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Supporting the Professional  
Learning of School Leaders  
and Teachers

# Session 3: Using formative assessment and feedback to support students' research skills



# Focus of the session



Assessment considerations

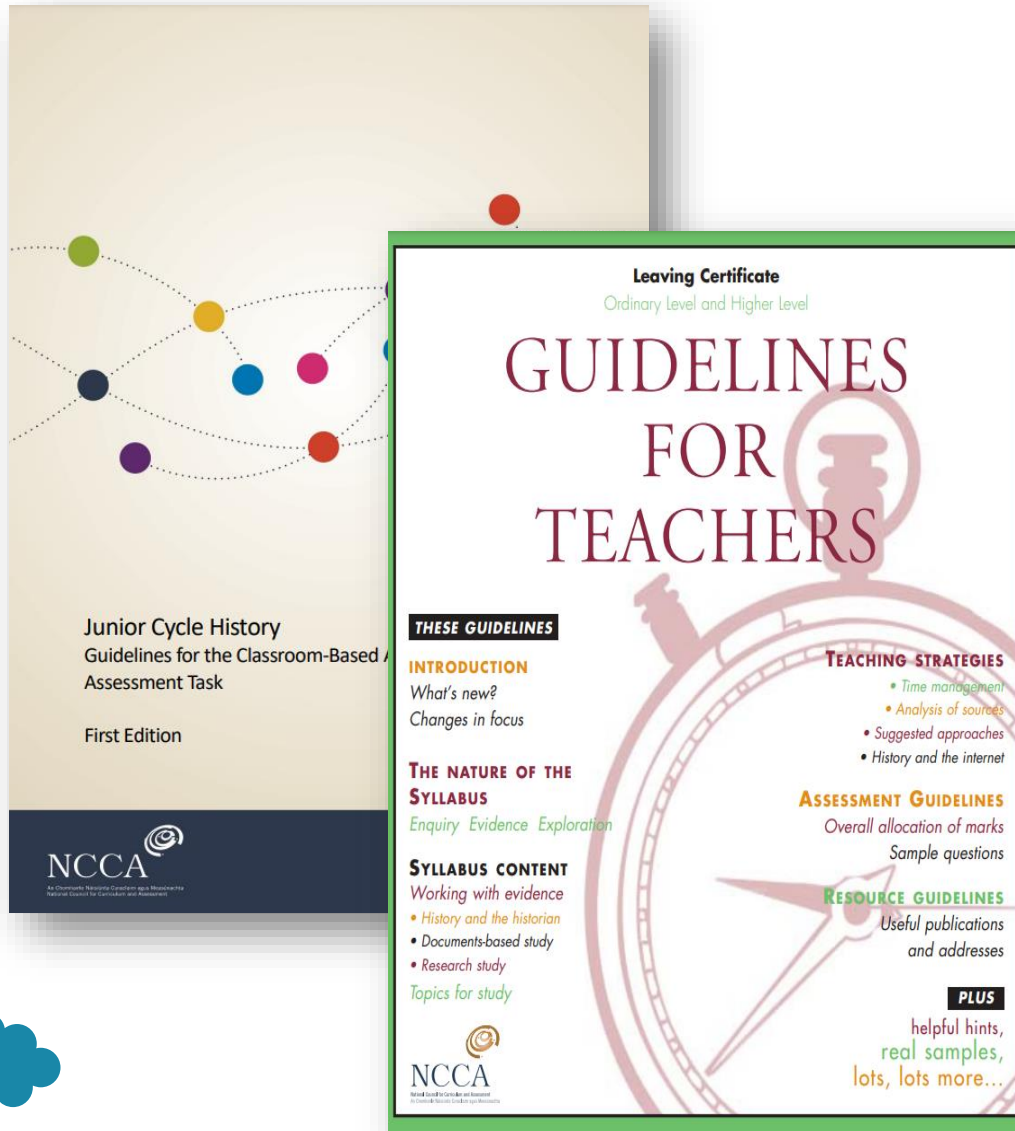


Feedback and reflection on next steps

# Assessment practices



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1. In terms of the development of students' **research skills** and **source analysis**, how have your formative assessment and feedback practices in the History classroom changed over the past number of years?
2. How do you assess students' research and skills development?
3. Where do you find source material for your assessments?





