

Research Newsletter



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

RESEARCH ON CREATIVITY AWARDED FUNDING

A team of researchers, which includes Dr Frances Burgess, were awarded funding from SCoTENS in May 2024 for their research proposal, titled **Teacher Educator, Student Teacher And Policy Perspectives On Creativity**. As well as representation from the college, the team are made up of academics at Dublin City University and Stranmillis University College, with the project officially beginning in August 2024.

The research study aims to emphasise how teacher educators, students and policy writers can better respond to calls for more creative teaching and learning in universities and schools, when multiple understandings and perspectives are brought into contact with each other. The research team intend to access patterns of alignment and tension in the ways creativity is understood and experienced from teacher educators' perspectives, student teachers' perspectives and through policy discourses, in Northern Ireland and the Republic of Ireland. This will inform conclusions on how creativity can be better facilitated and developed in teacher education workshops and in curriculum policy. The project team also plan to host a conference, which will be an outlet for dissemination, bringing together researchers, colleagues and student teachers from all over the island of Ireland.

Three main research questions will inform this empirical and practical study and they include: What do student teachers bring with them before they encounter constructs like creative teaching, teaching for creativity, or teaching creatively? What beliefs are held by teacher educators about the development and facilitation of creativity and where do these beliefs come from? How can classes and workshops better reflect student teachers' perspectives and how can the curriculum better reflect them?

SCoTENS
THE STANDING CONFERENCE ON
TEACHER EDUCATION, NORTH AND SOUTH



INSIDE THIS ISSUE

Research on creativity awarded funding

Paper on translation workshop presented at conference

Historical research on labour featured in new book

Representation from the college in online Irish language journal

Good turnout by academics at TEAN conference

Award for research project portraying the values and ideals of SCoTENS

Research that informs teaching highlighted at summer research symposium

Research funding success for project on STEM integration

Research on the vulnerable being left behind published in journal

Academic's thoughts on critical literacy highlighted in professional association's newsletter

Action research project presented at music education conference

Review article of book on research methodologies featured in journal

Keynote speaker on the psychology of injury

PAPER ON TRANSLATION WORKSHOP PRESENTED AT CONFERENCE

The fourth conference of the Translation Studies Network of Ireland (TSNI) took place in April 2024 at the University of Galway and it featured a research paper by Padaí de Bléine, titled **Cur chuige na ceardlainne mar mhodh eile teagaisc an aistriúcháin**. The TSNI was set up in 2018 by the Trinity Centre for Literary and Cultural Translation and is an Irish network with an interest in translation studies and research. The theme of the conference for 2024 was “Translation and Creativity” and it explored linguistic, cultural, modal, disciplinary, multimedia and performative creativity as it translates between forms, languages, people, approaches and media. It welcomed papers introducing interdisciplinary approaches or mixed methods to study translation and creativity, as well as presentations that showcased creative practice in translation.



“...aim of the research was to investigate if the workshop approach to translation from English to Irish benefitted students...”

Padaí’s presentation, on the use of workshops as another method of teaching translation, 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 aim of the research was to investigate if the workshop approach to translation from English to Irish benefitted students in the college. With many students finding translation from English to Irish a challenging aspect of their study, Padaí wanted to investigate this further by gathering qualitative data on the students’ views of translating, as well as on a structured workshop approach. He had a structured piece of prose for the students to translate with reference books and website addresses available in the workshop, so they could use them to guide their translation. The translation from English to Irish had specific points of grammar and contained certain vocabulary and phrases that could be sourced by using the references provided. The students were given a questionnaire with rolling scale answers and open-ended questions, which sought to gain their views on the area of translation from English to Irish and on the current approaches to delivering this aspect of their course. The students then took part in a structured workshop that involved translating a piece of prose from English to Irish. They were provided with reference books that were required to complete the task and they

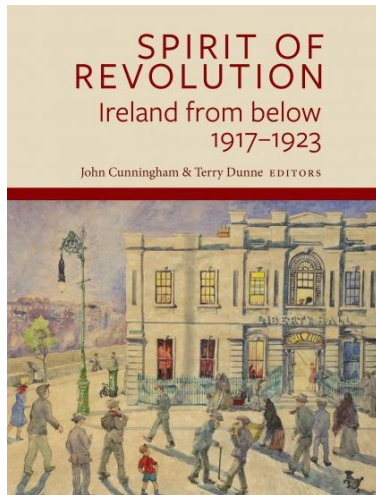


worked in groups. The workshop was video recorded and, following the completion of the translation, the students participated in focus groups to ascertain their views on the workshop approach and to find out the merits or otherwise of it. The students then completed another questionnaire, with the rolling scale and open-ended questions, to determine if their views of translation had changed in light of the new approach.

