

Brief Research Profile of Dr Aisling Leavy

Name: Dr. Aisling Leavy

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Full Research profile available on request

Academic Qualifications

Ph.D. in Curriculum and Instruction, Arizona State University, USA, 2001

M.A. in Education, California State University, Chico, USA, 1997

P. Grad Dip (Primary Education), St. Patrick's College, Dublin, 1996

B.Sc. (Psychology, Mathematics), University College Dublin, 1994

Academic Posts and Roles of Responsibility

Academic posts

2006-	Education Faculty, Mary Immaculate College, University of Limerick
2003-2006	Assistant Professor Mathematics Education, University of Maryland, College Park
2001-2003	Education Faculty, Mary Immaculate College, University of Limerick
1999-2000	Research Assistant, Edcare statistics, Arizona State University
1998-2000	Senior Mathematics Lecturer, Center for Academic Precocity, Arizona State University

Roles of responsibility

Irish Educational Studies - Published by Routledge, Taylor & Francis

- General Editor (2013)
- Co-Editor (2008-2013)

Statistics Education Research Journal - Published by the International Association for Statistical Education (IASE) and the International Statistical Institute (ISI)

- Associate Editor (2013)

- *International Statistics Literacy Project (ISLP)* - National coordinator (2011-present) of the (ISLP) an international project initiated by the International Association for Statistical Education (IASE).
- *Congress of European Research in Mathematics Education (CERME)* - Co-leader for the CERME9 and CERME10 working group "Probability and statistics education".
- Executive Committee of the *Educational Studies Association of Ireland (ESAI)* - 2013
- Member of the Management Board of the National Centre for Excellence-Mathematics and Science Teaching and Learning (NCE-MSTL) now EPI-STeM: University of Limerick (2014-present)
- External Examiner to DCU (MEd Programme in St. Patrick's College, Drumcondra).

Research Interests

Selected List of Externally Funded Awards

Award amount **€195,000**. September 2013.

Research project funded by *The Teaching Council*.

‘The Provision of Research Services to Support A Pilot Project on Induction and Probation’. Partners: Emer Smyth (Principal Investigator, ESRI), Dorothy Watson (ESRI), Joanne Banks (ESRI), Merike Darmody (ESRI), Paul Conway (UCC).

Award amount **€10,000**. May 2013.

Research project funded by An Chomhairle um Oideachas Gaeltachta & Gaelscolaíochta. Research ‘An Fhoghlaim Chomhtháite Ábhar agus Teangacha i Múineadh agus Foghlaim na Matamaitice sna Meánranganna sa Bhunscoil Lán-Ghaeilge: Fiosrúchán Oideachais’. Partners: T.J. Ó Ceallaigh and Mairead Hourigan (Mary Immaculate College).

Award amount **€75,090**. November 2012.

Awarded a grant from the *Irish Research Council* funded by *The Department of Children and Youth Affairs (DCYA)* focusing on an ‘Examination of concepts of school-readiness among parents and educators’.

With Emer Ring, Mary Moloney, Des Carswell, Deirdre Breathnach, Anne O’Keeffe and Des McCafferty (Mary Immaculate College) and researchers at DIT.

Award amount **€4,000**. October 2012.

Faculty Seed Funding. Mary Immaculate College. Research project ‘Forging links between theory and practice: Developing case studies of best practices in the teaching of probability and Number’. Partner: Mairéad Hourigan (Mary Immaculate College).

Award amount **€49,050**. November 2007.

Awarded a *Department of Education and Science* Research and Development Committee Grant to fund study ‘Identifying Teacher Professional Development Needs for Teaching the ‘Data Analysis’ Component of Primary Level Mathematics’.

Selected Publications

Leavy, A. and Hourigan, M. (2016). Using Lesson Study to Support Knowledge Development in Initial Teacher Education: Insights from Early Number Classrooms. *Teaching and Teacher Education*, 57, 161-175. [doi:10.1016/j.tate.2016.04.002](https://doi.org/10.1016/j.tate.2016.04.002)

Smyth, E., Conway, P., Leavy, A., Darmody, M., Banks, J. & Watson, D. (2016, March). *Review of the Droichead Teacher Induction Pilot Programme*. Education and Social Research Institute: Dublin 2.

Leavy, A. and Hourigan, M. (2016). Crime Scenes and Mystery Players! Using interesting contexts and driving questions to support the development of statistical literacy. *Teaching Statistics*, 38(1), 29-35. DOI: 10.1111/test.12088

Hourigan, M. and Leavy, A. (2016). What do the Stats Tell Us? Engaging Elementary Children in Probabilistic Reasoning Based on Analysis of Data. *Teaching Statistics*, 38(1), 8-15. DOI: 10.1111/test.12084

- Hourigan, M. and Leavy, A.M. (2016). Practical Problems: Introducing Statistics to Kindergarteners. *Teaching Children Mathematics*, 22(5), 283-291.
- Leavy, A.M. (2015, Early View). Looking at practice: Revealing the knowledge demands of teaching data handling in the primary classroom. *Mathematics Education Research Journal*. DOI 10.1007/s13394-014-0138-3
- Leavy, A.M., Hourigan, M. & Carroll, C. (2015, online first). Exploring the impact of reform mathematics on entry-level pre-service primary teachers attitudes towards mathematics. *International Journal of Science and Mathematics Education*. DOI 10.1007/s10763-015-9699-1
- Hourigan, M. and Leavy, A. (2015). What's A Real Shape? Designing Appropriate Geometric Instruction. *Australian Primary Mathematics Classroom*, 20(1), 24-29.
- Leavy, A. and Hourigan, M. (2014). Motivating Inquiry in Statistics and Probability in the Primary Classroom. *Teaching Statistics*. DOI: 10.1111/test.12062
- Leavy, A., McMahon, A & Hourigan, M. (in press, 2013). Early Algebra: Developing Understanding of the Equals Sign. *Teaching Children Mathematics*, 20(4).
- Leavy, A.M., Hannigan, A. and Fitzmaurice, O. (2013). If you're doubting yourself then, what's the fun in that? An exploration of why prospective teachers perceive statistics as difficult. *Journal of Statistics Education*, 21(3) www.amstat.org/publications/jse/v21n3/leavy.pdf
- Hannigan, A., Gill, O. & Leavy, A.M. (2013). An investigation of prospective secondary mathematics teachers' conceptual knowledge of and attitudes towards statistics. *Journal of Mathematics Teacher Education*, 16(6), 427-449. DOI 10.1007/s10857-013-9246-3
- Middleton, J.A., Leavy, A.M., & Leader, L. (2013). A Path Analysis of the Relationship Among Critical Motivational Variables and Achievement in Reform-Oriented Mathematics Curriculum. *Research in Middle Level Education*, 36(8), 1-10.
- O'Shea, J. & Leavy, A.M. (2013). Teaching mathematical problem-solving from an emergent constructivist perspective: the experiences of Irish primary teachers. *Journal of Mathematics Teacher Education*, 16(4), 293-318. DOI 10.1007/s10857-013-9235-6
- Leavy, A.M. & Middleton, J.A. (2011). *Middle grades students' understanding of typicality*. *Journal of Mathematical Behaviour*, 30(3), 235-254.
- Leavy, A.M., McSorley, F. & Boté, L.A. (2007). An Examination of What Metaphor Construction Reveals about The Evolution of Preservice Teachers' Beliefs about Teaching and Learning. *Teaching and Teacher Education*, 23(7), 1217-1233.
- Leavy, A.M. (2005). 'When I meet them I talk to them': the challenges of diversity for preservice teacher education. *Irish Educational Studies*, 24(2/3), 159-177.