**What advice and recommendations would you give to students starting research?**

Have you or your students used the Irish Newspaper Archive for research purposes?

Liz Gillis

Historian, lecturer, and author of 'Women of the Irish Revolution', 'Revolution in Dublin' and 'The Fall of Dublin'.



**Click the image to play**

# Irish Newspaper Archive – showcase



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Home / Scoilnet / Tools for Teachers / Irish Newspaper Archive

## Irish Newspaper Archive

The Irish Newspaper Archive gives teachers and students unrivalled access to primary source documents through national and local newspapers covering hundreds of years of Irish history. Over 60 newspapers are included in the archive with some dating back as far as 1738.

**NEW!** Teachers now have access to the archives from home. Home access for teachers has the potential to dramatically change how the newspapers can be used in class.

### School Access

Schools in Ireland have access to the Irish Newspaper Archive through the Schools Broadband Network at [www.irishnewsarchive.com/](http://www.irishnewsarchive.com/)

### Home Access for Teachers

1. First Sign in to Scoilnet using your Scoilnet Account
2. Return to this page
3. Click this link.

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Looking back at how the Rep. of Ireland soccer team's participation in 'Italia 90' had an impact on the entire country. (Irish Independent, November 19th, 2011)

The Irish Press is one of the national titles available through the Irish Newspaper Archive. Founded by Eamon deValera, it was first published in 1931 and ceased printing in 1995.

Search results for 'rural electrification'. Search was confined to the Irish Examiner and Irish Farmer's Journal.

How might this resource be used to support students' research skills as well as support assessments?

Note: The Irish Times Archive is also free to all schools on the Schools Broadband Network (SBN)



# Guide to accessing the Irish Newspaper Archive for teachers



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How might you use this archive to support and assess students' historical literacy skills?

- Micro research – what was happening at the time of other events
- Family history
- Local history
- National and International events

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## Guide to accessing and using the Irish Newspaper Archive through Scoilnet.ie

**Access**

1. Register with Scoilnet.ie or login to your account.
2. Go to the following Scoilnet.ie address for Home Access for Teachers <https://www.scoilnet.ie/scoilnet/tools-for-teachers/ina/>

**Home Access for Teachers**

1. First Sign in to Scoilnet using your Scoilnet Account
2. Return to this page
3. Click this link.

**scoilnet**

INA

[Access Irish Newspapers](#)

**Refining your search on the Irish Newspaper Archive**

- Keywords
- Select all or some publications
- Date parameters
- Using the text version for accessibility
- Download documents as PDFs

**Refine Search**

ALL of these words

The EXACT word or phrase

ANY of these words

EXCLUDE these words

Byline

Filter by title

Search front pages only

Limit date range

From date: [yyyy-mm-dd]

To date: [yyyy-mm-dd]

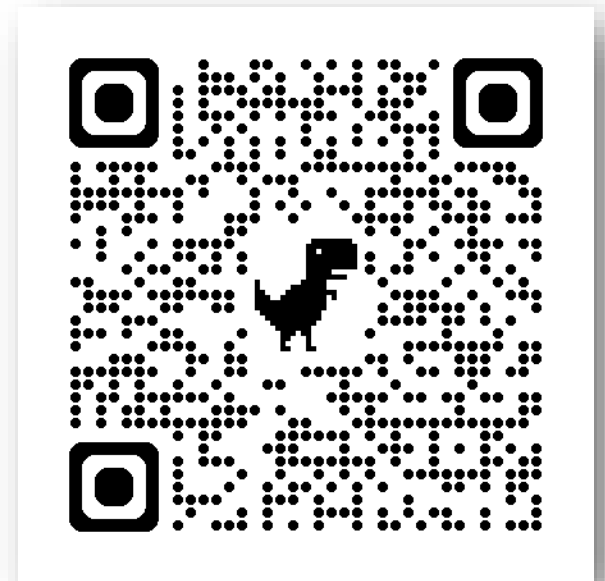
Search

Clear All

# Google Site 2024/2025



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Click the image to access the google site