HISTORICAL RESEARCH ON LABOUR FEATURED IN NEW BOOK

As a contributor to the book, “Spirit Of Revolution: Ireland From Below, 1917-1923” that was edited by J. Cunningham and T. Dunne and published by Four Courts Press in March 2024, Dr Fearghal Mac Bhloscaidh became part of *...a number of new scholars of independent Ireland with some established names to explore history from below.* (Gary Murphy - Irish Examiner). Fearghal’s chapter, which was titled **‘No Such Sight Has Been Seen In Belfast Since Dissenter And Catholic United In 1791’: The Workers’ Union And The Belfast Labour Party**, is a worthy addition to this collection of regional and local case studies, showing that a spirit of revolution was widespread in Ireland during 1917-23.

In the spring of 1919, UK Prime Minister David Lloyd George wrote *The whole of Europe is filled with the spirit of revolution. There is a deep sense not only of discontent, but of anger and revolt, amongst the workmen against prewar conditions*



... In some countries, like Germany and Russia, the unrest takes the form of open rebellion; in others ... it takes the shape of strikes and of a general disinclination to settle down to work. While comparative studies of revolution within the social sciences define revolution, in part, as necessarily involving mass participation, dominant narratives of the Irish revolution have left Lloyd George’s spirit of revolution by the wayside. The political content of the revolution is assumed to exclusively be the demand for national independence, while a focus on high-politics and military elites obscures the ways in which tens of thousands of people participated in diverse forms of popular mobilization. This book presents case studies that signal a spirit of revolution throughout Ireland.

“...a worthy addition to this collection of regional and local case studies, showing that a spirit of revolution was widespread in Ireland...”

REPRESENTATION FROM THE COLLEGE IN ONLINE IRISH LANGUAGE JOURNAL

The latest issue of the online journal, Léann Teanga: An Reiviú, which was published by the University of Galway in May 2024, featured three pieces of research by members of academic staff from the college. The first paper, coauthored by Padaí de Bléine and Dr Brian Hanratty and titled **Foghlaim na filíochta ag an tríú leibhéal: éisteacht ghníomhach agus féidearthachtaí maidir le fonn agus fiosracht a spreagadh i measc na mac léinn**, offered the reader an insight into the teaching of poetry in higher education. The second article, written by Dr Seán Mac Corraídh and titled **Staidéar Samplach ar Fheidhm an Logainm i Nualitríocht na Gaeilge**, considered the function of placenames in examples of modern writing in Irish. The third, composed by Padaí de Bléine and titled **Léirmheas ar an scannán An Cailín Ciúin**, provided a critique of a feature length Irish language film.



GOOD TURNOUT BY ACADEMICS AT TEAN CONFERENCE

The annual conference of the Teacher Education Advancement Network (TEAN) took place in May 2024 and was attended by five members of academic staff who presented their research, namely Prof Martin Hagan, Padaí de Bléine, Dr Geraldine Magennis-Clarke, Dr Claire Connolly and Geraldine Parks. The conference provided a powerful professional learning opportunity for teacher educators and had a mix of keynotes, roundtable discussions, practical workshops and presentations by teacher educators that focused on research into aspects of teacher education and development, as well as the evaluation of innovative practice.

One of the roundtable discussions was titled **Policy Discourse And Teacher Agency Across The UK And Ireland: Compliment Or Conflict?** and it involved Martin and colleagues from Maynooth University, Glasgow University, Manchester University and the University of Wales Trinity Saint David. The contributors to this roundtable suggested that to fully understand the link between agency and professionalism, consideration must be given to understanding the connections between the different variables that influence teachers' lives. Therefore, the purpose of their discussion was to consider the contextual and policy variables across the UK and Ireland, as well as the extent to which they enhance teacher agency and professionalism. They examined the policy development and implementation process in each jurisdiction, in order to illuminate their influence upon key issues around agency, professional learning, identity, practice and professionalism. They considered the influence of stakeholders, both nationally and internationally, with a particular focus on the pattern of the relevant policies, what they build on or alter in terms of relationships and what organisational and institutional changes or developments they necessitate. Findings of their research suggested that, across the UK and Ireland, there is a discourse continuum on teacher education which moves from a reflective professionalism in Ireland, North and South, where there is a strong emphasis on the importance of values and ethics; through to a monitored professionalism in Scotland and Wales, reflecting a concern for stronger, centralised control; to a prescriptive professionalism in England, where centralisation and control have become the hallmarks of teacher education policy.



