



## **Dialogue Days 2008**

### **An invitation to dialogue**

Action Research Projects to Integrate Development  
Education into Initial Teacher Education

Innovative Pedagogies

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# Irish Aid

Department of Foreign Affairs  
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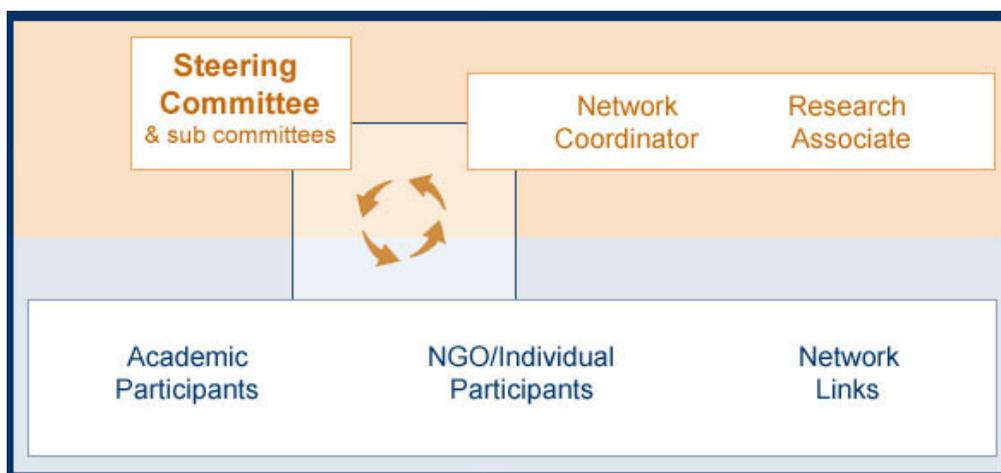
## Ubuntu Network

The Ubuntu Network was established to support teacher educators to integrate Development Education (DE) and Education for Sustainable Development (ESD) perspectives in to post primary Initial Teacher Education in Ireland. Both DE and ESD are concerned with building knowledge and understanding, skills and capacities, and attitudes and values necessary to enable individuals to critically examine the world, its development and its interdependencies and to act, both locally and globally, to make it a more just, equitable and sustainable place.

### Ubuntu Network Objectives

1. To generate interest and enthusiasm for DE/ESD among the post primary teacher education community and thus create a disposition towards engagement with the issues.
2. To support teacher educators to design, deliver and evaluate DE/ESD based interventions within their professional practice, and to ensure that an action research element is included where possible.
3. To establish and maintain a collaborative environment in which network members share and discuss knowledge and experience of DE/ESD issues and methodologies, and work together on collaborative DE/ESD based initiatives.

The Ubuntu Network Steering Committee meets 3-4 times annually to review strategic and operational progress. It comprises of teacher educators from the different colleges of education and representatives from development and environmental NGOs.



The Network employs two fulltime project staff based at the University of Limerick; Deirdre Hogan, Project Coordinator and Mags Liddy, Research Associate.

## Background

The model of operation of the Ubuntu Network reflects the changing and uncertain nature of post primary teacher education. With a view that DE is about teaching differently rather than teaching more, it focuses on supporting teacher educators to carry out context-specific DE action research projects that explore approaches to integrating DE knowledge, skills, values and attitudes into their programmes and professional practice.

The Network promotes use of an action research methodology, whereby the educator becomes a researcher of their professional practice. Over the 3 years the Network has been in operation, 23 action research projects and development education initiatives were undertaken by the 10 member post-primary ITE institutions. Action research projects have received support from the Ubuntu staff in the design of research instruments, data collection, data analysis, administrative backing and project management. There is also limited financial support available advertised through annual calls for projects at the beginning of the academic year.

Such action research projects generate a wealth of knowledge and learning – about the processes undertaken, the response of students and faculty, data gathered and insights that may influence future teaching of DE in ITE. An essential element of the Network is provision of the opportunity to share learning, make connections, discuss methodologies and outcomes and collectively build capacity in the area of DE in ITE. The Ubuntu Network Dialogue Days are designed to provide such a forum.

