



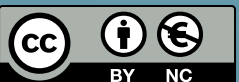
Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Online Webinar – Supporting the development of research skills in the Science classroom

April 2026





Key Messages

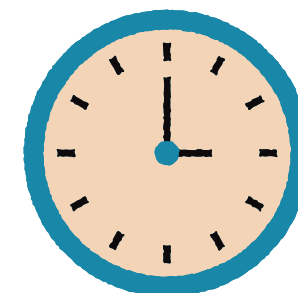
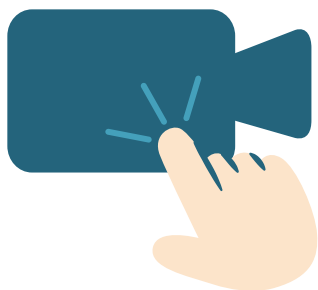
Strong investigation work is built on solid background research that genuinely deepens understanding, helps narrow the focus, and keeps the inquiry connected to reliable scientific ideas.

Moving from broad investigative interests toward clear, testable research questions and hypotheses is a pivotal step in high-quality inquiry enabled by purposeful questioning, structured dialogue, and thoughtful refinement of emerging ideas.

Effective and coherent reporting grows from clear structure, thoughtful planning, and meaningful reflection, enabling students to communicate their scientific thinking and investigative journey with clarity and authenticity.



Online Norms and Expectations





Padlet of Resources

Padlet
Oide • 2d
PLE Supporting Research Skills (Science)

Session 1 Session 2 Key Documents

- CARRDSS**
EVALUATING SOURCES
C Credibility: Who is the author? What evidence is offered of his/her knowledge?
A Accuracy: Can facts & statistics be verified? Does there appear to be errors on the source?
R Reliability: Does the source present bias?
PDF
CARRDSS Poster
CARRDSS poster
- Research question to hypothesis**
Start
Flowchart: Research question to hypothesis
PDF
Science - Research question to hypothesis (1)
- Chemistry**
oide.ie
Key Documents - Oide
- Physics**

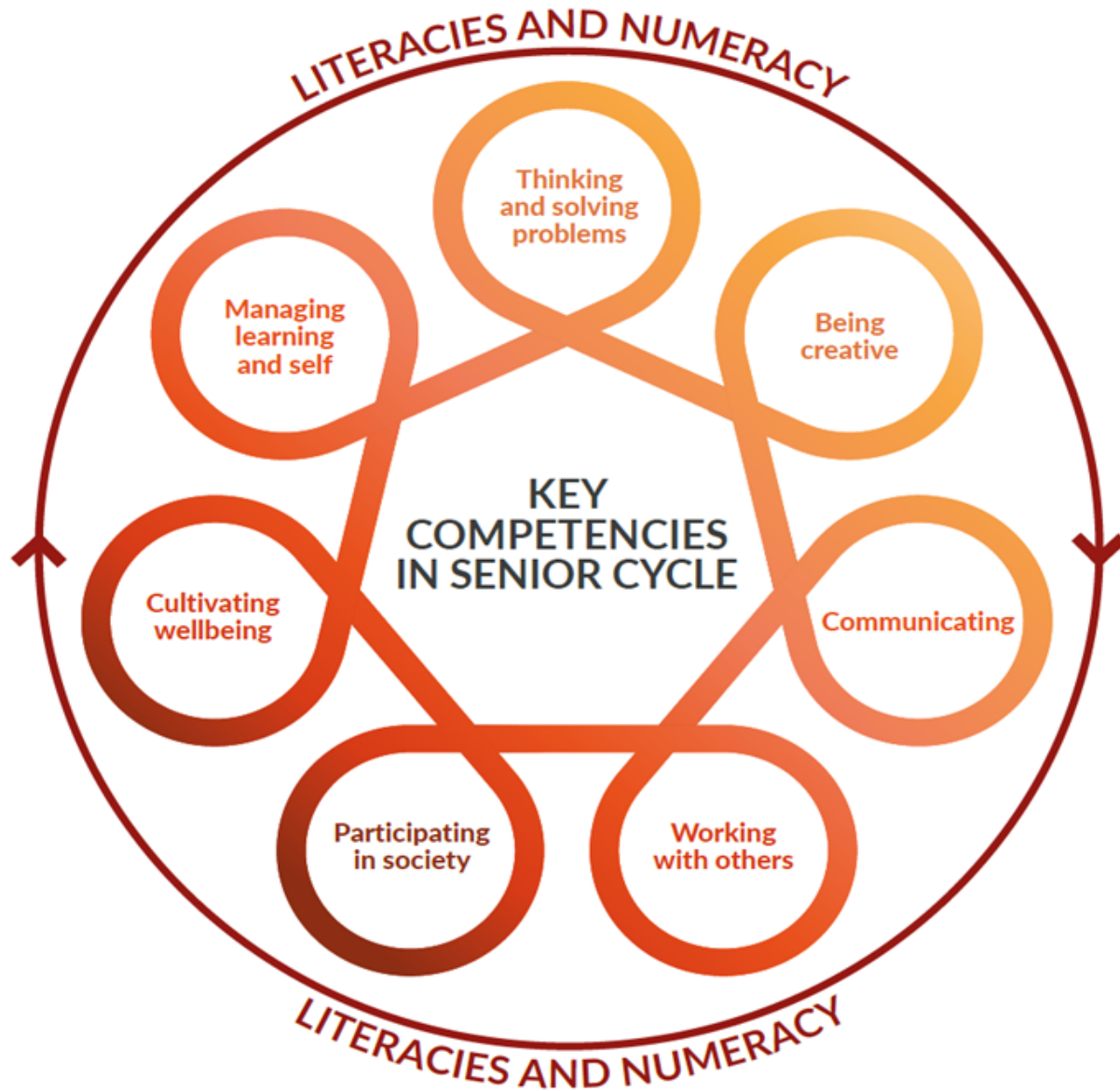
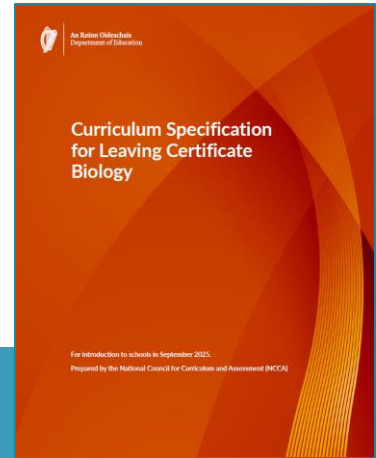
SCAN ME



Key Skills for Senior Cycle



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“All of the key skills developed across the curriculum during junior cycle support student learning in senior cycle.”

(NCCA, p.5)



Project Management - TY Micro-module

Project management can support

- planning
- pacing
- organisation
- time management



Unifying Strand – Working like a Scientist



SCIENTIFIC PRACTICES

Step 2 - Consistency of Scientific Language		
Scientific knowledge	Nature of scientific knowledge	Clear communication

“As they learn to work like scientists, they develop a habit of mind that sees them rely on a set of established procedures and practices associated with scientific inquiry to gather evidence, generate models and test their ideas. It becomes apparent that the process of science is often complex and iterative, following many different paths.”

(NCCA, p.12)

OBTAINING, EVALUATING, AND COMMUNICATING INFORMATION

Oide

Economic factors	Media-based arguments	
------------------	-----------------------	--

B

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Padlet of Resources

SCAN ME

The Padlet board is titled "PLE Supporting Research Skills (Science)" and is organized into three main sections: "Session 1", "Session 2", and "Key Documents".

- Session 1:** Contains a card for "CARRDSS EVALUATING SOURCES". This card lists three criteria: Credibility (Who is the author? What evidence is offered of higher knowledge?), Accuracy (Can facts & statistics be verified? Does there appear to be errors on the source?), and Reliability (Does the source present bias?). It is a PDF poster.
- Session 2:** Contains a card for "Research question to hypothesis". This is a flowchart diagram that guides the user from a "Start" point through various decision points (e.g., "Have I chosen a hypothesis?", "Can I test this by collecting data?", "Have my hypotheses been tested?") to a "READY TO PLAN THE INVESTIGATION" stage. It is a PDF document.
- Key Documents:** Contains two cards: "Chemistry" and "Physics". Both cards feature a video thumbnail showing a group of students in a classroom setting. The "Chemistry" card is labeled "Key Documents - Oide".