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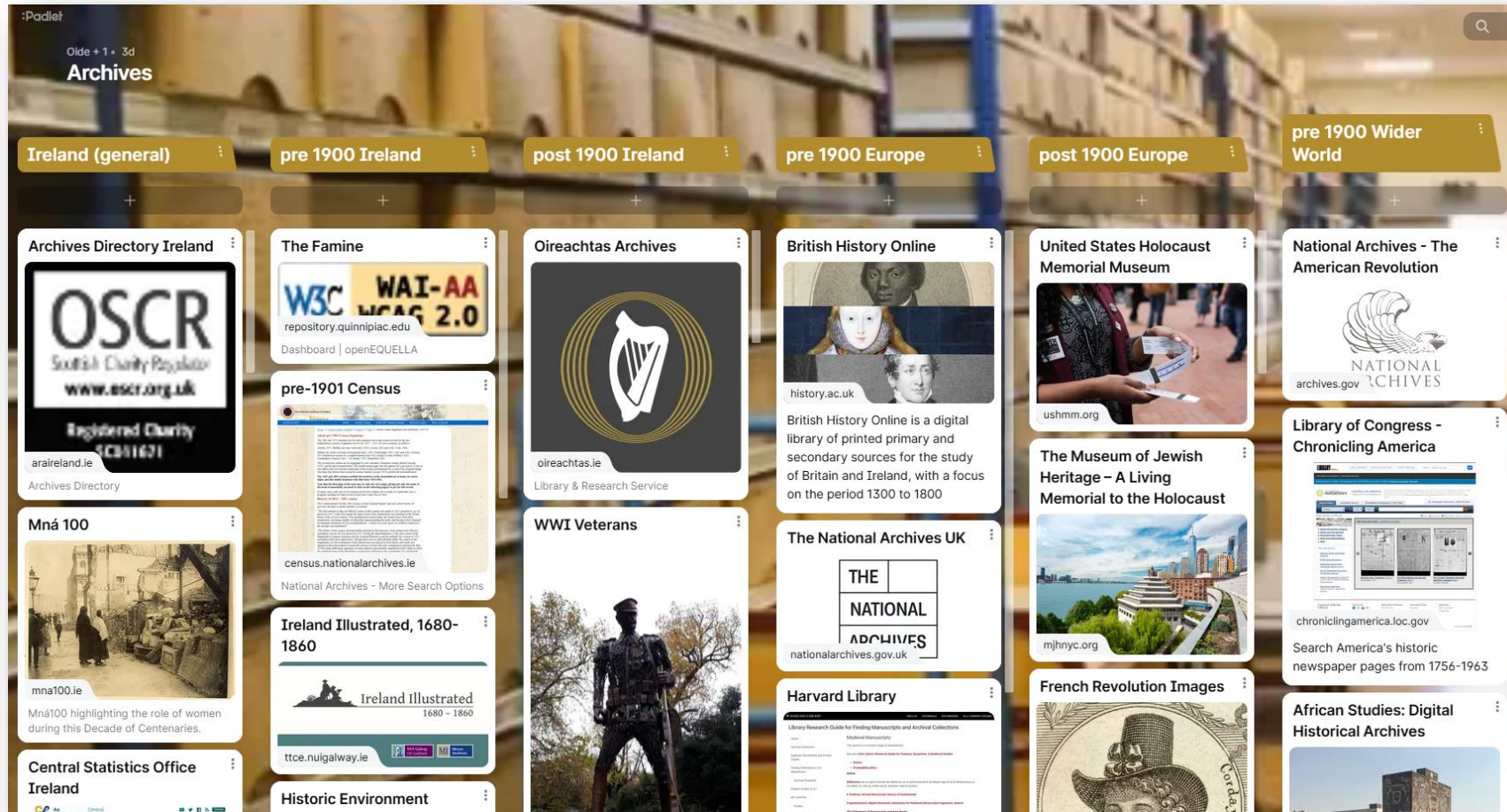
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# Archives Padlet