All 23 projects were highlighted in the Dialogue Day. They were broadly categorised into 4 areas:

- Student Teachers' Attitudes to Development Education
- Diversity in the Classroom and Development Education
- Subject Specific Development Education
- Key Skills and Capacity Building in Development Education

## Dialogue Day Programme

Dialogue Day 1  
4th March 2008, Clarion Hotel, Limerick

### Programme

10:55 Introduction: 'Development Education (DE), Education for Sustainable Development (ESD) & the Ubuntu Network' – Roland Tormey, University of Limerick

11:20 **Keynote:** 'Developing Global Perspectives within Teacher Education' – Prof. Gary Granville, National College of Art and Design

11:50 'Walk and Talk': Ubuntu Network supported DE/ESD Action Research Projects  
Poster presentations, work exhibits and ICT displays provide an insight into projects conducted in 10 post primary initial teacher education institutions. Browse and discuss over a cup of coffee!  
Key Question – how can DE be reflected in your professional practice?

13:15 Lunch

14:15 Dialogue Groups

A. Using film and imagery as tools for exploring themes of inequality, injustice and unsustainability in initial teacher education – Paul Conway, UCC & Matthias Fiedler, DICE Project

B. Educational disadvantage, intercultural education, & teaching for social justice: Entry-points for DE/ESD within initial teacher education? – Elaine Keane, NUIG & Fiachra Long, UCC

C. The influence of teacher educator identity on the teaching of social and global justice issues – Audrey Bryan, UCD & Anne Rath, UCC

15:15 Feedback from Dialogue Groups – facilitated by Anna Gunning

16:00 Planning for the Future: where we go from here? - facilitated by Anna Gunning and Deirdre Hogan, Ubuntu Network Coordinator

16:30 Finish

Dialogue Day 2  
14th April 2008  
Irish Aid Volunteering and Information Centre, Dublin

Programme

10:15 - Ubuntu Network Steering Committee Meeting (Steering Committee members only)

12:00 – Welcome, Development Education Poster Display & Tour of the Irish Aid Centre

12:30 - Lunch

1:00 - Presentations: Introduction to Innovative Pedagogies (Awareness Room)

- Revisiting the ideas of Development Education  
Deirdre Hogan, Ubuntu Network
- Portfolios and Reflective Practice in Teacher Education  
Dr. Anne Rath, Department of Education, UCC
- Service Learning in the Higher Education setting  
Lorraine McIlrath, Community Knowledge Initiative, NUIG

1:45 - Parallel Workshops:

- Use of Portfolios and Reflective Practice in developing socially and globally aware student teachers (Awareness Room)  
Dr. Anne Rath, Department of Education, UCC, and Carmel Hinchion,  
Department of Education & Professional Studies, UL
- Opportunities for integrating Development Education philosophy into Teacher Education through provision of Service Learning (Workshop Room)  
Lorraine McIlrath, Community Knowledge Initiative, NUIG

4:00 - Outcomes & Planning for the Future

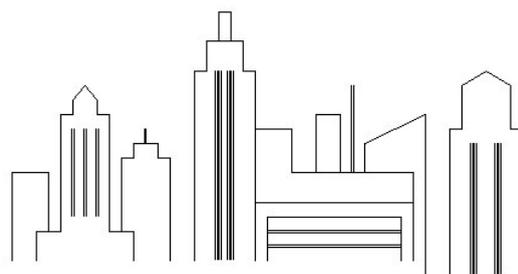
4:30 - Finish

## Dialogue Day 1- Guest Speakers

Dr. Roland Tormey, University of Limerick opened the Dialogue Day by provided an introduction to the concepts of Development Education and Education for Sustainable Development. He emphasised the importance of recognising the links between development and sustainability, and that environmental and social factors are intimately connected. He use the example of the introduction of the Nile Perch to Lake Victoria in the 1950s as an example of an environmental intervention that ultimately affected people’s health, income and welfare in the surrounding countries.



Professor Gary Granville from National College of Art and Design, Dublin followed with a presentation on the integration of global perspectives into teacher education. He stressed the overemphasis on the professional role of the teacher to the detriment of the personal and process of education, and stressed the importance of the continuum between artist, activist and teacher.



*ARTIST, ACTIVIST, TEACHER*

He highlighted the great opportunities within teacher education for Development Education – personal disposition of student teachers and the vast array of methodologies that promote self directed learning and engagement. He finished by providing an insight into some of the work ongoing in NCAD on themes of development education.

