identify themes.

Findings demonstrated a low level of value orientation literacy amongst most of the PE teacher educators, along with an unconscious awareness of their own value orientations in their practice. In sharp contrast, their critical friends and pre-service teachers were very aware of their values and gave examples to demonstrate where they were expressed in practice. Each PE teacher educator acknowledged that value orientations were an aspect of their practice that needed to be made more explicit with students and demonstrated how it informed pre-service teachers' practice in the future. The study facilitated greater awareness among all six teacher educators of how value orientations are embedded in their practice. They felt that their value orientation literacy was one that was transformative and would require regular reflection and familiarity to use to maximum effect. Collaborative self-study allowed the PE teacher educators to make visible the invisible, with the support and prompting of critical friends, observations, and the student voice through focus groups.

## SUMMER RESEARCH SYMPOSIUM 2023

The annual gathering of academic staff to engage in talking about and listening to current research projects in the College took place during June 2023 at the Summer Research Symposium, organised by the Research Office. There were six presentations that focused on poetry evaluation, teaching translation, social justice, republican history, professional learning, and the Irish language.

The first presentation of the morning session was provided by Dr Brian Hanratty and was titled “Seamus Heaney And Cathal O’Searcaigh - Two Elegists: A Comparative Evaluation”. It offered an account of his joint paper, with Padaí de Bléine, about a detailed, literary-critical evaluation of two elegies, each written in commemoration of the two poets’ respective mothers. The second talk was given by Padaí de Bléine and was titled “Cur chuige na ceardlainne mar mhodh eile teagaisc an aistriúcháin” (The Use Of Workshops As Another Method Of Teaching Translation). It was based on a piece of research that brought grammar points and translation together, in the form of a workshop, with data from students being gathered by questionnaires, focus groups and video-recording. The last paper from the morning session was offered by Julie Hamilton and was titled “SHARED: Student Hopes, Aspirations, Research, Equity And Diversity”. It focused on how teacher educators can prepare and support student teachers to negotiate and engage with challenges of educational underachievement, while on school placement. The research suggested this could be done by making student teachers aware of the potential to change, as well as influence, educational trajectories and to impact positively on educational outcomes through positive and active social justice that is underpinned by pedagogy.



After a break, when academic staff discussed the research presentations over refreshments, they gathered together again to listen to the first presentation of the afternoon session from Dr Fearghal Mac Bhloscaidh, which was titled “Charlie Daly: Republican Brothers, Partition And Objective Guilt 1920-23”. It addressed the activities of the Irish Republican Brotherhood in the revolutionary period and focused attention on the internal politics and rivalries within the republican movement in advance of and during the civil war. The second talk was made by Dr Frances Burgess, whose presentation was titled “Professional Learning And Practitioner Research: Interim Findings From The ‘Cambio’ Project”. It had two main research questions, which concentrated on how a lecturer can develop more interaction and criticality with BEd1 Music students in the music history course and whether the course can resonate better with students developing understanding and competence in becoming classroom teachers and leaders of music in the primary school. Data were gathered through the use of a researcher journal, a critical incident questionnaire and student focus groups. The final piece of research from the afternoon session was offered by Dr Thomas Rogan and Helen O Donnell and was titled “Create Gaeilge do dhaltá i nGaelscoileanna agus in aonaid Ghaeilge sa Tuaisceart” (Irish Language Framework For Pupils In Irish Medium Primary Schools And Units In The North Of Ireland). It reflected on the first year of a funded research project, focusing on the findings of a desk-based study on literature from immersion practice and pedagogy, the gathering of data from a questionnaire to principals, and focus groups with teachers to work on the contents of an Irish language framework. It also offered an insight into the next steps of constructing and piloting the framework, as well as supporting its implementation.

## ACADEMIC STAFF GAIN RESEARCH FUNDING FROM SCOTENS

Following a recent call from SCoTENS for its Seed Funding Scheme, which supports collaborative research projects in teacher education in Northern Ireland and the Republic of Ireland, two projects involving academic staff from the College gained success in May 2023.