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# Sources from the Irish Newspaper Archive



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Click the image to play



THE DUNDALK  
ANTI-COERCION MEETING.  
A MAGNIFICENT DEMONSTRATION.  
THE PROCESSION OF THE G. A. A.

Blackrock brass band, and the fishermen's flag.  
Next came the brake with the speakers and reception committee, followed by vehicles conveying large contingents from Louth, Blackrock, Cooley, Carlingford, &c. The Louth contingent had a bannerette on one side of which were the words "Louth condemns coercion," and on the obverse side "God Save Ireland."

The meeting in Dundalk on Sunday last was favoured with glorious weather, and in fact everything contributed to make it really one of the finest demonstrations ever held in the "Gap of the North." The number of persons attending could not have been under 10,000, and the greatest enthusiasm prevailed, while at the same time the people were most orderly. An unique feature in the day's proceedings was the protest of the Louth branches of the Gaelic Athletic Association against the threat recently made that on the passing of the Eternal Torments Bill, the Association will be crushed by order of the Lord Lieutenant. It had been arranged that the third round of the Co. Louth championship football matches would be played off on Sunday last, but as soon as it became known that the Michael Davitt branch of the Irish National League had determined on holding an anti-coercion demonstration that day, the Gaels did the only thing that could be expected from them and adopted a course that shows that while they have taken the objects for which the Association was founded deeply to heart, and are working it up second to no other

## WILD SCENES AT DUBLIN STRIKE

Two Killed and Hundreds of Others Injured in Dublin Strike--30 Policemen Wounded.

RIOTING AND WILD SCENES CONTINUE IN THE CITY.

Dublin, Tuesday, 8 Sunday, August 31, hundreds, including thirty were hurt in the riots of the tramway men's strike. The outbreak was the uprising here since the the Land League in 18 On Saturday night it became so threatening were deemed unable to it and troops were required soldiers were sent into district, where the most disturbances occurred. The troops dispersed and after 11 o'clock the came quiet, but the te used. During Saturday six persons were hurt. All are so crowded that many in a serious condition had to their homes for treatment. The strike committee, in the morning the meeting in O'Connell street substituted a parade in place to Croydon Park, a suburb on the north city. The authorities had prohibited the march.

### MR. PARNELL INTERVIEWED.

(From the *New York Herald*.)

At Morrison's Hotel, the *Herald* correspondent found Mr. Charles Stewart Parnell, the Irish leader. He had just come—arrived from Avondale. Members of Parliament passed in and out, and gentlemen who would like to be legislators came and went. At length your correspondent's turn came. I was ushered into a large reception room, which the Irish leader uses as his *quartier general*. Mr. Parnell had just finished dictating some letters to his private secretary, who sat at a large table writing out notes. The Irish leader was standing near the fire, contemplating piles of letters, opened and unopened, which were arranged on a table.

TAKING TIME FOR THE "HERALD."

"I was very busy just now, but will spare the "Herald" half an hour. Sit down."

"There are plenty of candidates, Mr Parnell" began your correspondent.



So I'm always just trying

History teacher David Dillon  
St. Francis College,  
Rochestown, Cork

What support might students require  
when engaging with written sources  
such as these?