## Comments arising from presentations

I think we really need to look at what we mean by 'personal dispositions' ... and question why we say 'personal' and 'professional'. Very often we make a disconnect between personal and professional and I think that is a mistake because teaching is so much about the relationship.

You raise the issue of bringing in a moral agenda and our stance as teachers. There are dominant pedagogical forms that we as teacher educators inherit and we have a choice where we step into those dominant forms and continue business as usual or we rupture them.... We're often quite passive in accepting those forms... invitation to take part in Dialogue Group C.



## Dialogue Day 1 – Questions, Answers and Comments

There is also the issue of the third P – political...part of the personal, but also part of the moral. Often members of the profession have problems seeing beyond the professional P to the other two. This is an issue in the context of the Teaching Council recently – it looked for a while that said what teachers were qualified to teach...which seems to be a very limiting definition of the profession identify of any teacher.

Alerting people at post primary, in the context of Teaching Council Code of Professional Conduct which identifies a number of core values which do relate very directly to the focus of Development Education – around justice, equality and so on... but to move that on to recognising the personal and political as well as the professional is the battle that remains to be fought.

It seems to be that for so long our system has prioritised the transmission of knowledge rather than that critical engagement which the issues... so we're talking about a shift in process that would facilitate types of engagement that are possible...

## Walk and Talk Session

The morning 'Walk and Talk' session presented Ubuntu Network supported Development Education projects using poster and ICT displays. It invited participants to examine the research and to speak to the authors. The projects displayed span a variety of themes including student teachers' attitudes to DE/ESD, linking classroom diversity to DE/ESD, subject specific DE/ESD, and the building of DE/ESD key skills. Research methodologies included the use of questionnaires, focus groups, interviews, reflective journals, student portfolios, non-participant observation and feedback sheets. The presentations provided an insight into the challenges and opportunities that educators face in bringing a DE/ESD perspective to teacher education, and as such offered learning that may well influence future work in this area.

Copies of the posters are also included on this e-book. Posters included in the Walk and Talk Session were as follows:

### Student Teachers' Attitudes to Development Education

- Integrating Development Education and Education for Sustainable Development into 'start teach' experience (September 2006) – UL
- Integrating Development Education and Education for Sustainable Development into start teach and primary school experience (September 2007) - UL
- A study of student teachers' perspectives on Development Education - UCD
- Development Education and active learning methodologies: Spring 2006 intervention - UL
- Pre-service teachers' attitudes towards and experiences of integrating Development Education in post-primary schools – UL
- Assessing the role of prior experience in development on the attitudes of student teachers – TCD

### Diversity in the Classroom and Development Education

- A forum for exploring intercultural and development education issues with pre service second level school teachers - UCC
- Exploring teacher education students' views and experiences in the context of increasing student diversity in post-primary education - NUIG
- The Polish school in Cork: recognising Polish voices in Irish education - UCC
- Interrogating inclusivity: 'that's just their culture' - UL
- Integration of minority groups in Irish post-primary schools through Development Education – an action research approach – UL

## Photographs from Dialogue Day 1 – Walk and Talk Session



### Subject Specific Development Education

- Integrating Development Education into the teaching of English – UL
- Integrating DE/ESD into the teaching of Home Economics with a particular focus on ethical and ecological consumerism – St. Angela's College
- Promoting critical awareness of global and social justice across the Curriculum: Theology, Education and the Humanities – Mater Dei Institute
- Facilitating student teachers to identify, assess and evaluate how Development Education (and ESD) issues and concepts can be practically implemented into the Art and Design syllabus – NCAD
- Integrating Development Education/Education for Sustainable Development into Art and Design - School of Art and Design, LIT

## Key Skills and Capacity Building in Development Education

- Developing emotional competencies in teacher education through Development Education - UL
- Participatory process and justice oriented thinking in large group lectures - UL
- Comparative study of problem-solving approaches on Development Education to two cohorts of potential second-level teachers – St. Angela's College & UCC
- Creating a Development Education Community of Practice among teacher educators in Ireland – UCD and UCC
- Development Education book and video club: educating teacher educators – UCC
- The use of immersive virtual worlds in Development Education – TCD

In addition to the action research projects, the Wood of Life exhibition by Just Forests was also on display. Wood of Life is a travelling, hands-on, interactive exhibition on the social, economic and environmental importance of the world's forests.