The first of these projects, titled “INVITE: Inclusion Of Newcomers - Video Diaries In Initial Teacher Education”, includes Dr Matthew Martin and Karen McGivern as members of the research team, who will collaborate with Dr Peter Tiernan and Dr Joe Usher from Dublin City University.



Their project will engage with pre-service teachers on initial teacher education programmes, in the North and South of Ireland, over three stages. Firstly, a baseline survey will gather their existing understanding of their role as ‘place-maker’ for newcomer children and capture the opportunities and challenges they foresee in the

classroom. Secondly, pre-service teachers will take part in an intervention in the form of a conference that will explore belonging, through the eyes of newcomer families, community leaders, school representatives, and experienced teachers. Thirdly, pre-service teachers will create video diaries documenting their reflections on belonging, post-intervention, which will include any changes in understanding. A sharing event will be organised, allowing students from the North and South of Ireland to meet and discuss the results.

The four research questions that will be the focus of the project include: What constitutes pre-service teachers’ current understanding of belonging and their role as ‘place-maker’? What do pre-service teachers identify as the opportunities/challenges in fulfilling this role? What impact does engagement with stakeholders have on pre-service teachers’ understanding of belonging and perceptions of those opportunities/challenges? What is the value of video diaries as a professional learning tool for critical reflection?

The research project will offer empirical insights into the area of initial teacher education around these questions. It will inform the current limited literature on pre-service teachers’ understanding of belonging and their role as ‘place-makers’ in schools and yield practical implications for initial teacher educators around responses to newcomer children and their wider communities.



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The second project, titled “EKARA: Exploring Knowledge And Awareness Of Reasonable Accommodations/Adjustments For ITE Students With Disabilities In ROI And NI”, includes Dr Donna Hazzard, Dr Claire Connolly and Joe Hughes as members of the research team, who will collaborate with Dr Camelia Nadia Bran, Dr Kirsten Hurley and Dr Craig Neville from University College Cork.




The project will investigate and raise awareness about reasonable accommodations or adjustments for students with disabilities in initial teacher education programmes. The research team recognise that by fostering an inclusive learning environment, it not only benefits students but also has far-reaching implications for the future of education. The research will offer an opportunity to capture existing knowledge of effective approaches and best practice in this critical aspect of the student experience, as well as to identify any gaps in knowledge and understanding. This will facilitate the embedding of confident and effective approaches to support disabled students on teaching placement and to improve their experiences. The project will draw on the insights and expertise of key stakeholders, including lecturers, placement coordinators, access and support staff, co-operating teachers, and students.


It is anticipated that research will be conducted using a survey administered to key groups with the aim of mapping current understanding of, and potentially attitudes towards, the needs of disabled students of initial teacher education and of reasonable accommodations/adjustments on their teaching placement. Methods will also include focus groups and workshops with relevant groups to further explore key findings from the initial survey, and semi-structured interviews with teachers and initial teacher education graduates from underrepresented groups.

Exploring Knowledge and Awareness of  
Reasonable  
Accommodations/Adjustments for ITE Students  
with Disabilities in ROI and NI