# Literacy supports



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The screenshot shows the Oide website's 'Literacy' page. The header includes the Oide logo, navigation links for Digital Technology, Drokhead Induction, Primary, Post-Primary, Oideachas trf mhéidín na Gaeilge, and Leadership. A large 'Literacy' title is centered over a background image of students. Below the title, a breadcrumb trail reads 'Home > Post-Primary > English > Literacy'. The main content area features six blue-tinted cards with icons and 'Click to View' buttons: News & Updates, Key Documents, Professional Learning Materials, Preparation for Teaching and Learning, and Resources.

The screenshot shows a Padlet board titled 'Supporting Literacy Across the Curriculum'. The board is organized into four columns of digital literacy supports. Each column has a heading and a '+' icon for adding items. The items are represented as cards with titles, icons, and source information:

- Literacy Supports:** Writing - A Scaffolded Approach (drive.google.com), Bloom's Taxonomy (drive.google.com), Writing in a Variety of Formats (drive.google.com).
- Graphic Organisers:** Graphic Organiser Booklet (PDF, Click to open), Storyboard Template (PIXAR STORYBOARD, PDF), WOW Words (Writing with Wow Words and Building Vocabulary).
- Digital Literacy Supports:** Pobble (Generates a new image as a stimulus each day, pobble.com), Word Hippo (wordhippo.com, Thesaurus), Word Sift.
- 'How to Videos' for Digital Supports:** Rewordify (drive.google.com), Canva-Magic Switch (drive.google.com), PowerPoint Live (drive.google.com).

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# What historical literacy skills and knowledge are required to answer these questions?



- (C) Continuity means that things continue as they are and don't change very much. What evidence of continuity exists between the two photographs?
- (E) Name a sporting, cultural or social movement you studied which has had an impact on Irish life (at local or national level).

Extract from the 2023 Junior Cycle History Exam Q8

Learning Outcome 2.10:

Examine how one sporting, cultural or social movement impacted on Irish life.

The GAA is an example of a sporting, cultural or social movement that impacted on Irish life. Examine the two photographs below and answer the questions which follow.



Photograph 1: Camogie match played at Victoria Cross, Cork, in 1915.



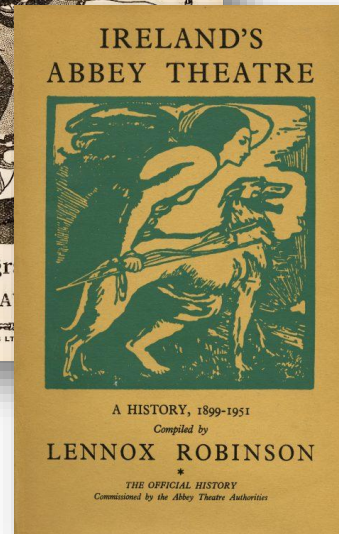
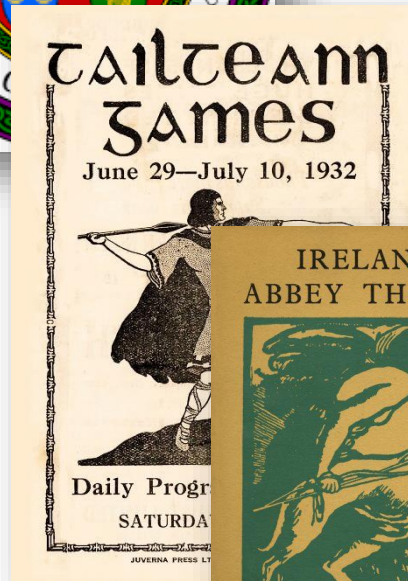
Photograph 2: Camogie match played at Croke Park, Dublin, in 2019.