“...the purpose of their discussion was to consider the contextual and policy variables across the UK and Ireland, and the extent to which they enhance teacher agency...”

Another roundtable discussion involved Padaí who presented his research, titled **An Enquiry-Based Approach To The Use Of Carefully Constructed Workshops As An Alternative Way Of Teaching Translation To Student Teachers Who Learn Through The Medium Of Irish**. The aim of Padaí's study was to explore the extent to which a move to an enquiry-based pedagogical approach to the teaching of translation, better supported students' engagement and learning. As a practitioner, Padaí was interested in improving his practice and the student teachers' experience regarding the teaching of translation. His study was conducted with a sample of final year BEd student teachers preparing to work in primary settings in Northern Ireland. The students had elected to follow the Irish-Medium Education pathway, where children are immersed in the Irish language. Adopting an enquiry-based pedagogical approach in the teacher education session, he followed a workshop model where the lecturer should understand the profile of the students to make sure they can achieve the learning outcomes. The workshop was well prepared, the introduction was brief and there was a 'stand and share' session after twenty minutes to see how the students were progressing. Padaí prepared a piece of prose on the story of Titanic in advance and gave the students a list of references to facilitate the exercise. He adopted an interpretative, qualitative research design that employed three methods for data collection: a questionnaire to gauge the students' assessment of their translation ability; a workshop



exercise that was video recorded to closely observe the students as they engaged in the translation process; and focus groups to discuss experiences. Findings related to students reporting the references and page numbers to be very helpful and provided focus to the exercise. The 'stand and share' session also proved to be a beneficial exercise and refocused the students on the exercise and helped them share their work. The students agreed it was a very useful approach to help them move towards independent work.

“...Padaí was interested in improving his practice and the student teachers’ experience...”

One of the presentations at the TEAN conference was delivered by Geraldine Magennis-Clarke, in collaboration with a primary school teacher. The title of their presentation was **From Faltering To Flowing: One Primary School’s Journey Embedding Oral Reading Fluency In Key Stage 2** and it provided an account of a research project that was designed to explore the experience of staff, as they journeyed through curricular and pedagogical changes in literacy. The initial focus was on Oral Reading Fluency (ORF) in Key Stage 2, since it has been found to help combine the code-based and language comprehension strands of Scarborough’s Reading Rope, which is essential for the acquisition of skilled reading comprehension. Over two and a half years, Geraldine acted as a knowledge partner

and sounding board to the staff involved, as they reshaped their planning and practice in the light of current and evolving research evidence. Emphasis was placed on giving pupils multiple opportunities each week to read for different purposes, audiences and across an increasing variety of genres. Quantitative and qualitative rubrics captured data throughout this timeframe as a means of tracking potential progress in accurate, automatic and suitably phrased reading. Alongside this, further data were garnered through focus groups with a stratified sample of pupils across the Key Stage 2 cohort. Semi-structured interviews also took place with the parent/guardian of each of the focus group participants along with the Key Stage 2 teachers and the principal. Findings revealed that some positive impact occurred regarding ORF scores, pupil attitudes to reading, as well as fruitful reshaping of the wider literacy curriculum and pedagogy. Key lessons learned from this collaborative effort to improve the young participants' reading experiences, skills and attitudes were also noted.