# EKARA




20  
YEARS




SCoTENS


THE STANDING CONFERENCE  
ON TEACHER EDUCATION,  
NORTH AND SOUTH




UCC  
University College Cork, Ireland  
Cúrsaíocht na hOileánuíochta



School of  
Education



new avenues  
to teaching

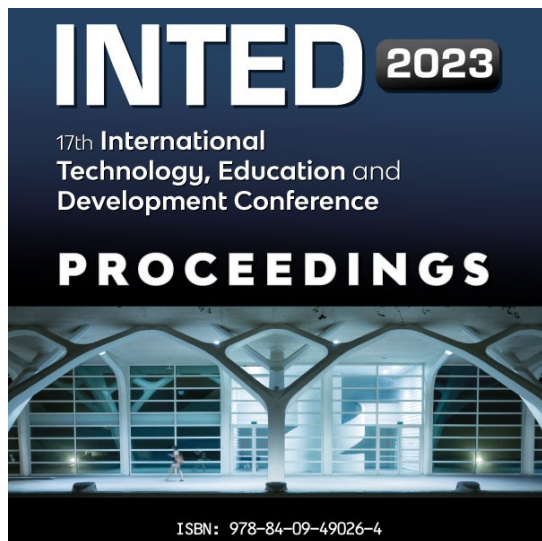


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## COLLABORATIVE RESEARCH PRESENTED AT INTERNATIONAL CONFERENCE

Professor Martin Hagan had his collaborative research project included in the International Technology, Education and Development (INTED) conference during March 2023. Having been part of a research team with colleagues at QUB, UU and SUCB, they produced a paper, titled “From Crisis To Possibility: Collaboration In Initial Teacher Education”, which was presented at the conference in Valencia, Spain. The purpose of the paper was to provide a critical reflection on the response of key stakeholders in initial teacher education in Northern Ireland to the COVID-19 pandemic and the lessons learned in terms of providing a platform for future development and new ways of working.

In their research, the team referred to the COVID-19 pandemic bringing unprecedented challenges for all of society and, they argued, that one of the most significant areas of impact,



outside healthcare, was education. Schools faced enormous challenges, which, in turn, brought significant disruption for teacher education providers, due to the heavy reliance on the partnership with schools to support placements. Teacher educators had to manage the provision of their own university-based programmes, remotely or via blended approaches, as well as ensure that placements appropriately supported students in the development of competence, within restrained contexts. While some issues, such as online teaching, had to be dealt with internally by each institution, others required a more strategic response. These included, according to the researchers, the management of truncated placements, the need to upskill students to teach online, and the observation and assessment of student competence.

To meet the crisis, new ways of working had to be found and a collective and coherent response to the challenges implemented. Whilst the four initial teacher education providers had heretofore operated with relative autonomy within a common policy context, at a strategic level, the institutions did meet regularly under the Universities Council for the Education of Teachers Northern Ireland, and, in turn, liaised with other agencies and government departments through meetings of the Higher Education Liaison Group. The research team’s paper considered the extent to which the pandemic brought a new purpose and breathed energy into these existing structures. The paper suggested that as a result, a COVID Response Working Group, which was established by the Department of Education and included: the four initial teacher education providers; school principals; the Education Authority; and the Education and Training Inspectorate, provided a foundation for innovative thinking and deeper consideration of key aspects of practice. This, according to the research, related to strengthened strategic collaboration, the development of online teaching and learning and the use of technology in initial teacher education, a reconsideration of the nature of student competence, and the importance of effective and collaborative partnerships. The presentation generated much discussion and offered ideas to the international delegates, who were in attendance.



## RESEARCHERS WORK TOGETHER TO PRESENT FINDINGS OF CRITICAL LITERACY PROJECT

Dr Donna Hazzard and Dr Geraldine Magennis-Clarke presented their research paper at the Educational Studies Association of Ireland (ESAI) conference during March/April 2023, which was held in Belfast, Northern Ireland, under the theme Education, Change and Democratic Societies - New Imperatives and Creative Responses. This was a collaborative piece of research with a colleague at DCU, titled “In Pursuit Of Critical Literacy: Understanding The Experiences Of Teachers In Northern Ireland”, and it reflected on the impact of a successful and award winning critical literacy project, conceived and designed by the lead researcher. The project has been carried out in Northern Ireland primary and post-primary schools annually, since 2017, and, in the academic year 2021-22, approximately 120 schools and over 9,000 pupils participated.



Their study adopted a qualitative research design, with research methods including questionnaires to participating teachers, supported by several semi-structured interviews. Data were analysed and coded thematically to produce the research findings. Though data showed varying levels of knowledge and understanding of critical literacy, the innovative critical literacy project has had a positive impact on teachers' engagement with the nebulous and complex concept that is critical literacy. The data indicated a philosophical assertion and commitment among some participants to transform pedagogy to empower children and young people by equipping them with the knowledge, behaviour, and skills needed to recognise power relations in their everyday lives. Participants communicated the need for a curriculum and classroom practice to be grounded in the lives of students, critical in its approach to the world, hopeful, joyful, kind, academically engaging, and rigorous. All of these are key attributes of having a critical literacy perspective.