# Examine how one sporting, cultural or social movement impacted on Irish life



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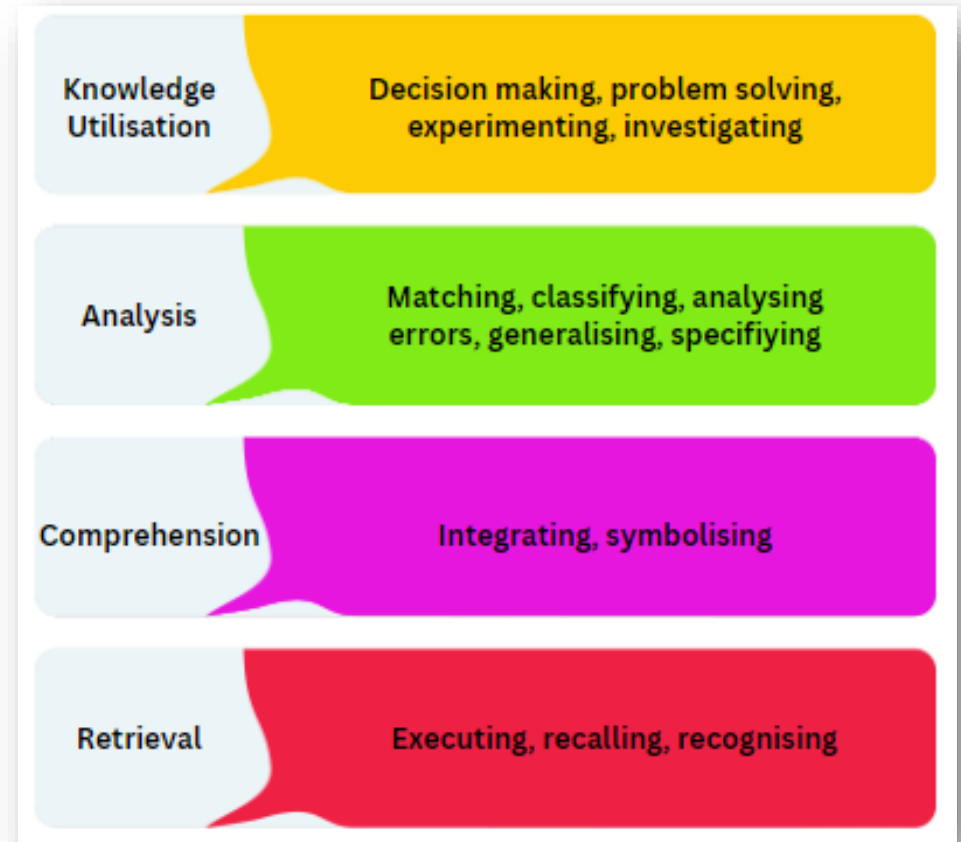


What might be added to the list provided?

# Creating an assessment



1. Choose one of the sources provided and identify an appropriate excerpt that will engage your students' **historical literacy skills**
2. Based on your chosen excerpt, design a short assessment for either Junior or Senior students that:
  - Assesses students' comprehension skills
  - Assesses the students' historical literacy skills e.g. critical thinking skills
  - Requires students to make judgements about the source
  - Includes a follow-up question that links to a wider learning outcome or topic of study
3. Identify what prior learning will have to have taken place for students to successfully engage with the assessment



Marzano's Taxonomy



# Debrief



- Swap assessments – think of your students, is there anything you would need to adapt so your own students could complete this assessment?
- What do you think is the value of this activity?
- Has engaging with the activity changed your considerations around assessing your students' skills development?
- Going forward is there anything you will include or change in your assessment practices?

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### Crafting an Assessment

Learning outcomes:  
Topic:  
Prior learning:  
Questions:

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### Feedback

Recommendations:

- Is there anything you would need to adapt so your own students could complete this assessment?
- Has engaging with the activity changed your considerations around assessing your students' skills development?
- Going forward is there anything you will include or change in your assessment practices?