The exhibition of action research posters was invited to be exhibited at the Consumer Citizenship Network annual conference at the University of Tallinn, Estonia in May 2008.

The Consumer Citizenship Network (CCN) is an interdisciplinary network of educators who share an interest in how the individual's role as a consumer can contribute constructively to sustainable development and mutual solidarity.

## Dialogue Groups

In the afternoon 'Dialogue Groups' concentrated discussions on relevant themes previously identified by members - the use of film and imagery in the teaching of DE/ESD, linking intercultural education and DE/ESD, and teacher educator identity as relevant to DE/ESD.

A summary of the discussions from each Dialogue Group follows.

Dialogue Group A – 'Using film and imagery as tools for exploring themes of inequality, injustice and unsustainability in initial teacher education' – Paul Conway, UCC & Matthias Fiedler, DICE Project

The session explored the use of film as an entry point for Development education in teacher education. It was divided into a number of parts.

Participants were asked to reflect upon and discuss in groups how/why they use film in their teaching, and what are the issues and challenges in doing so. Some of the resulting discussion centred on how film can help the students feel the issues, develop empathy towards the characters. The use of film as a stimulus for conversation and debate on topics was highlighted. Restrictions in the use of film include the need for greater technical expertise in the area and easier availability of equipment. With regard to student teachers it was said that if students are exposed to classroom methodologies such as this, they can apply it to their own teaching - "If they can decode it, they can encode it much better".

Activity on the language of film – participants were facilitated to explore a scene from '*Rabbit Proof Fence*' using the different senses and imagination as follows...(the scene used was the one where the children were taken from their parents)

Read the scene in the book.

Close your eyes and imagine how the scene might be acted out

Shared your views with your neighbour

Listen to the scene from the film (without picture) – what can you tell from this? Is it dramatic, melodramatic? What are the people feeling?

What would you do in this situation? Discussion – was the mood/tone of the scene similar or different to what you imagined?

View the scene (sound and picture) – again discuss if this is how you imagined it.

Final discussion centred around how film can be used to introduce global and social justice scenes – using convention of the rights of the child (with *Rabbit Proof Fence*) - The group was invited to reflect on movies and scenes that had a profound effect on their own lives. "This brought out a lot of discussion and got our minds really working on the aspects of racial discrimination being presented in the film, but more importantly it opened us up to other questions around development education, ubuntu, and peoples misplaced convictions".

Dialogue Group B – Educational disadvantage, intercultural education, & teaching for social justice: Entry-points for DE/ESD within initial teacher education? – Elaine Keane, NUIG & Fiachra Long, UCC

The session began with an introduction by Elaine Keane on her work in NUI Galway as lecturer on diversity and social justice issues, and her research work with the student teacher Diversity Seminars. Fiachra Long and Stephen O’Brien from UCC spoke on their student intercultural forum and research work with the Polish School established in Cork city.

Strengths models of intercultural skills - Discussion after focused on understanding student teachers’ knowledge and abilities with regard to intercultural classrooms. Rather than focusing on a deficit model, in fact many of our student teachers are dealing successfully with intercultural issues on a daily basis, yet may still feel inadequate. The possibility of a checklist of ‘good’ intercultural skills was suggested as a practical device which could develop student teachers confidence in this area. Thus a checklist could form the basis of capacity building. Good training programmes have been developed in business sector which could be a source of programme development.

Also we as teacher educators should not assume we have the greater proficiency or abilities in regard to interculturalism. There is need for greater awareness and reflective work amongst ourselves as a group.

Self-reflection - Globalisation can be viewed as an opportunity for linking intercultural and development issues through school linking schemes, travel and work abroad. Experience and working in the developing world can be an intensely strong learning experience. Community service learning in Ireland can also be part. However the students’ experiences need to be built around strong levels of self-reflective work and scaffolding their awareness of difference through lens of equality, respect and tolerance. This not only applies to minority ethnic groups, but also to other groups. Many social justice issues can be addressed through personal work and reflection on our own culture and beliefs. The challenge for the teacher education sector is how to achieve this personal and intimate work with the large numbers of student teachers.