## TRAVEL SCHOLARSHIP AWARDED TO HELP CONDUCT RESEARCH

Julie Hamilton submitted a proposal to the Gordon Kirk Travel Scholarship scheme, which was offered by the Universities Council for the Education of Teachers, and she was successful in securing funds to travel to the United States of America in the summer of 2023 to visit James Madison University, Virginia and Belmont Abbey College, North Carolina. The title of Julie's research project, which resulted in being awarded the scholarship, was “Best Practice In Teacher Preparation For Early Years Mathematics”. Its first research aim was to investigate best practice in the preparation of pre-service teachers to teach Mathematics and Numeracy in an early years setting in Northern Ireland and the United States of America. Its second aim was to investigate the characteristics of effective teacher preparation, which are constant (or easily transferred) across different early years curricula, as well as different educational and cultural contexts.



## DELEGATES AT INTERNATIONAL CONFERENCE IN PORTUGAL HEAR FROM SENIOR LECTURER

Karen McGivern was in attendance at the Education and New Developments (END) annual conference, held in Lisbon, Portugal during June 2023, where she presented a paper related to her recent research. Karen's presentation, titled "What Influence Did A Design Thinking, Creative Problem-Solving Workshop Have On Beginner Student Teachers?", stemmed from research that used an interpretative approach to explore ways in which creative and innovative mindsets can be fostered in student teachers as part of their initial teacher education. Mixed methods, involving questionnaires and focus groups, were used to collect data from students.



The project involved a cohort of BEd1 primary and post-primary beginning student teachers, who attended an experiential introductory workshop on design thinking and creative problem-solving, with the objective of enhancing their creative problem-solving and innovative skills in preparation for school placement. This was followed by the development of a collaborative podcast project with students and lecturers as a creative approach to enhance students' learning experiences as an additional approach to fostering creativity. After school placement, further data were collected from the students to address the extent to which they implemented some of the workshop initiatives during their school placement.

Preliminary findings suggested that the revised approach to teaching and learning can encourage creative, critical thinking and increase student confidence, as they develop their competence and practice as teachers. In addition, the data suggested that students favour the more andragogical approach employed in the workshops and podcast development, as opposed to traditional pedagogical modes of teaching and learning. The project provided a strong platform to embed a culture of critical thinking, creativity, collaboration and communication to enhance opportunities for students to engage in project-based learning experiences. In doing so, the findings advocate for established and new collaborative partnerships between education, business and community.

## ACADEMIC'S RESEARCH INCLUDED IN NATIONAL ONLINE DATABASE

Dr Seán Mac Corraidh had his research published recently in the online National Database of Irish-Language Biographies during May 2023. This database features biographies on the lives of those who have a connection to the Irish language and who were active in a wide range of fields. The collection contains extensive and valuable academic work, with the Irish language being the common thread, and is of great interest to historians and academics in the Irish language. Seán's research piece, titled "FRY, Albert (1940–2021)", focused on the man who was known for his love of the language and music of Ireland. It was accompanied by the lives and times of six other people in the database, who were also renowned in Irish language circles.

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*"This database features biographies on the lives of those who have a connection to the Irish language and who were active in a wide range of fields."*

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## PRESENTATION OF DOCTORAL RESEARCH AT WORKSHOP ON MATHS ANXIETY

Geraldine Parks was invited to present her current research project at the Developing Awareness of Maths Anxiety in Ireland Workshop organised by the Mathematical Resilience Network. It took place during June 2023 in Cork, Ireland and the title of Geraldine's presentation was "Implementing Mastery Approaches To Reduce Maths Anxiety Using Pedagogical Action Research With Students In Initial Teacher Education". As suggested by Geraldine, finding ways to alleviate maths anxiety, thus preventing teachers passing it to students, is a significant issue to address. By recognising that anxiety in students can influence achievement, her research considered whether similar feelings in future educators would influence the nature and quality of teaching, therefore raising the possibility that teachers who experience maths anxiety can affect students' thoughts and feelings.