<https://tinyurl.com/mvc3dbbt>



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Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Session 1

9:15 – 10:25

Supporting Students with Background Research and
Referencing



Learning Intentions for Session 1

By the end of this session participants will have:

- gained practical strategies to support student research and referencing.
- identified common challenges and effective classroom supports.
- engaged with research as a learning outcome.



Why Background Research Matters

Background research supports:

- understanding the investigation focus
- informed experimental decisions
- scientific reasoning and justification
- reflection and evaluation

Background
research





Time to Think

Where in your teaching so far have students had opportunities to develop research skills through engagement with learning experiences in your classroom?



The Biology in Practice Investigation - Research

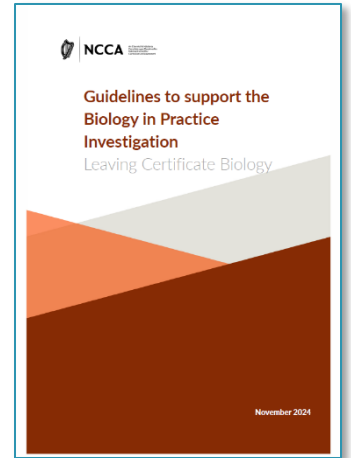


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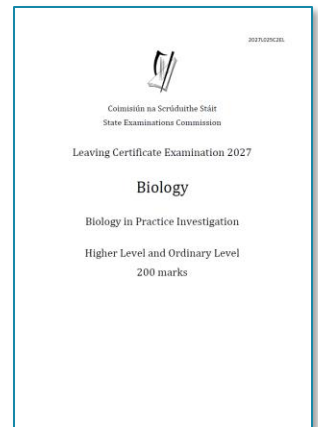
"Building on their learning to date, students will learn more about the nature of investigation through research and experimentation. Students should be empowered in realising that research and experimentation is more about engaging with and learning from the process, rather than focusing on the final product."

"It involves students completing a piece of work during the course and, in Year 2, submitting for marking to the State Examinations Commission (SEC), evidence of their ability to conduct scientific research on a particular issue and to use appropriate primary data to investigate aspects of that issue".

"They (students) gather, process and evaluate information from secondary sources. The knowledge gained from this phase of the investigation may help to inform their experimental work".



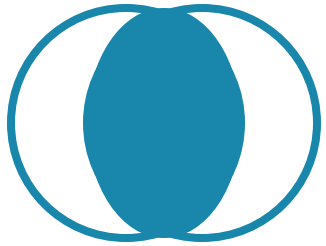
(NCCA, 2024, p. 2)



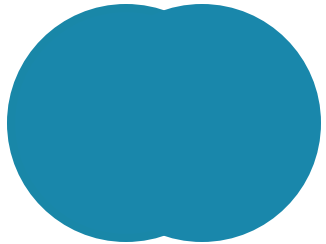
Online Research: Effective Search Strategies



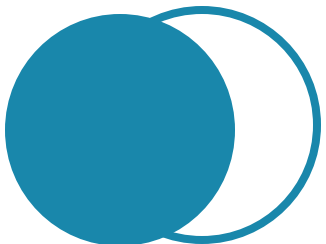
Common Boolean Operators



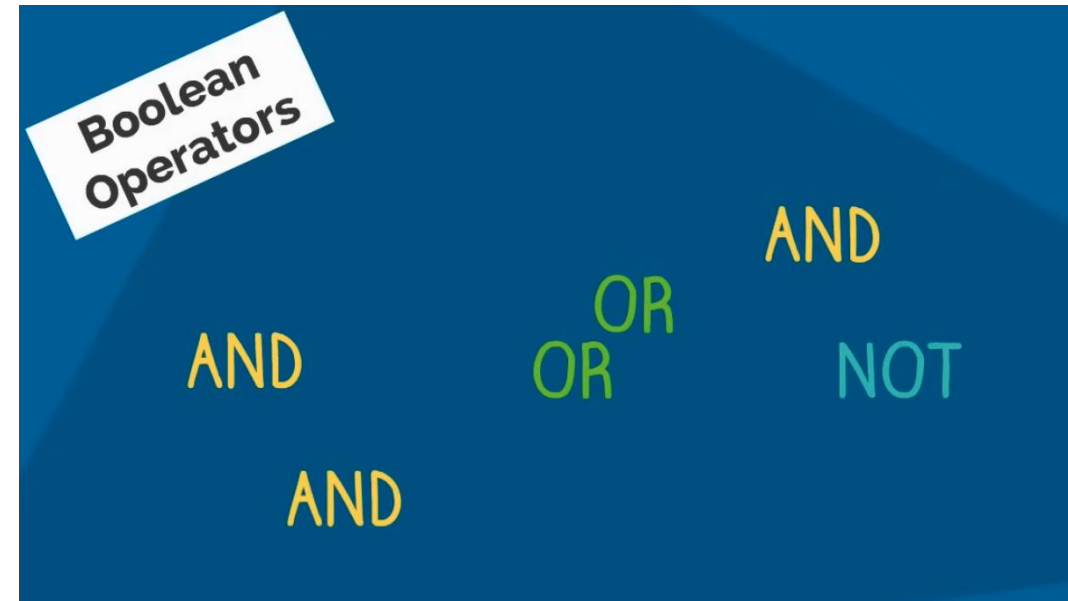
AND – Narrows the search



OR – Broadens the search



NOT – Excludes unwanted results





Search Vs Research

Search

- Finding information
- Often quick and surface-level
- Focused on answers

Research

- Engaging with information
- Involves evaluation and judgement
- Asking who, why, when and how reliable
- Focused on understanding and decision-making



