

An Evaluation Tool for Assessing the Impact of Development Education

Ubuntu Network University of Limerick





























Research Aim

 The research is a pilot project that seeks to devise an evaluation tool to measure the impact of Development Education interventions delivered in the Professional Diploma in Education (PDE) on student teachers' capacity to engage with development issues and integrate them into their teaching.

Participant Institutions

- Member institutions partaking in the research are:
 - University of Limerick
 - NUI Maynooth
 - NUI Galway
 - National College of Art and Design
 - University College Dublin

Existing Research in the Area

- The research builds upon the Professional Role Inventory Orientation Model (PROI) developed by Bebeau et al. (1991, 2002)
- It also draws upon the Four Component Model (FCM; Rest et al. 1982, 1995) and prior work on student teachers' attitudes to Development Education and levels of moral reasoning (O'Flaherty & McCormack 2010)

The Four Component Model

'validates for sensitivity, reasoning, role concept and ethical implementation that could be adapted to provide individuals in a particular profession with a more complete picture of abilities needed for real-life professional practice.'

Muriel J. Bebeau (2002)

Research Methodology

- Mixed Methods qualitative and quantitative
- Questionnaire
 - Part 1: 40 statements on the role of the teacher.
 These are adapted from Bebeau's tool and 'tagged' to align with the four components of professional role concept: authority, responsibility, agency, autonomy
 - Part 2: 15 statements on Development Education
 - The questionnaire requires students to respond using the 6-point Likert scale (strongly agree strongly disagree)

Research Methodology



Professional Diploma in Education (PDE) Pre-Ouestionnaire*

Each of us has a perception on how our profession should function in society as

The following section contains several statements considering the relationship beteaching profession, students, and society.

<u>Please read each statement carefully</u> and circle the number indicating the which you agree or disagree with each of the following statements.

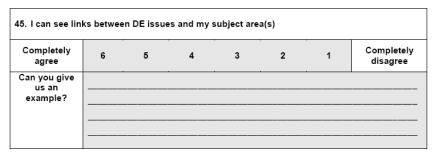
Thank you in advance for taking the time to complete this questionnal.

If you have any questions, please contact either of the following

Dr Linda Butler linda.butler@ul.ie or Dr Joanne O'Flaherty: joanne.oflahert

For each statement, please circle the number that best describes your level of agreement.

44. I am intere	4. I am interested in DE issues											
Completely agree	6	5	4	3	2	1	Completely disagree					



46. I would like to raise awareness of DE issues in my teaching											
Completely agree	6	5	4	3	2	1	Completely disagree				

Completely disagree

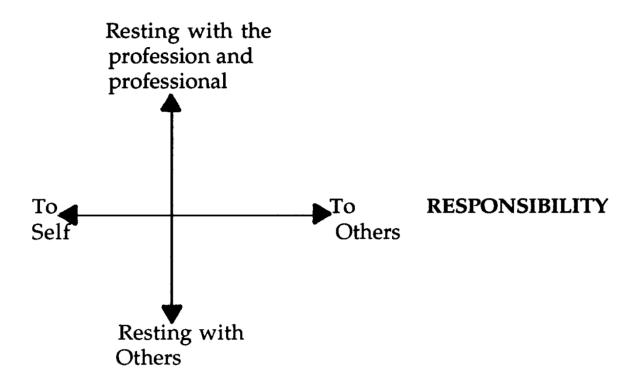
													_	
Part 1a of 3														
			Strongly Agree			47. I feel confident integrating DE issues into my subject area(s)								
1. Once a student is in the classroom, s/he should follow my instruction without questioning my authority	6	5	4	3	1	Completely agree	6		4		2	. 1		
2. My first professional obligation is to myself	6	5	4	3	2	1								
3. State agencies should have sole control over selection of pedagogy, content and assessment in post primary schools	6	5	4	3	2	1								
I have an obligation to use my knowledge and skills to help students from disadvantaged positions	6	5	4	3	2	1								
5. I feel I am capable of considering my student's perspective when they may not agree with mine	6	5	4	3	2	1								

Research Methodology

- Mixed Methods qualitative and quantitative
- Focus Groups
 - Focus group questions will be developed based on the results of the pre-questionnaire and may include questions such as:
 - To what extent do you feel you have autonomy as a teacher?; Who do you feel the greatest responsibility towards and why?
 - What Development Education activities are most memorable?; What were your most positive experiences of teaching Development Education in the classroom?; Will you teach Development Education as a newly qualified teacher?

Analysis

AUTHORITY



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Further Information

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