Dialogue Group C – The influence of teacher educator identity on the teaching of social and global justice issues –Audrey Bryan, UCD & Anne Rath, UCC

How do we as teacher educators ‘disrupt’ or ‘rupture’ forms of education that dominate teacher education? Where do we put our life energy – not happy to put it into ‘traditional’ educational methods?

What ‘touchstone’ experiences have influenced us as teacher educators?

There is a divide to what we know and read as ‘radical teaching theory’ e.g. Freire and Bernstein and the type of teaching that we do because of the current teacher education setting... ‘Lets throw ourselves in front of the steam roller!’

There is a distinction between ‘what the teacher wants to be’ and ‘what the teaching is allowed to be’... there is a danger that we become part of the system that we swore we would never be part of.

- The eccentricity of teachers is gone...have we all become clones?
- Moving towards learning outcomes is a fear. Having everything measurable can make the system too rigid
- There is a wealth of learning that is not rewarded – like YSI work and service learning
- Bringing it back to the teacher educator... what good practices are we doing that are important? What practices are we engaging in that disrupt the dominant form?
- Pay attention to who you are teaching – e.g. distinguishing between the Ugandan student and the Tanzanian student. The question arises whether or not we disclose/ acknowledge the difference between students. On the one hand identifying and making a point of the difference serves to highlight it more, but on the other hand ignoring it can make the student feel excluded.
- Assume and acknowledge that we do not know everything – ask about stories in coming to Ireland. There’s a notion of ‘serious fun’... where the awkwardness of dealing with the diversity meets the humour of the situation
- Bringing students to a traveller school to facilitate them learning about traveller life and getting to know students. Travellers are even more marginalised than immigrants – immigrants have the same aspirations as ‘everyone else’... to get on, to have a nice house. Travellers are not thought to contribute to society – this is subtly apparent even in texts, and the whole framing is inherently problematic.
- Participants will now reflect on their own work practice and come back to discuss further in a collective space... ‘Resistance as pedagogy’

## Planning for the Future

The final session of the day explored potential for future participation in the work of the Ubuntu Network. Deirdre Hogan, Ubuntu Network Coordinator provided an overview of the future plans of the Network, in particular:

The Ubuntu Network Dialogue Day 2 will take place on 14th April 2008 in the Irish Aid Volunteering and Information Centre on Upper O'Connell Street, Dublin. The format of the day will build upon the outcomes and feedback from DD1.

The Ubuntu Network will issue a call for Proposals in August '08 (subject to funding). Teacher educators from all participant institutions are invited to submit a proposal.

The Ubuntu Network has submitted an application to Irish Aid for continued funding beyond May '08. If funding is granted the network will work to:

- Consolidate the existing action research
- Build the capacity of teacher educators to engage with Development Education
- Seek greater departmental buy-in for Development Education within post primary initial teacher education institutions
- Share Development Education understanding and draw on expertise of organisations and structures that relate to teacher education

Participants were also asked how they envisaged the Network assisting them in the future (apart from what it is already doing). Many areas of research were mentioned, including mapping of existing DE/ESD in teacher education sector, mapping the strategies/ process of DE/ESD integration in teacher education. Projects could also help answer key questions such as what does a development educator look like?, what are the kinds of methods that are innovative to higher education that we could think about, and how do we plan for these? Linking with other organisations and groups to promote DE/ESD was also highlighted. This included schools, principals, co-operating teachers, parents and students in schools.

A key area to emerge from the discussion was the use of innovative pedagogies to engage students with issues of social justice, sustainability and globalisation. A number of pedagogical approaches were highlighted, including service learning as a part of teacher education, other community links, use of problem based learning, the use of technology in lectures, and ways to enhance participatory and critical thinking in large lecture groups.

It was decided that Dialogue Day 2 would focus on Innovative Pedagogies in practice already within higher education, and practical workshops on implementing these approaches would be organised.

## Dialogue Day 2

### Innovative Pedagogies for Development Education in Teacher Education

Dialogue Day 2 focuses on innovative pedagogies that have potential to contribute to the integration of Development Education into teacher education programmes and practice in Ireland. It provided the opportunity to learn more about innovative pedagogical approaches, and in particular to explore how they are relevant to nurturing Development Education knowledge, skills and attitudes within teacher education. The workshops provide a space for dialogue and sharing of experience, while also challenging participants to identify how these approaches may be applied to their teaching and professional practice.