Search Vs Research





Search Vs Research



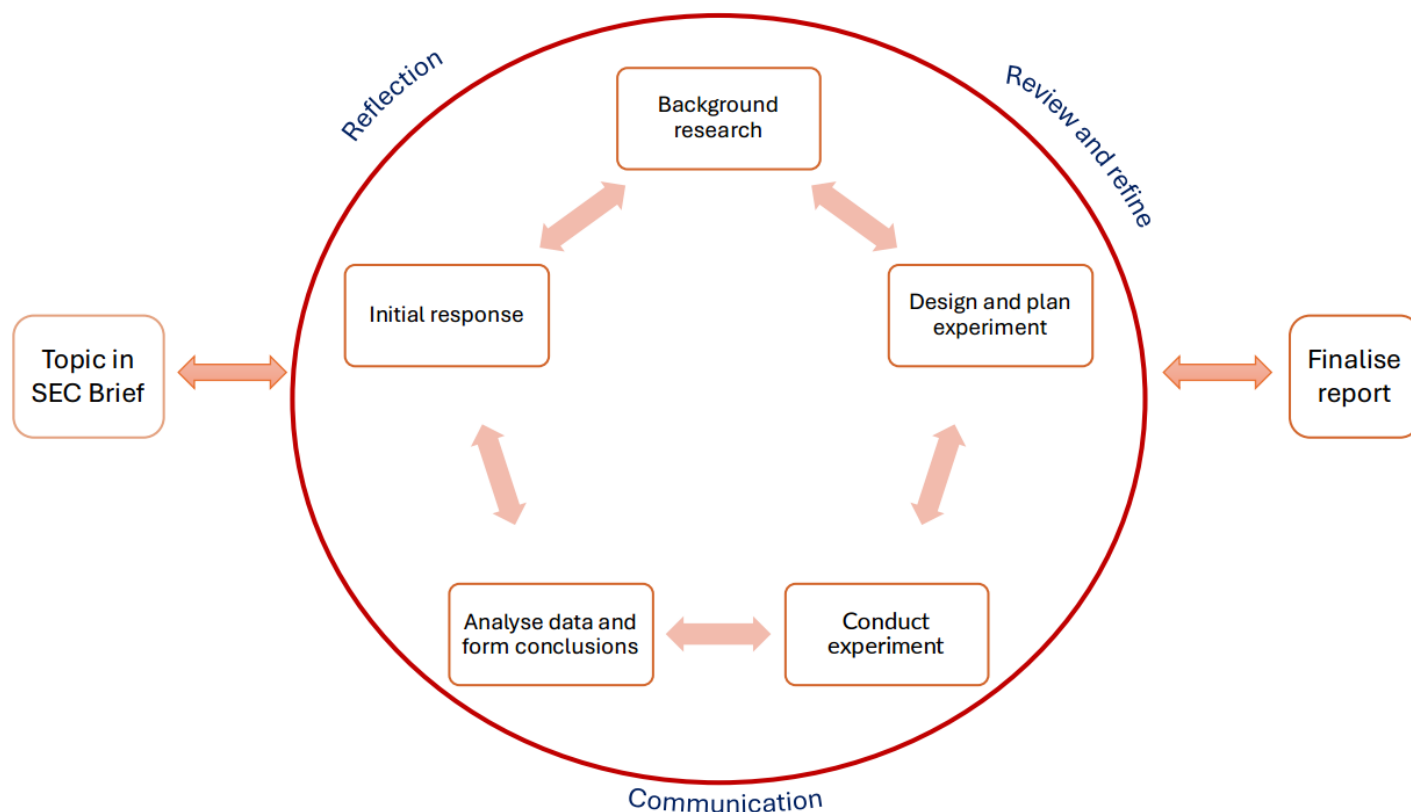


Research as a Process





Aligning Process to Practice



NCCA, Guidelines

SCIENTIFIC PRACTICES



ASKING QUESTIONS

DEVELOPING AND USING MODELS



PLANNING AND CARRYING OUT INVESTIGATIONS

ANALYSING AND INTERPRETING DATA



USING MATHEMATICS AND COMPUTATIONAL THINKING

CONSTRUCTING EXPLANATIONS



ENGAGING IN ARGUMENT FROM EVIDENCE

OBTAINING, EVALUATING, AND COMMUNICATING INFORMATION

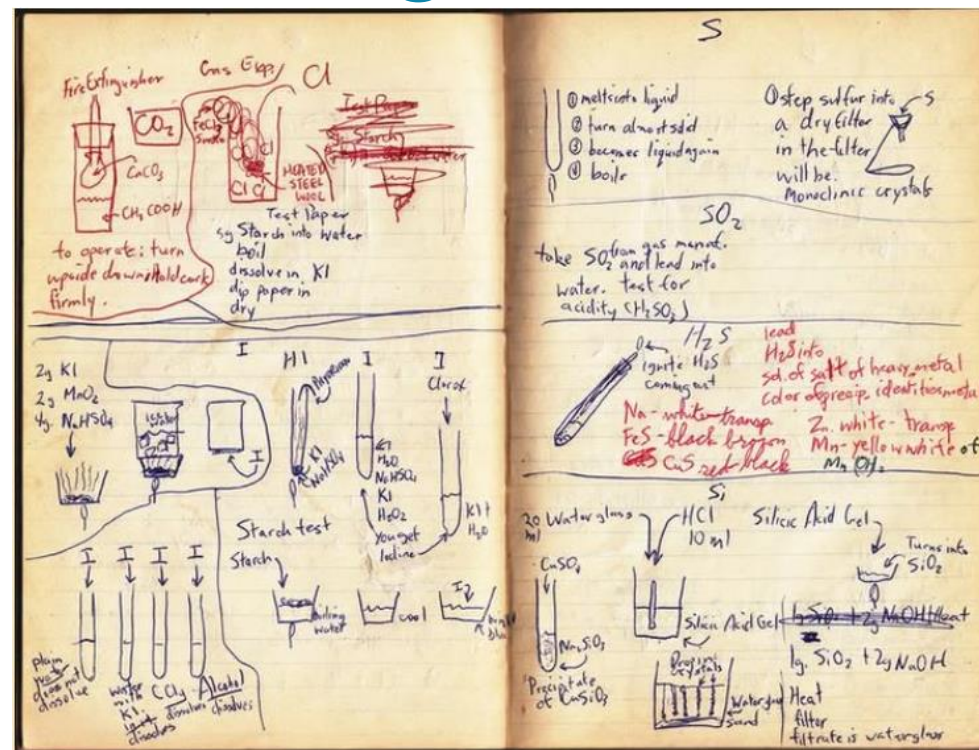




Recording Research: Investigative Logs as Learning Tools

Investigative logs can capture:

- sources consulted
- key ideas or findings
- questions raised
- decisions influenced



Childhood notebook of Roger Tsien, 2008
Chemistry laureate



Evaluating Sources - CARRDSS

- Students can be supported to ask:
- who is the author or source of this information?
 - what was the purpose for creating it?
 - how current and relevant is it?
 - is it supported by reliable, independent sources?

Background research



Evaluating Sources

Investigating you will ...
Choose a topic and research question.
Find out and reference information from a number of balanced sources.
Evaluate reliability of sources.
Consider quality of information from sources.

Evaluating Sources: CARRDSS

- C Credibility
- A Accuracy
- R Reliability
- R Relevance
- D Date
- S Source
- S Scope and Purpose

Keep Ongoing Research Records

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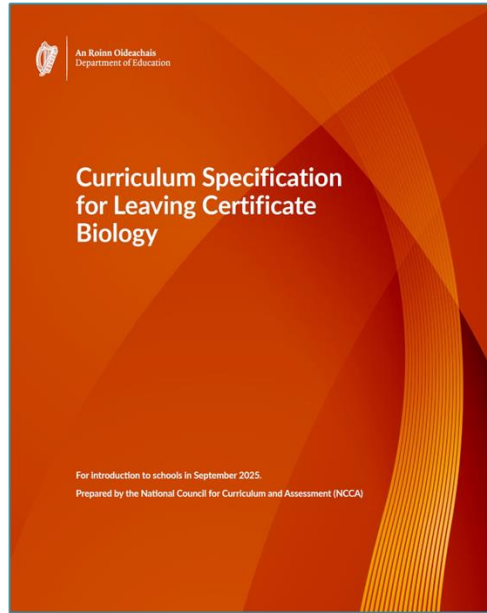
EVALUATING SOURCES

- C** **Credibility**
Who is the author?
What evidence is offered of his/her knowledge?
- A** **Accuracy**
Can facts & statistics be verified?
Does there appear to be errors on the source?
- R** **Reliability**
Does the source present bias?
- R** **Relevance**
Does the information directly support or help to answer my question?
- D** **Date**
Does this investigation question need current information or when was the source created?
- S** **Source**
Is the information based on primary or secondary sources?
Did the author document their sources?
- S** **Scope and Purpose**
Does this source address my question comprehensively?

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Research in the Learning Outcomes



Students learn about

1.4. Information of life - genetic inheritance

genetic mechanisms – inheritance through passing on of DNA

Students should be able to

3. compare genetic and epigenetic mechanisms, **research** one example of epigenetic inheritance in nature

Action Verbs
Specification p. 47/48

L.O. 1.4.3

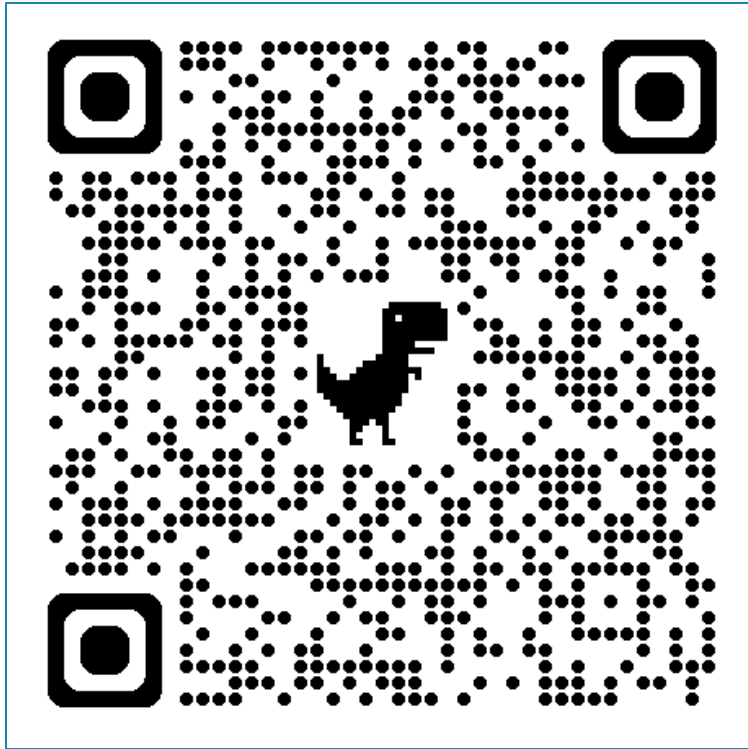
Research

inquire specifically, using involved and critical investigation

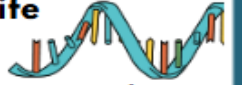
Research in the Learning Outcomes



Oide



1. Research - Information of Life



Students should be able to:

LO 1.4.3 compare genetic and epigenetic mechanisms; **research one example of epigenetic inheritance in nature**

Engaging in Research: From Sources to Questions

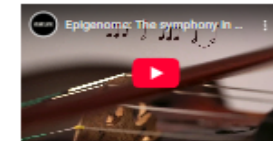
Based on the LO, jot down one broad research question that students might begin with.