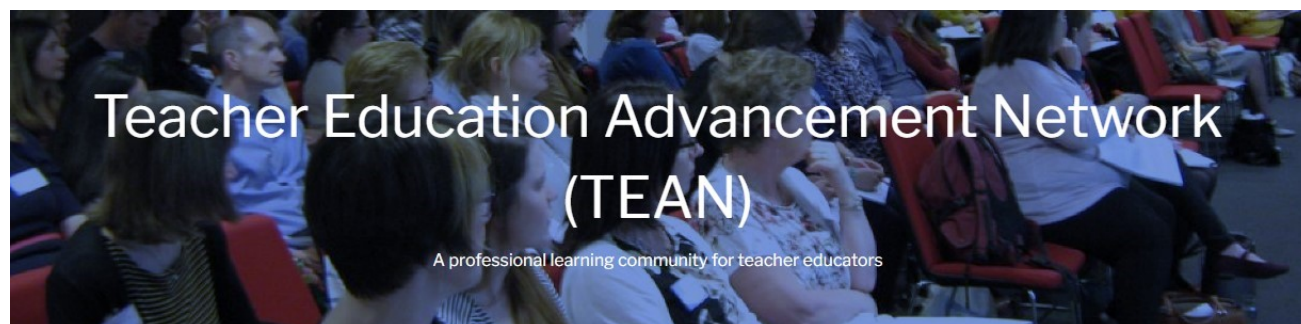
“...captured data throughout this timeframe as a means of tracking potential progress in accurate, automatic and suitably phrased reading...”

Another presentation involved Claire and Martin, in collaboration with staff from James Madison University. Their research was titled **Grading The Practicum: Calibrating Assessment Of Professional Competence In Initial Teacher Education** and its purpose was to consider the assessment processes employed in Northern Ireland and the USA to ascertain how there could be greater calibration of understanding between university lecturers and student teachers on the most appropriate means of assessment of competence, as displayed in the practicum experience. The comparative nature of their study provided opportunities to analyse the role of core values and institutional forces that shape key processes across different settings. It employed a qualitative, interpretive design with data initially being collected from two specialist purposive samples of participants in each of the jurisdictions. The first was a group of university tutors, with the second being a group of student teachers. The questions related to the application of assessment criteria to observe practical teaching and the opportunities and challenges that arise from the



assessment process. Secondly, focus groups of tutors and students were conducted to explore the emerging issues further. Using a hermeneutical, interpretative approach, data were subjected to descriptive and thematic analysis. Findings suggested that raising student awareness and clarifying understanding of key expectations led to more lucid understanding of competence. Similarly, enhancing transparency of students' concerns and focusing on providing a distillation of guidance into tangible action plans, led to more productive and useful outputs that students viewed as more coherent and meaningful.

The final presentation at the TEAN conference by a member of academic staff from the college involved Geraldine Parks, who worked alongside a research team from Dublin City University and Ulster University. The title of their research was **Enhancing Mathematics And Science Education Through Problem Posing And Problem Solving: The Development Of A Formative Assessment Toolkit** and they presented the evolution and implementation of MathScify Assessment, which is designed to address challenges faced by students. They spoke about the toolkit that comprises engaging tasks and research-based rubrics, which are aimed at supporting teachers' assessment practices. Drawing upon international frameworks, such as the Trends in International Mathematics and Science Study, the project aligned the cognitive domains of 'knowing', 'applying' and 'reasoning' with an added emphasis on 'communication'. Their presentation discussed the challenges encountered in designing the toolkit to suit various cultural settings and national curricula, while ensuring its applicability across different educational levels. Two research projects underpinning the toolkit's development were reported upon, emphasising the importance of engaging students in authentic mathematical problems that foster decision-making, explanation, justification and creativity. The presentation also emphasised the pedagogical shift towards presenting mathematics as a sense-making activity, promoting student agency and ownership in mathematical content creation. By synthesising findings from these endeavours, the presentation underscored the toolkit's role in engaging all learners in mathematical and scientific inquiry. It offered evidence-informed guidance for teachers to assess students' progress, to document achievements and to plan the future effectively.



“...pedagogical shift towards presenting mathematics as a sense-making activity, promoting student agency and ownership in mathematical content...”

AWARD FOR RESEARCH PROJECT PORTRAYING THE VALUES AND IDEALS OF SCOTENS

Congratulations go to Dr Gabrielle Nig Uidhir who, along with Dr T.J. Ó Ceallaigh from University College Cork, received the John Coolahan Award in March 2024 from SCoTENS. The presentation of the award was combined with an event aimed at SCoTENS members that included seminars delivered by a small group of academics who were successful in recently funded research projects, as well as the launch of the SCoTENS Annual Report. The successful research project for 2024 was carried out by Gabrielle and T.J. for their report, titled **Developing Teacher And Leadership Capacity In Irish-Medium Education: An Analysis Of Immersion-Specific Competences**, which was recognised to be the most in line with the values and ideals of SCoTENS.