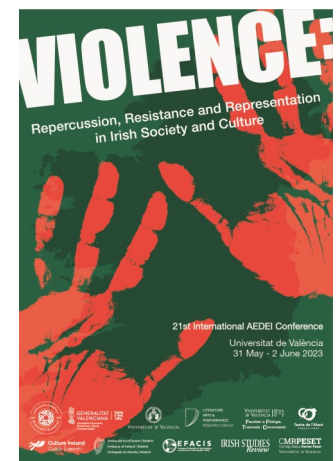
Geraldine's research project utilised pedagogical action research for the improvement of practice in education. It explored the impact of Mastery teaching on the thoughts and feelings of student teachers as they completed a ten-week programme on the delivery of the primary Mathematics curriculum. Having drawn upon recommendations from the Education Endowment Foundation, which indicated this type of pedagogy had positive outcomes for children in England, Geraldine explored it from a Northern Ireland perspective, focusing on students of initial teacher education.

Initial findings from her research suggested that Mastery teaching may alleviate maths anxiety and increase confidence in teaching Mathematics. Geraldine argued that if Mastery pedagogy goes some way to obtaining this goal and helps raise standards in schools, it may make a valuable contribution to education across the island of Ireland.



## CONFERENCE DELEGATES LISTEN TO A CRITICAL ANALYSIS OF BANVILLE'S *APRIL IN SPAIN*

Dr Angela Vaupel attended the Spanish Society of Irish Studies international conference during May/June 2023 in Valencia, Spain to present her research paper, titled "Quirke Goes Europe: International Conflict, Violence And Trauma In John Banville's Crime Novel *April in Spain*." By extending the notion of Irish collective and personal trauma, Angela's study examined linkages to other international conflicts as substantial to the storylines and literary personnel in *April in Spain*. It argued that a 'European trauma at large' lies at the core of Banville's narrative(s), which raises his work beyond national boundaries.





## LAUNCH OF JOURNAL ATTENDED BY SENIOR LECTURERS

Dr Brian Hanratty and Padaí de Bléine attended the launch of the online journal *Léann Teanga: An Reiviú*, which took place in Galway, Ireland during May 2023. This launch featured their collaborative research paper titled “Beirt fhílí a Scríobh Dánta Caointe dá Máthair”.

In relation to their joint paper, it offered a detailed and literary-critical evaluation of two elegies, each written in commemoration of their respective mothers, by Seamus Heaney and Cathal Ó Searcaigh. In the work of both poets there is, it was argued in the paper, a highly achieved aestheticization of grief, however, some significant differences emerged. The researchers suggested that while Ó Searcaigh’s poems link his grief with his parallel mourning for the ongoing erosion of the Irish language in his beloved Donegal Gaeltacht, and that while there are also some implicit politicised contexts in Heaney’s poems, it was the researchers’ central contention that Heaney’s elegies were much more personally conflicted than Ó Searcaigh’s. While there was a similar oedipal intensity in the mourning of both poets, in Heaney’s, there were many layers of ambivalence, conflict and even personal resistance.



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Padaí had a second paper featured in the journal, titled “Cur chuige na ceardlainne mar mhodh eile teagaisc an aistriúcháin”.

To accompany his colleagues, Dr Seán Mac Corraidh had his research, titled “Cuntas ar ghnéithe de stair agus de ról na próslitríochta a aistríodh go Gaeilge, agus go Béarla ón

Ghaeilge, idir ré na Sean-Ghaeilge agus an 21ú haois”, featured in this particular issue of the online journal and it offered an account of aspects of the history and role of prose literature that was translated to Irish, and to English from Irish, between the Old Irish period and the 21st century.

In addition, Dr Thomas Rogan had his paper, titled “Ag Foghlaim na Gaeilge agus ag Foghlaim trí mheán na Gaeilge sa Suíomh lán-Ghaeilge: Peirspictíochtaí na nDaltaí”, featured, which focused on the perceptions and experiences of Key Stage 2 children who have been learning Irish and learning through the medium of Irish.