What questions might arise from this LO? What scientific issue could be explored here?

"SAME GENES, DIFFERENT OUTCOMES"

Evaluating Sources

Instruction: Use **CARRDSS** as a framework to evaluate the following resources relating to epigenetics.



Resource 1: Video - Epigenetics like sheet music

<https://youtu.be/W3Kg9w-srFK?si=CIPmT0JXyNsSrhHV>



Resource 2: The Genetics Society PODCAST
https://geneticsunzipped.com/blog/2022/11/17/birds_bees_animal_behaviour



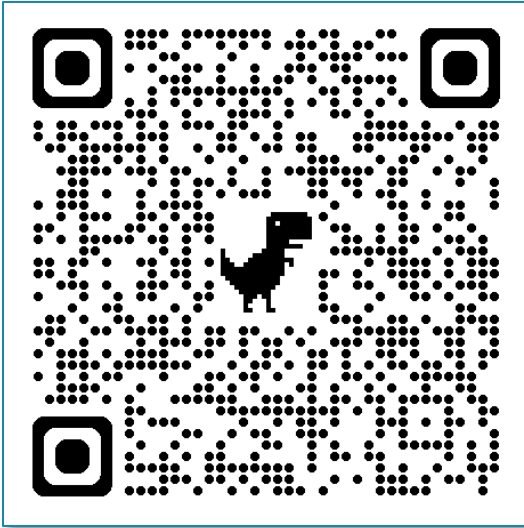
Resource 3: Epigenetics: Switching Genes On and Off
<https://kids.frontiersin.org/articles/10.3389/frym.2020.554156>



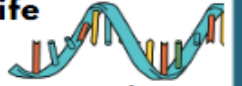
Research in the Learning Outcomes



Oide



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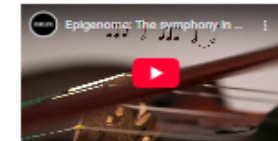
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https://geneticsunzipped.com/blog/2022/11/17/birds_bees_animal_behaviour



Resource 3: Epigenetics: Switching Genes On and Off

<https://kids.frontiersin.org/articles/10.3389/frym.2020.554156>

Oide



Time to Think

What other areas of teaching and learning could you plan to use this activity to support your students research skill development within your classroom?

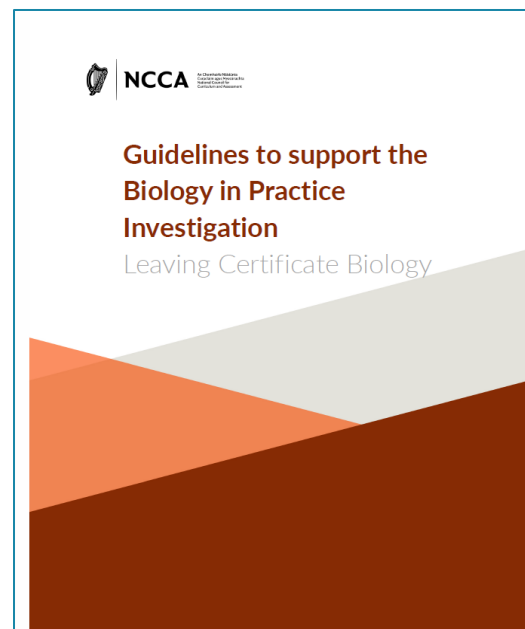




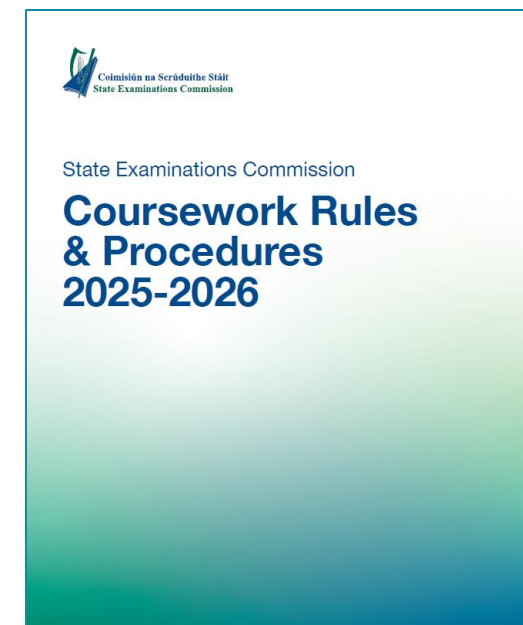
Referencing: Purpose Before Format

Referencing supports:

- academic integrity
- transparency of thinking
- traceability of ideas



Appendix 1 – Guidelines
to Support Referencing
p. 15-17



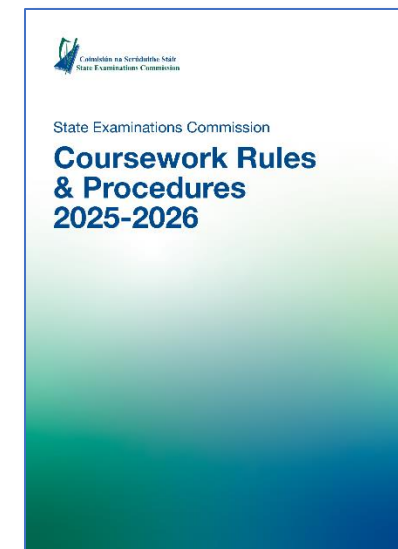
Appendix 1 – Guidelines
for referencing in SEC
Coursework
p. 32



Rules for the Use of AI in SEC Examination Coursework

"Where Artificial Intelligence (AI) tools (including software and applications) are used in State examination coursework, it must be conducted in a responsible and ethical manner. This is essential to maintain academic integrity and ensure that candidates' work reflects their own understanding and efforts"

(State Examinations Commission, p. 33, 2025)

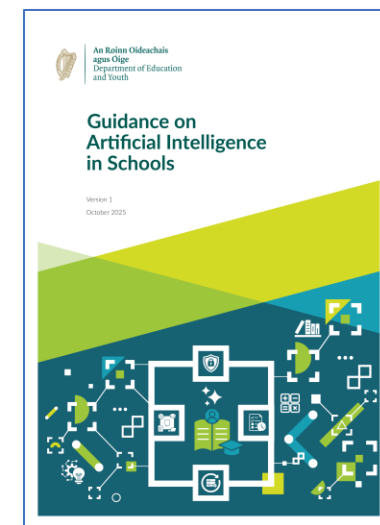




Guidance on Artificial Intelligence in Schools

"The ethical considerations when using AI and data in education include ensuring that the AI systems used are reliable, fair, safe, and trustworthy and that the management of educational data is secure, protects the privacy of individuals, and is used for the common good"

(Department of Education and Youth, p. 12, 2025)



