

Development Education and Active Learning Methodologies - Spring 2006 Intervention

Participants

- **Lecturer** - Jim Gleeson; **Tutors** - Orla McCormack, Joanne O'Flaherty, Lisa Coady, Ollie McGarr
- **Data Collection and Analysis:** Mags Liddy, Deirdre Hogan Ubuntu Network

Purpose

The *Curriculum Studies* module (EN4006) undertaken in the 3rd year of the education degree programme at UL explores the use of active learning methodology in the classroom

In March 2006 tutorials on active learning were adapted to address Development Education (DE) themes and approaches. In total 9 tutorial groups (of 3 hour duration) were adapted. It was envisaged that for many students this would be their first experience of DE

Methodology

- During a 2-hour workshop 4 activities were implemented:
 - Students were asked to select (and discuss) a **photograph** that represented 'development' to them
 - They partook in a whole class **global wealth distribution** role-play and discussion (food game)
 - They discussed DE statements in small groups, with the task of reaching **consensus** on issues
 - Finally they identified and **matched** a series of NGO and DE logos to campaign phrases
- This research project was designed to gain an insight into students' understanding of the term 'development' and of DE as well as their views on the intervention carried out. Data was gathered in tutorials using brief pre and post-questionnaires
- **134** questionnaires were completed: (Male 67% (n=90), Female 33% (n=44)) representing all undergraduate teacher education programmes in UL
- A follow up 1-hour '**DE visitor experience**' session, modeled on the CSPE Action Project format, was conducted with each tutorial group. Visitors included representatives from Concern, Just Forests, and Debt and Development Ireland, as well as members of minority ethnic groups

Results

Pre-service teachers were asked to rate their **understanding of Development Education...**

	Before Intervention		After Intervention	
	n	%	n	%
Don't know what it is	62	46%	0	0
Know the term	47	35%	6	4%
Some understanding	24	18%	53	40%
Good understanding	1	1%	70	53%
Excellent understanding	0	0	4	3%
TOTAL	133	100%	133	100%

Respondents were asked to state which **DE activity** they enjoyed most, and which increased their understanding and knowledge...

	'Enjoyed'	'Increase understanding'	'Increase knowledge'
Food	50%	35%	28%
Consensus	17%	30%	34%
Photos	30%	24%	21%
Matching	12%	11%	26%

Students were encouraged to think **how DE could be integrated** into their subject areas through active learning methods. In the post questionnaire they were asked to note how this might be achieved. Below are extracts from their answers, grouped by subject area,

▪ Languages

'...**Diary entries** e.g. at a topical time e.g. when Africa is topical in the news, get pupils to write a diary entry imagining they are a teenager of their own age living in these conditions in Africa. Feelings and emotions and a **deep thoughtful** piece of work can help to improve overall awareness of the topic of development amongst young people'

▪ Physical Education

'Adjust and adapt classes to suit **cultural diversity**'
'...Take into account **background** of pupils e.g. some pupils may not be allowed to show their legs so for playing games and swimming be more sympathetic and understating'

▪ Science

'When doing an experiment use very basic resources and relate the experiment to how it could **improve** a poor disadvantaged area'

▪ Construction and Engineering

'Researching where **materials** came from and the effect they are having on the local area'
'...The importation of tropical hardwoods and the unfair taxes and prices paid. **Sustainability of building materials...** also exploitation of materials'
'... Showing students how factories in different countries work and how they pay'

Further Research

A follow-up study on this cohort was conducted in Spring 2007 after a 12 week Teaching Practice placement to explore if student teachers integrated Development Education into their teaching