In recognition of John Coolahan's contribution to the foundation of SCoTENS, this award is presented annually, following his pioneering work with SCoTENS since 2003, in which he enhanced cross-border cooperation in teacher education. Thanks to his vision, teacher educators, student teachers, serving teachers and doctoral students have learned to work across boundaries, to build bridges and to recognise common interests and challenges facing contemporary education. The opportunities provided for cross-border working through SCoTENS have yielded new knowledge and understandings that shape daily practices and attitudes.

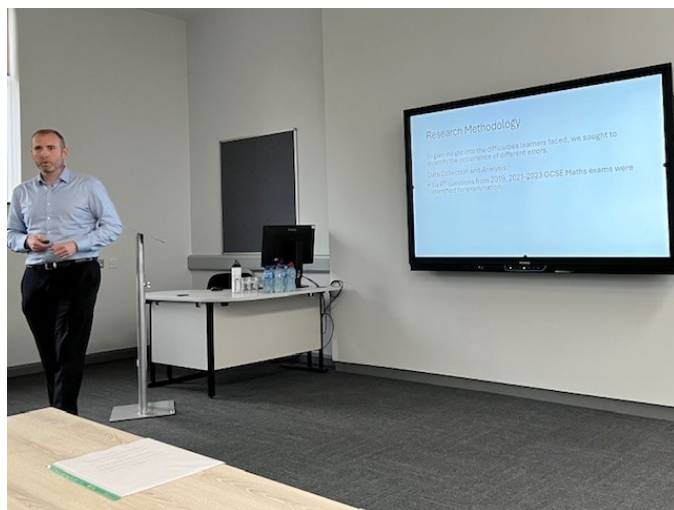
Gabrielle and T.J.'s research project aimed to firstly identify an ideal knowledge base, i.e. distinctive professional competences that are considered essential to teachers in Irish-Medium Education and secondly to provide examples of these distinctive professional competences in practice. Utilising an online questionnaire, a student teacher symposium, interviews and focus groups, data were collected from key stakeholders across the continuum of Irish-Medium Education in Northern Ireland and the Republic of Ireland, which included student teachers, practising teachers, principals and initial teacher education providers.



“...online questionnaire, a student teacher symposium, interviews and focus groups...”

RESEARCH THAT INFORMS TEACHING HIGHLIGHTED AT SUMMER RESEARCH SYMPOSIUM

The annual gathering of academic staff at the Summer Research Symposium, which acknowledges and celebrates their research achievements during the 2023-24 academic year, took place in June 2024 and it consisted of six presentations. Following a call for expressions of interest by the Research Office to contribute to the symposium, seven members of academic staff put their names forward as presenters, who wished to talk about their current or most recent research projects. After an introduction, which outlined examples of success by other staff in terms of publications, conference papers and research



funding, the first session began with Dr Barry Doherty and his presentation titled **Student Responses In GCSE Mathematics: Insights And Implications**, which aimed to use pupil responses on official exam scripts to explore and understand areas of success and difficulty within the GCSE mathematics topic of Pythagoras' Theorem. This was followed by Dr Ciarán Kearney, who gave a presentation titled **Transitioning Athletes Research Programme**, in which he spoke about theories of transition in sport,

referring to various athletes' perspectives, as well as his current research project in collaboration with the Gaelic Players Association. The third presentation of session one was collaborative and was delivered by Dr Matthew Martin and Karen McGivern under the title **Inclusion Of Newcomers: Video Diaries In Initial Teacher Education**. Their research focused on student teachers' understanding of belonging and their role as 'place-maker', including the accompanying issues of fulfilling this role. It also focused on the impact of them engaging with stakeholders on these topics and explored how video diaries can be a professional learning tool for critical reflection.