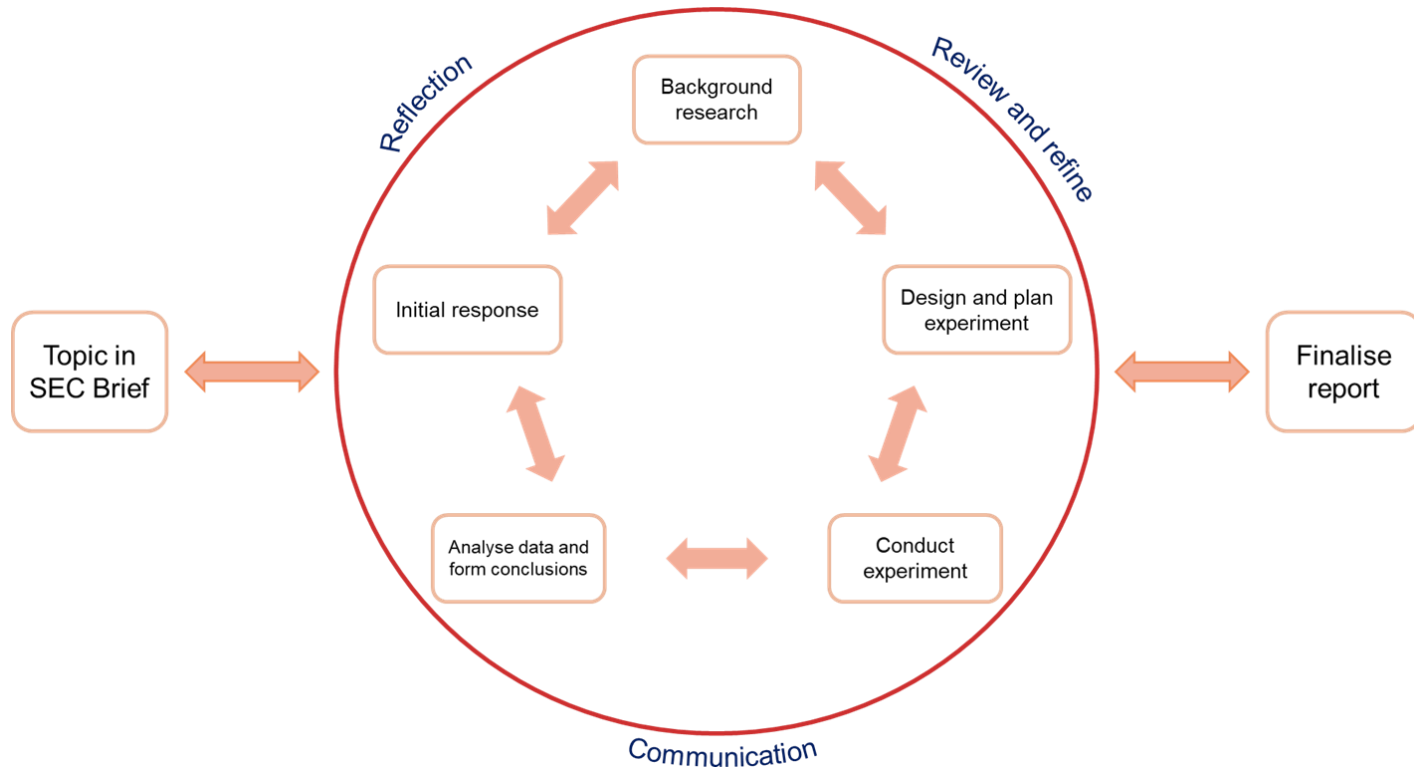


What is Plagiarism?





Research Across the Investigation Process



NCCA, Guidelines

Research supports

- question formation
- hypothesis development
- experimental decisions
- reflection and evaluation



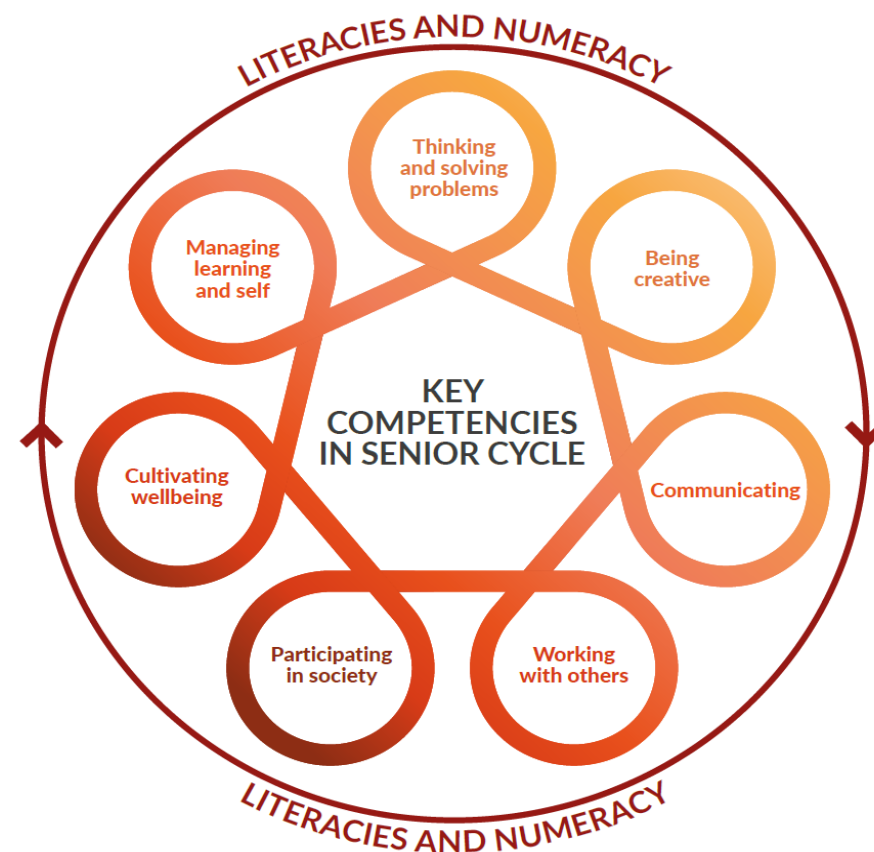
Reflection as Evidence of Learning

Reflection supports students to:

- evaluate their decisions and actions
- make sense of evidence and outcomes
- identify limitations and improvements
- articulate what they have learned


"We learn from reflecting on experience"

John Dewey





Thinking and Decision-Making Throughout the Investigation



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination 2022

Biology

Biology in Practice Investigation

Higher Level and Ordinary Level

200 marks

7. Mark allocation

The table below indicates how marks will be allocated for the different types of content that may be present in your report, or for other criteria that may be reflected in your report.

Content / Criteria	Marks
A Title and Introduction Background Research References	<ul style="list-style-type: none">• Title / Introduction / Research Question• Hypothesis• Background Research (Secondary Data)• Evaluation of Secondary Data• Referencing 50
B Designing and Planning Conducting the Experiment	<ul style="list-style-type: none">• Experimental Design• Experimental Method• Safety• Fairness• Accuracy• Selection of Equipment 50
C Data and Data Analysis Conclusions	<ul style="list-style-type: none">• Experimental Observations (Primary Data)• Data Presentation• Data Analysis• Conclusions 50

The criteria listed below are not from distinct sections of your report – these criteria should be evident throughout your report.


D Scientific Literacy	<ul style="list-style-type: none">• Communication• Coherence• Relevance• Reflective Approach 50
---------------------------------	---

Leaving Certificate Examination – 2022
Physics – Higher Level and Ordinary Level
Physics in Practice Investigation

8



Thinking and Decision-Making Throughout the Investigation



Coimisiún na Scrúduithe Stáit
State Examinations Commission

Leaving Certificate Examination 2022

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Leaving Certificate Examination – 2022
Physics – Higher Level and Ordinary Level
Physics in Practice Investigation

8

The criteria listed below are not from distinct sections of your report – these criteria should be evident throughout your report.

D Scientific Literacy	<ul style="list-style-type: none"> • Communication • Coherence • Relevance • Reflective Approach 	50
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Time to Think