Dialogue Day 2 began with a tour of the new Irish Aid Volunteering Centre which hosted the event.

#### Introductory Presentations

Deirdre Hogan, Ubuntu Network Coordinator introduced the theme of '*Revisiting the ideas of Development Education*'; by reviewing the changes and progress in formulating development education in initial teacher education. She outlined where teacher education programme content and pedagogies have adapted to embrace a stronger sense of global justice and engagement with globalised society. She concluded that action research plays a remarkable role in this development by focusing professional practice and pedagogy and addressing the needs for evaluation on effectiveness of development education interventions.

This was followed by 2 further presentations, which were also linked to the practical workshops held later in the afternoon:

- Portfolios and Reflective Practice in Teacher Education  
Dr. Anne Rath, Department of Education, UCC
- Service Learning in the Higher Education setting  
Lorraine McIlrath, Community Knowledge Initiative, NUIG

The workshop on Portfolios and Reflective Practice was facilitated by Dr Anne Rath, UCC and Carmel Hinchion, UL.

## Portfolios and Reflective Practice

Teaching portfolios are used for many different purposes in teacher education. They can be used as a summative assessment tool, a formative assessment tool or a combination of both. They can also be used in a very technical way to collect student teachers work without any mediation or support from the teacher education programme. In this presentation we view portfolios as an assessment tool that requires student teachers to critically reflect on their emerging identities as beginning teachers. The portfolio views teaching practice as theory embedded and situated in different contexts that shape and influence teaching decisions. The portfolio's purpose is to develop in student teachers an inquiry stance to teaching and learning and to integrate different theoretical and critical lenses in their interpretation of teaching problems, actions, and decisions. The portfolio is a scaffolding tool to capture teachers' reflections, documentation and interrogation of teaching practices, decisions, strategies, assessment of student work as they learn to teach. It is an attempt to 'make public' the inherent complexity, tensions and dilemmas that characterise teaching and learning contexts. A core part of the portfolio is to provide a learning environment where students can attend to their assumptions, beliefs, values and practices about teaching and learning and how these act as filters to what we can experience, perceive and imagine in teaching and learning situations. The portfolio, which is build over time, encourages student teachers to reflect deeply about their teaching and identify specific areas for reflection, development, inquiry and portfolio entry. Teacher educators support the process by providing scaffolding for reflection e.g. use of imagery, theoretical readings, or through various lenses – autobiographical, interaction with peers, theoretical literature. An essential part of portfolio mentoring is the development of peer and collaborative learning structures where a 'community of learners' serve as an audience for this work, giving feedback and encouraging further development.

A critical element of reflection is to develop in students the practice of engagement with tensions, dilemmas, and the sociocultural context of teaching and learning. Questions such as: Who is participating in education and why? What is my responsibility if a student is not participating? How is the social class, gender, ethnicity of students interacting with the school environment, expectations, etc? How does equity and social justice play out in classroom situations? What are the learning identities of students and how were they constructed? The learning environment attempts to create a wider lens than a lens that asks: Did this class work? The question becomes a deeper question of: What are my goals in teaching this class? What evidence will I use in assessing student learning? What strategies will I use to modify my teaching?

The workshop today asks the question, 'how can portfolios be used to help develop a more rounded, socially aware teacher...a teacher that is sensitive to social and global inequalities, injustices and unsustainable practices in their teaching?'

Dr. Anne Rath, Education Department, UCC

## Service Learning

Service learning, or community based learning is defined as “an academic strategy that seeks to engage students in activities that enhance academic leanings, civic responsibility and the skills of citizenship, while also enhancing community capacity through service learning” (Furco and Holland, 2004).

Rool and Swick (2001:151) propose that service learning can transform teacher education through “the expanded and enriched structure that it offers for the education of teachers, and by engaging teacher educators and community as partners in crafting experiences which will lead to improved teacher preparation and stronger schools and communities”.

Lorraine McIlrath is Academic Staff Developer (Service Learning) based at CELT in NUI Galway and is Project Manager for CKI. She has been responsible for developing and supporting the introduction of the 'service' or community-based learning to the University and its promotion across Ireland.