# Feedback



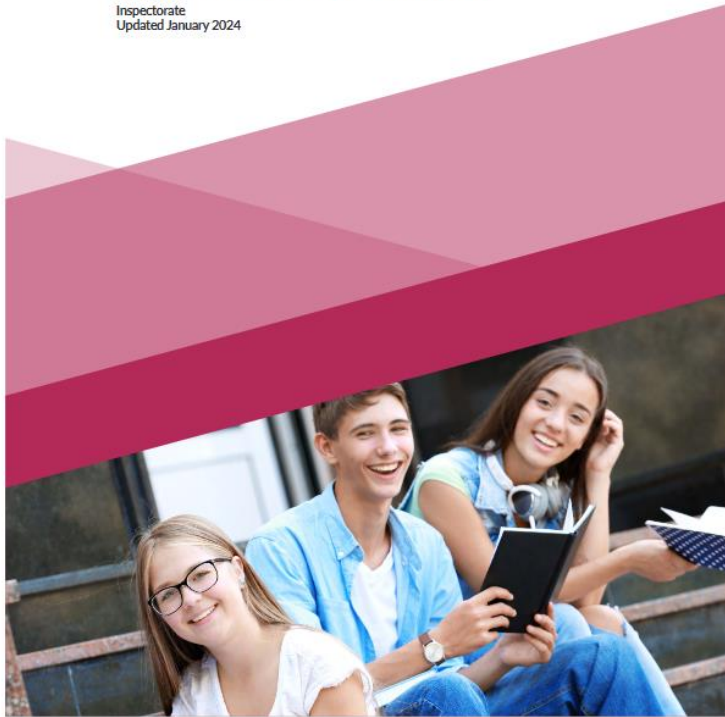
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An Roinn Oideachais  
Department of Education

## Looking at Our School 2022: A Quality Framework for Post-Primary Schools

Inspectorate  
Updated January 2024



‘Teachers regularly provide students with constructive, developmental oral and written feedback. Teachers use feedback to work with students on clear strategies for improvement.’ P. 31

‘Students’ reflection and feedback on their learning are systematically reviewed and acted upon during teachers’ individual and collaborative planning activities.’ P. 33

‘Teachers, in consultation with students, have collectively developed a whole-school approach to providing developmental oral and written feedback to students. This approach is implemented consistently, and is underpinned by the collective review of students’ work.’ p. 34

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# Feedback



**RESEARCH REFLECTION**

**FEEDBACK**

1. Focus of research
2. Selection of sources
3. Analysis of sources
4. Final judgements

My next steps

### Ladder of Feedback

**Suggest**

Making suggestions on how to improve things

- What if...?
- Maybe you could...?
- Could I suggest that...?
- You might want to look at this?

**Review**

State what puzzles or concerns you

- Have you considered...?
- What I wondered about is...?
- Perhaps you taught about this, but...?

**Value**

Express to the student what you like about the idea or matter in specific terms.

- What I like is...
- One positive point is...
- I was interested in...

**Clarify**

Ask clarifying questions

- I wasn't sure what you meant...?
- Could you help me better understand...?
- This is what I think you are saying...

What feedback strategies do you find most effective in improving student achievement in history?

# Future considerations



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How might AI inform future research and assessment practices?



Click the image to play



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# Additional supports



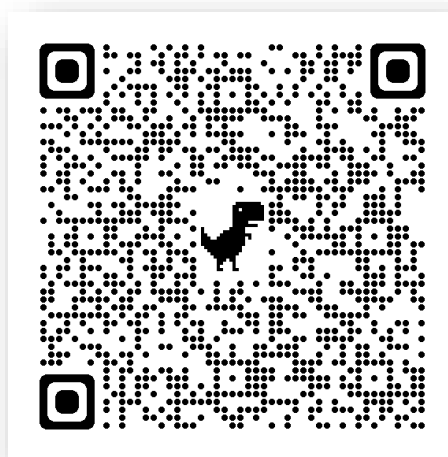
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