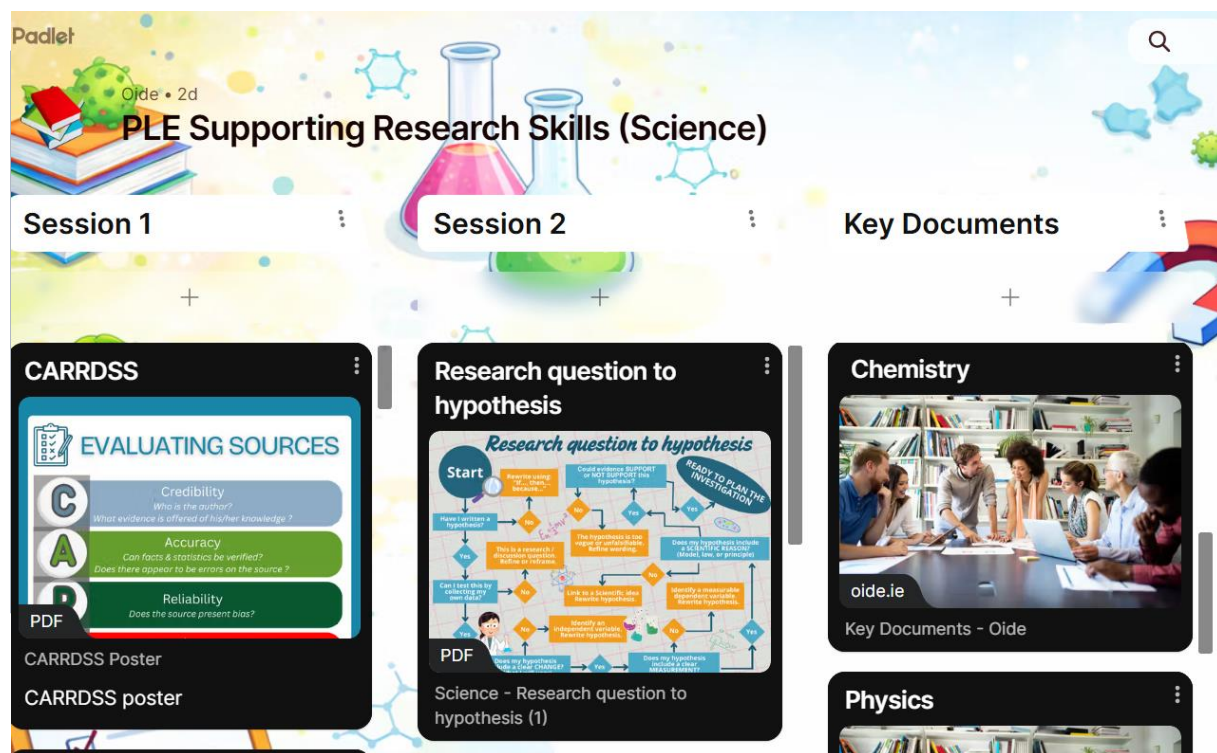
- How can I support and empower my students' day to day to further progress their research skills?
- What is the next Learning Outcome that you will use to support the progression of these skills?





Padlet of Resources

SCAN ME



Stretch break



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PLE	Date	Time
Developing Students' Skills for an Extended Experimental Investigation: Moving Towards Classroom-Based Assessment 1	25th March	19:00 - 20:15
Developing Students' Research Skills for a Science in Society Investigation: Moving towards Classroom-Based Assessment 2	22nd April	19:00 - 20:15



To register a place on this event please click:
<https://oide.ie/apply-book-now/teachers/>

For further details email sciences@oide.ie

SCAN ME





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Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Session 2

10:25 – 11.15

Supporting Students to Form Research Questions and Hypotheses



Learning Intentions for Session 2

By the end of this session participants will have:

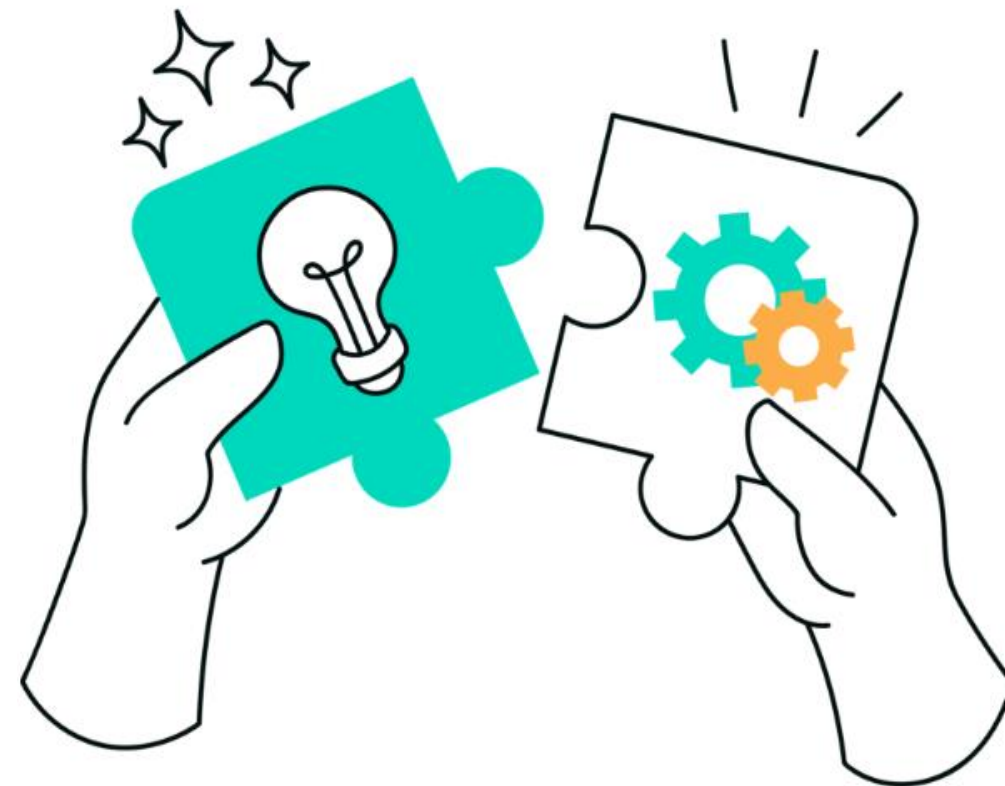
- engaged with strategies to support students in developing research questions and forming testable hypotheses.
- reflected on promoting authenticity and maintaining the integrity of the assessment process.



From Curiosity to Focus

Students often begin with:

- broad interests
- everyday observations
- real-world phenomena



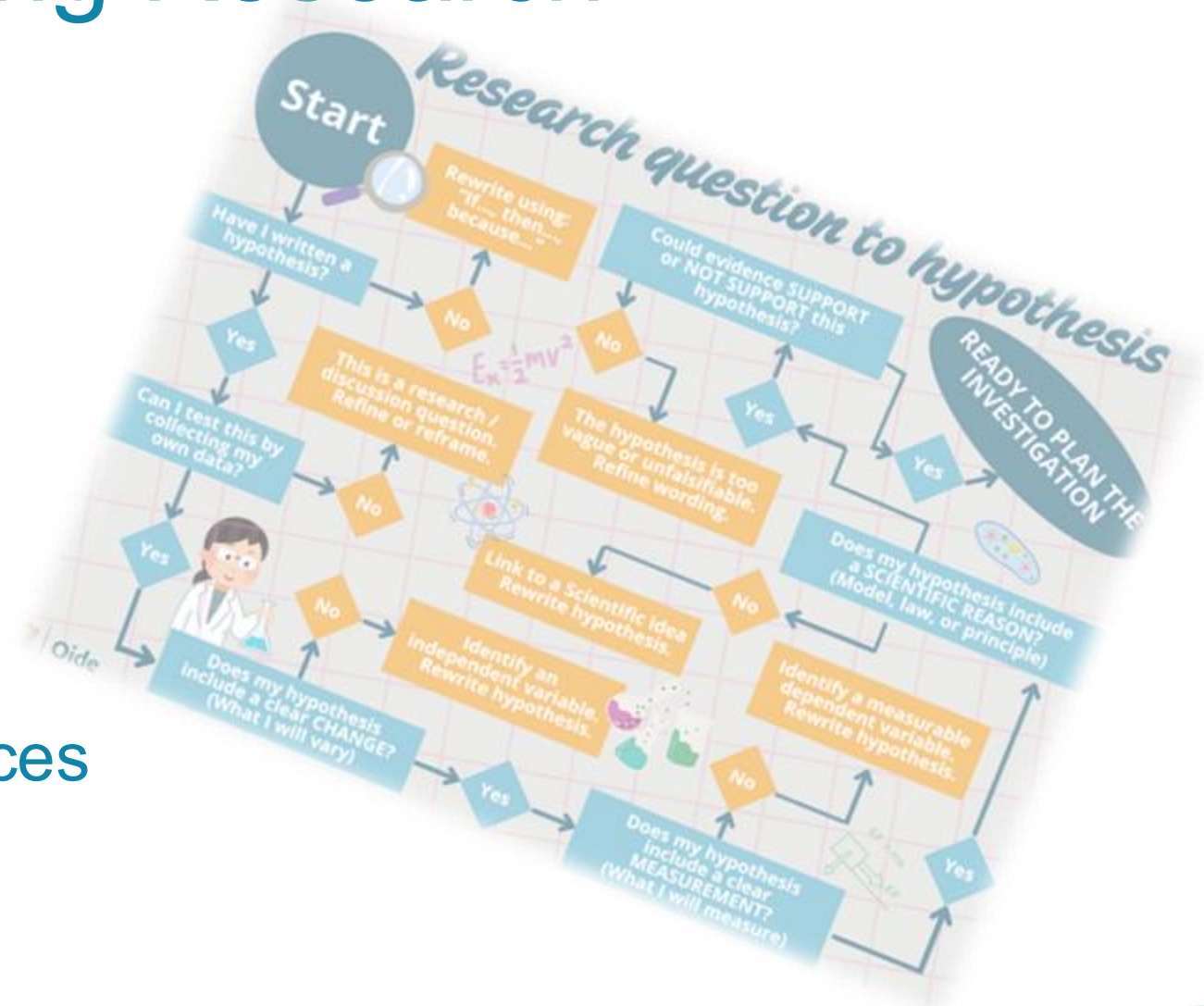
They need support to refine their focus.