After the mid-morning break, the second session began with Dr Geraldine Magennis-Clarke, whose presentation was titled

Communities Of Student

Teachers As Readers Project: A Transatlantic Venture. During her presentation, she outlined the aims of the project, which included fostering student teachers' confidence and competence in choosing, planning and performing a wide and diverse range of high-quality 'read-aloud' material,



“...outlined examples of success by other staff in terms of publications, conference papers and research funding...”

supporting and linking student teachers in developing their 'read-aloud' identity, gathering data through practices of self-reflection and self-study, as well as informing practices and planning for literacy instruction content within initial teacher education. This was followed by Rev Dr Eddie McGee, who gave a presentation titled **A Self-Reflective Framework For School Improvement In A Faith Based Setting**, which focused on his review and analysis of the NI socio-cultural and educational context in which faith-based schools



engage in ethos development and school improvement. This involved a survey of schools to explore how NI Catholic schools have engaged with a Self-Reflective Framework and to review the effectiveness of this new approach to school improvement, as well as interviews with school representatives, members of the Catholic School Support Service and an educational trustees' representative. The final presentation of the

symposium was delivered by Dr Seán Mac Corraidh and it was titled **Aspects Of The Literary Style And The Use Of Language In The Works Of Séamus Ó Grianna**, in which he talked about aspects of Ó Grianna's background, as well as his written work. Seán explained what is meant by literary style, outlined the salient features of Ó Grianna's style of writing and identified the most defining features of his use of Irish. He also examined Ó Grianna's style and use of language in terms of suiting his purposes as a writer.



RESEARCH FUNDING SUCCESS FOR PROJECT ON STEM INTEGRATION

A member of academic staff from the college formed part of a research team that were fortunate to receive seed funding from SCoTENS for their research project, titled **Assessment Of Mathematics For STEM Integration In Primary Irish And English Medium Education**. In May 2024, Geraldine Parks received notification from the Secretary to SCoTENS about their success, with the project due to officially begin in September 2024. It will involve other academics from Dublin City University, Trinity College and Ulster University.

Their research project aims to address critical gaps in science, technology, engineering and mathematics (STEM) education, in particular within the Irish-Medium Education primary sector, by focusing on assessment, integrated subject teaching and teacher professional learning. The research questions are twofold and include: What are the current understandings, practices and priorities of primary teachers in their assessment of mathematical understanding? How can these established practices inform the development, implementation and assessment of high quality STEM activities in order to allow for authentic and meaningful assessment of both mathematics and science learning through these activities?

The research team plan to address the lack of robust evidence that supports ambitious STEM education goals outlined in various policy documents and to bridge the gap between theory and practice by investigating the design and assessment of interdisciplinary STEM tasks. The cognitive domains used in the Trends in International Mathematics and Science Study, namely 'knowing', 'applying' and 'reasoning', will be adopted by the researchers, since they have the advantage of being familiar internationally and are applicable to both mathematics and science. A further domain, 'communication', will be added, since this is important for formative classroom-based assessment, as well as for content and language integrated learning.



“...to address critical gaps in science, technology, engineering and mathematics (STEM) education...”

RESEARCH ON THE VULNERABLE BEING LEFT BEHIND PUBLISHED IN JOURNAL

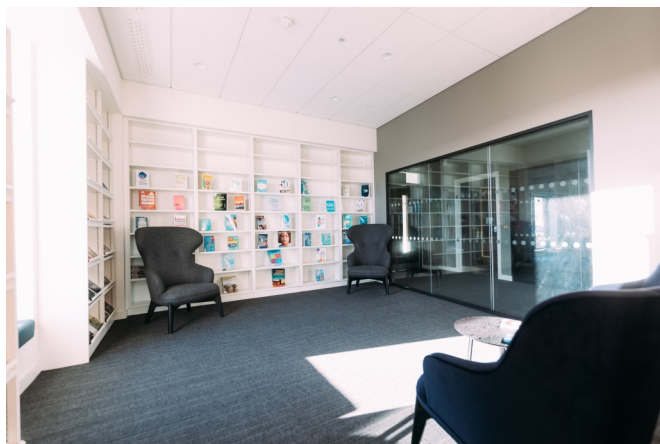
Regularly featured in the academic journal, “Policy And Practice: A Development Education Review”, Prof Gerard McCann is no stranger to having his research published in this peer-reviewed and open-access journal that is published by the Centre for Global Education. The journal aims to celebrate and promote good practice in development education and to debate the shifting policy context in which it is delivered. It provides a space for education practitioners to critically reflect on their practice, share new research and engage in debate with their peers.