Her presentation began with an overview of the historical context for embedding civic engagement activities international and nationally, highlighting economic changes affecting social capital, recent policy developments, and research published. The many inclusions of service learning in a variety of disciplines and academic programmes in NUI Galway were described- including Engineering, Nursing, Law and Speech and Language Therapy.

The later workshop facilitated by Lorraine provided an insight into the use of service learning in NUI Galway by identifying opportunities for the application of the service learning within teacher education programmes in other colleges. In particular the workshop challenged participants to make the connection between community based learning and global development issues within the context of teacher education.

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## Ongoing Research

One of the key areas of interest for Dialogue Day participants and Ubuntu Network members is the use of innovative pedagogies in development education, thus further research in this area is being conducted. Film has great potential in developing global understanding and greater cultural awareness. In recent years, a wide variety of both documentaries and fictional work have become widely available. Some mainstream films have focused on key global issues, such as the funding of war through the diamond trade, drugs research in developing countries, migration issues, and the arms trade. Film is also an easily accessible pedagogical tool, as it is relatively cheap to source and most schools have the technology.

However there are concerns over the use of film and other media. Developing skills of media literacy and critical analysis is an essential step in use of film and other media. Gleeson et al, found that 55% of teachers used film or DVDs as part of a development education class, however just 26% consider this approach to be effective (2007, page 19-20). The authors suggest that the use of film may still be a passive learning experience for the students and that the potential for film as a pedagogical tool needs to be developed. Additionally there are concerns over the representation of vulnerable and unempowered groups in media. Devereux (1998) highlighted concerns over the portrayal of Travellers in Irish television programming. Similarly Dóchas (the association of Irish Non-Governmental Development Organisations) has developed *Code of Conduct on Images and Messages* (2006) for public communications strategies, as the numerous depictions of helplessness and despair was perpetuating stereotypes of developing countries.

The research project will define the specific skills for media literacy and in understanding film, as well highlight exemplars of practice in the use of film as a pedagogic tool in development education. It will inform the format and content for Dialogue Day 3 planned for Spring 2009.

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## Conclusion

The Ubuntu Network Dialogues Days were successful in addressing their aims and objectives. There was a large attendance on both occasions, with high levels of engagement and participation from attendees. Verbal feedback and subsequent email messages all reiterated the positive nature of the day.

This can be seen in some of the comments on the evaluation sheets, including

“one of the best learning opportunities relating to my research to date...very relaxed and discussion encouraging environments...thanks!”

“the photocopies of the posters presentations were very helpful, keynote address very good, very welcoming/positive environment...a most enjoyable and fruitful day”

– **Comments from Feedback Sheet**

In Spring 2008, the Ubuntu Network received multi-annual funding from Irish Aid to maintain the Network and continue its core activities for the next 3 years. Essential to this process are the Dialogue Days in sustaining commitment and collaboration across the Network. It was felt by both the Ubuntu Network Steering Committee and expressed in the feedback forms collected on both Dialogue Days, that these events provide a good opportunity for participants to share research outputs and discuss impact and implications of DE/ESD initiatives. Also the Dialogue Days acts as an entry point for new and interested teacher educators to learn about DE and to consider becoming involved in the Network.

Thus further Dialogue Days are planned, approximately one per semester- Dialogue Day 3 is planned for Spring 2009. The focus for Dialogue Day 3 will continue to be on innovative pedagogies, in particular film and situated learning. It will also highlight ongoing research into the nature of interdisciplinarity as creating opportunities for development education

Further details on Dialogue Day 3 will be available on the Ubuntu Network website and newsletter.

## The meaning of Ubuntu

Ubuntu (Zulu) is a Sub-Saharan philosophy and way of life that emphasises co-operation, compassion, community and concern for the interests of the collective, for others and respect for the dignity of personhood. Roughly translated into English, it means, ‘humanity towards others’ or ‘I am because we are, and we are because I am’.

“A person with Ubuntu is open and available to others, affirming of others, does not feel threatened that others are able and good, for he or she has a proper self-assurance that comes from knowing that he or she belongs in a greater whole and is diminished when others are humiliated or diminished, when others are tortured or oppressed” - Archbishop Desmond Tutu.

Members of the Network chose to use the name ‘Ubuntu’ to reflect its cooperative nature

For more information on Dialogue Day 1 and to access the presentations please see the Ubuntu Network Website at <http://www.ubuntu.ie>

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