What Makes a Strong Research Question?

A strong research question is:

- clear
- focused
- investigable
- aligned with available resources





Distinguishing Questions and Hypotheses

Research questions

- Ask what or how

Hypotheses

- Make a testable prediction
- Are informed by research



Research question to hypothesis

Start

Have I written a hypothesis?

Yes

Can I test this by collecting my own data?

Yes

Does my hypothesis include a clear CHANGE? (What I will vary)

Yes

Does my hypothesis include a clear MEASUREMENT? (What I will measure)

Yes

Identify a measurable dependent variable. Rewrite hypothesis.

Does my hypothesis include a SCIENTIFIC REASON? (Model, law, or principle)

No

Link to a Scientific idea. Rewrite hypothesis.

The hypothesis is too vague or unfalsifiable. Refine wording.

No

Could evidence SUPPORT or NOT SUPPORT this hypothesis?

Yes

READY TO PLAN THE INVESTIGATION

Rewrite using: "If..., then..., because..."

No

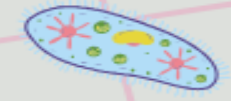
This is a research / discussion question. Refine or reframe.

No

Identify an independent variable. Rewrite hypothesis.

No

Ex $\frac{1}{2}mv^2$





Sorting activity: Testable vs Non-Testable

Wordwall Interactive Game

0:00

Switch template

- Group sort
- Quiz
- Open the box
- Spin the wheel
- Anagram
- Show all

Questions on board:

- How does the surface effect the stopping distance of a moving object?
- Do students learn in sil or onal backgr music?
- Which heating system is the most efficient?
- Which colour of light is the most relaxing?
- Is saving energy more important at home or at school?
- How does the angle of an inclined plane affect the acceleration of a trolley?
- How does distance from a sound source affect sound intensity?
- Why do some frequencies seem more pleasant than others?
- How does light intensity affect the output of a solar cell?
- Why do heavier objects feel harder to stop than lighter ones?
- How does surface area affect the cooling rate of hot water?
- How does surface area affect the cooling rate of hot water?
- Why do some materials feel warmer than others at room temperature?
- Does better equipment lead to better experimental results?
- Which planet is the most interesting?
- How does air resistance affect the terminal velocity of falling objects?
- How does the length of a wire affect its electrical resistance?



wordwall.net/resource/108523910

Padlet Link

Question	Testable / Not-Testable	Why? Justification
Does the amount of fertiliser affect the height of bean plants?		
What is the most beautiful flower?		
How does temperature affect the rate of yeast fermentation?		
Why do some people prefer cats over dogs?		
Does increasing exercise time reduce resting heart rate?		
Is it better to study in the morning or at night?		
What effect does caffeine have on reaction time?		
Which planet is the most interesting?		
How does light intensity affect photosynthesis in pondweed?		
Do students learn better in silence or with background music?		
Is chocolate the best dessert?		
How does the type of soil affect water drainage rate?		
Should animals be kept in zoos?		
Does the pH level of water affect seed germination?		
What is the most important subject in school?		
How does sugar affect the growth of mould on bread?		
Do plants grow faster with classical or rock music?		
Why is kindness important in society?		
How does the angle of a ramp affect the speed of a toy car?		
What is the best way to so?		





Sorting activity: Testable vs Non-Testable

Wordwall Interactive Game

0:00

Switch template

- Group sort
- Quiz
- Open the box
- Spin the wheel
- Anagram

Questions on corkboard:

- How does the surface effect the stopping distance of a moving object?
- Do studies learn in air or on background music?
- Which heating system is the most efficient?
- Which colour of light is the most relaxing?
- Is saving energy more important at home or at school?
- How does distance from a sound source affect sound intensity?
- How does the angle of an inclined plane affect the acceleration of a trolley?
- How does surface area affect the cooling rate of hot water?
- How does light intensity affect the output of a solar cell?
- Why do some frequencies seem more pleasant than others?
- Why do heavier objects feel harder to stop than lighter ones?
- Why do some materials feel warmer than others at the same temperature?
- How does air resistance affect the terminal velocity of falling objects?
- Does better equipment lead to better experimental results?
- How does the length of a wire affect its electrical resistance?
- Which planet is the most interesting?
- How does air resistance affect the terminal velocity of falling objects?



wordwall.net/resource/108523910

Padlet Link

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What effect does caffeine have on reaction time?		
Which planet is the most interesting?		
How does light intensity affect photosynthesis in pondweed?		
Do students learn better in silence or with background music?		

Feature	Testable Question	Non-Testable Question
Measurable Variables	Involves variables that can be measured	Involves opinions, beliefs or concepts that are not easily measured
Experimental Inquiry	Can be answered through experiments and observations	Cannot be answered through experiments or observations
Answers	Tend to have objective answers that can be verified through evidence	Tend to have subjective answers that vary from person to person





Time to Think



1. What challenges do students typically encounter when they begin refining their research questions or hypotheses?
2. What learning outcomes offer opportunities to students to develop and refine their research questions and hypotheses?



Supporting Hypothesis Development

Teachers can support students by:

- asking thought provoking questions
- encouraging justification
- highlighting assumptions
- linking to prior learning