POLICY & PRACTICE *A Development Education Review*

ISSN: 2053-4272

In its most recent Spring 2024 issue, Gerard focused on the most vulnerable being left behind and his paper, titled **Left Behind: Migrant Children, SDG 4 And Pandemic Recovery**, referred to the governments of the global North discriminating against the most vulnerable, deliberately excluding large numbers on a global scale by restricting access to public services, limiting education provision and, in many countries, forcefully detaining migrants. Gerard went on to write about the dissonance and the othering of migrants, which has further accentuated the difficulties faced by families and individuals who precariously live on the periphery of society. From a social justice lens, he argued for the need to look hard at socioeconomic inequality as the source of many of the current global issues, from fiscal mismanagement, climate injustice and conflict, to chronic power imbalances. The plight of migrant children in particular, he suggested, remains a scar on the global development landscape, yet it is a scar that is addressable.



“...excluding large numbers on a global scale by restricting access to public services, limiting education provision...”

ACADEMIC'S THOUGHTS ON CRITICAL LITERACY HIGHLIGHTED IN PROFESSIONAL ASSOCIATION'S NEWSLETTER

The Literacy Association of Ireland produces its professional publication for members on a biannual basis called “Literacy News”, which offers content that spans literacy education and represents various sectors of the Irish education system. In its Spring 2024 issue, it featured an article by Dr Donna Hazzard, titled **In A Post-Truth Hellscape Critical Literacy Is A No-Brainer**, which focused on the importance of being critically literate in order to inoculate against a whole new world of deniability.

Literacy News 

In her article, Donna explained what critical literacy is and referred to the set of skills that help to generate a healthily sceptical mindset. These include: beliefs, values and attitudes; critical praxis; a problem posing, problem solving mindset; and complex critical thinking. She acknowledged that for

educators, the development of these skills might seem at first daunting, but suggested that everyday classroom texts and contexts offer safe spaces for exploring and reflecting on issues such as identity and relations of power. After giving an account of critical literacy pedagogy, involving a framework of four competencies that support analytical and discursive practices across a range of media domains, Donna concluded her article by stating that critical literacy needs to be taken seriously and by calling for spaces for educators to come together to learn more about critical literacy theory and pedagogy.



ACTION RESEARCH PROJECT PRESENTED AT MUSIC EDUCATION CONFERENCE

The European Association for Music in Schools is a professional music education network and it held its annual conference in June 2024, which was hosted by the Technological University Dublin Conservatoire. In attendance was Dr Frances Burgess, who presented her research project that was titled **Using Social Justice As A Lens In The Music History Classroom: An Action Research Study**. The theme for the conference was “Traditions in Transformation” and it invited music educators to examine and reflect on what music learning and teaching looks like in the contemporary classroom.



The aim of Frances's research was to get 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 her course, Frances went through a set curriculum (the musical historical narrative or canon 1650-1920) with an interrogative lens, seeking out missing and marginal voices from the mainstream. A teaching intervention began with identity work, followed by guided listening and discussion, defining and interrogating the musical canon, student presentations with peer evaluation, as well as student choice in

the concluding assignment. The intention was that more culturally responsive teaching activities would enable students to name, then connect, their own musical identities with less familiar music and ideas.

REVIEW ARTICLE OF BOOK ON RESEARCH METHODOLOGIES FEATURED IN JOURNAL

Julie Hamilton wrote a book review that appeared in Volume 38 of the Spring issue of “Policy And Practice: A Development Education Review” in 2024. The review was for the book *Research in Global Learning: Methodologies for Global Citizenship and Sustainable Development Education*, which was edited by Douglas Bourn.

St Mary's University College, Belfast
191 Falls Road
Belfast
BT12 6FE
Northern Ireland

Phone: 02890 327678

Fax: 02890 333719

E-mail: research_admin@smucb.ac.uk



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

KEYNOTE SPEAKER ON THE PSYCHOLOGY OF INJURY

As an invited keynote speaker, Dr Ciarán Kearney gave a presentation at the Gaelic Games Player Welfare conference held in the Technological University of the Shannon during August 2024. The conference was organised by the GAA's Medical, Science and Welfare committee, in conjunction with other governing bodies for Ladies Gaelic Football and Camogie, as well as for the Gaelic Players Association.



This year's conference invited several keynote speakers and player representatives to discuss the challenges for Anterior Cruciate Ligament (ACL) injury rehabilitation and the return to play in Gaelic games. Ciarán's paper was titled **Whole Person - Whole System**, in which he presented case notes from his applied practice as a Chartered Sport Psychologist and new research insights on the role of psychology and sport psychologists in developing a Holistic Ecological Approach to prevention, postvention and the return to performance from ACL injury in Gaelic games.