Effective questioning is part of the process

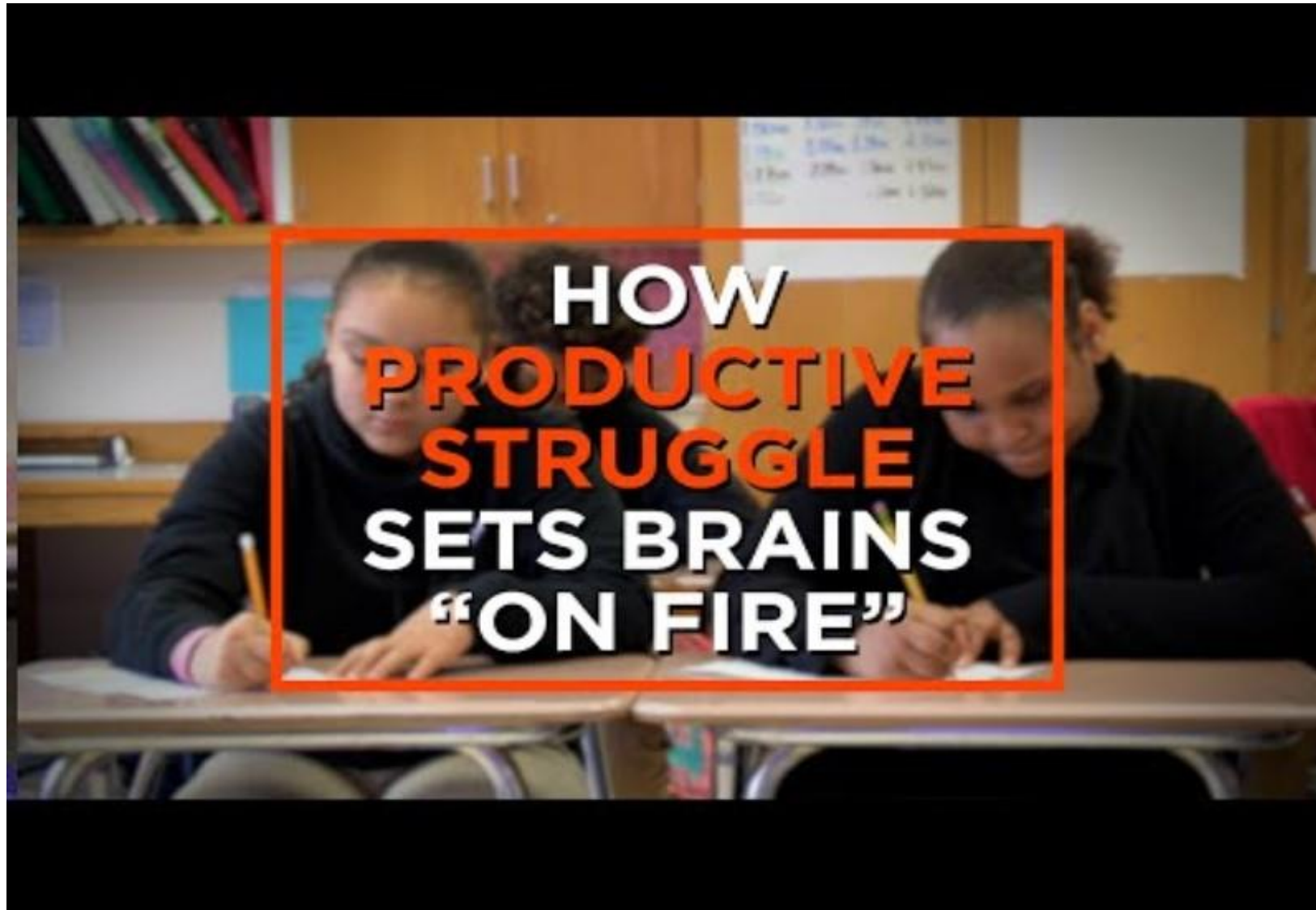


Feasibility and Manageability

Key considerations include

- Time
- Safety about student activity
- Equipment
- Accuracy and reliability







The Report as a Coherent Communication Tool

The investigative report:

- communicates the investigative process
- explains decisions and reasoning
- presents evidence clearly
- tells a coherent, connected story

7. Mark allocation

The table below indicates how marks will be allocated for the content present in your report, or for other criteria that may be relevant.

	Content / Criteria
A Title and Introduction Background Research References	<ul style="list-style-type: none">• Title / Introduction• Hypothesis• Background Research• Evaluation of Second• Referencing
B Designing and Planning Conducting the Experiment	<ul style="list-style-type: none">• Experimental Design• Experimental Methods• Safety• Fairness• Accuracy• Selection of Equipment
C Data and Data Analysis Conclusions	<ul style="list-style-type: none">• Experimental Observations• Data Presentation• Data Analysis• Conclusions
D Scientific Literacy	<ul style="list-style-type: none">• Communication• Coherence• Relevance• Reflective Approach

The criteria listed below are not from distinct sections of your report, but are to be used throughout your report.

Leaving Certificate Examination – 2027
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6. Report structure for the Physics in Practice Investigation

Write your report using the following headings:

1. Title and Introduction
2. Background Research
3. Designing and Planning
4. Conducting the Experiment
5. Data and Data Analysis
6. Conclusions
7. References

Indicative content to be included in your report is detailed below along with mark allocation in Section 7.

Your report will be submitted digitally to the SEC for marking as outlined in Section 3.

Note that your report will gain marks for communicating clearly and with skilful brevity, but that fewer marks will be awarded if your report loses coherence through unwarranted length.

Your report should contain no more than **1500 words**. This word count does not include words used in references, in data tables, in formulae or equations, or as labels.

You may use appropriate images in your report to support your communication. Your report should contain no more than **20 images**. The number of images permissible should be seen as a limit and not a target.

Images should be inserted where appropriate and with due regard to effective and relevant communication. Images should not be used as a means to include additional text. It is advisable not to use images where a person or persons in these images may be identifiable. The inclusion of videos is not allowed.

Graphs, diagrams, images, etc. may be produced using appropriate software, captured from secondary sources, photographed directly, or hand-drawn. These can be embedded in your report as photographs or partial screenshots.

Mathematical and scientific formulae and equations may be produced using appropriate software or handwritten, photographed or scanned and embedded in your report. To ensure fairness across the different methods, formulae and equations, whether produced using software or handwritten and photographed, will not be counted toward the image limit.

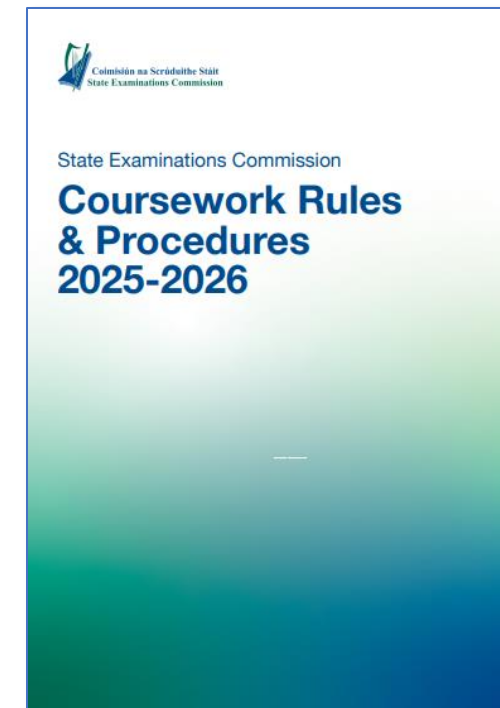
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Maintaining Authenticity

If teachers have supported students to develop their research skills and scientific habits, this will naturally align with the coursework rules & procedures and thus maintaining authenticity of the students work



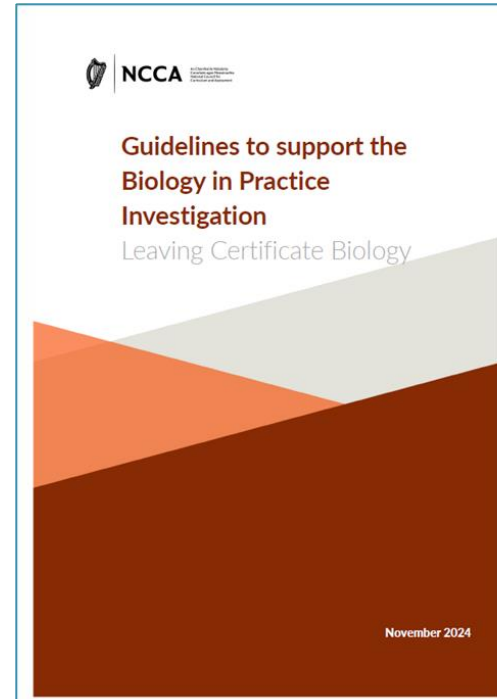
**Role and responsibility
of the class teacher,
Coursework Rules &
Procedures,
p. 13/14**



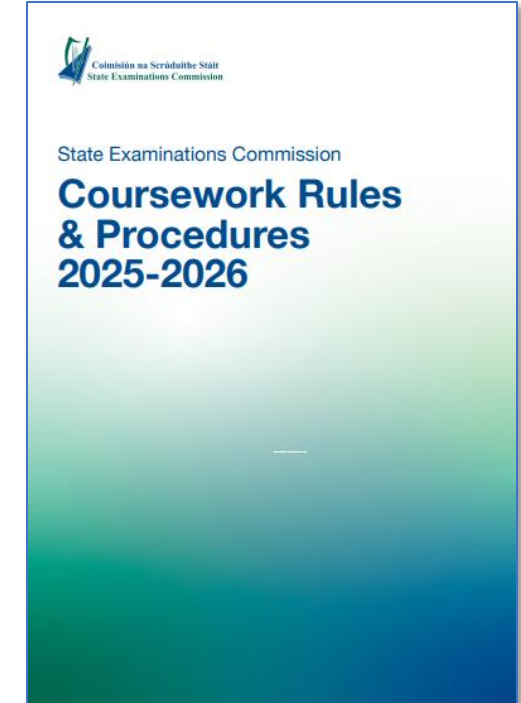
Maintaining Authenticity

Teacher support should:

- **prepare**, not react
- **guide**, not direct
- **question**, not correct
- **support independence**
- maintain **integrity**



The Role of the Teacher
NCCA Guidelines
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Role and responsibility
of the class teacher,
Coursework Rules &
Procedures,
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Closing Reflection



What skills, practices or competencies do your students need more support with?

What strategy/strategies, from today's webinar or your prior practice, would you revisit to support students to develop their skills, practices or competencies?





Padlet of Resources

SCAN ME

The Padlet board displays the following resources:

- Session 1:** CARRDSS (Evaluating Sources) PDF, CARRDSS Poster, CARRDSS poster.
- Session 2:** Research question to hypothesis PDF, Science - Research question to hypothesis (1).
- Key Documents:** Chemistry (Key Documents - Oide), Physics.





Aiseolas

SCAN ME



Thank you for
taking the time
to complete this
evaluation

<https://tinyurl.com/bdfkzswc>