



An Overview of Ubuntu supported Development Education in ITE Projects 2017-18

Round 2 – January 2018*

*One further project is pending approval.

PROJECT EXPANSIONS		
Institution	Project Leader	Nature of Project Expansion
University College Cork (UCC)	Dr. Steve O'Brien	<ul style="list-style-type: none"> Building on plans set out in the original proposal this extra funding secures the services of a professional artistic facilitator to work with student teachers, ensuring that they are supported to express themselves artistically and have a more complete understanding of how to use creative arts in their learning journeys. He is a leading Irish visual designer who will work with the students to produce meaningful visual narratives and enable stories to be more effectively and affectively told, adding rich layers to the narratives. Again, in line with the original funded project, additional funds ensure enhanced involvement of community-based organisations in both Cork and in a refugee camp in Lesbos, Greece. It is important that these groups are strongly supported to fully participate at all stages in this project. Addition funding to accommodate Dialogue Day 9 to take place in UCC.
National University of Ireland, Galway (NUIG)	Dr. Mary Fleming	<ul style="list-style-type: none"> Involvement of a small number of Transition Year (TY) students and their teachers from a local school to attend the Development Education (DE) Day Working with a small cohort of PME students and the TY students/teachers to develop a DE workshop that

		<p>specifically addresses shortfalls in provision in Development Education Day, arising from a feedback questionnaire.</p> <ul style="list-style-type: none"> • Delivery of this workshop(s) to peers and capturing subsequent feedback to inform future practice.
Maynooth University (MU)	Ms. Angela Rickard	<ul style="list-style-type: none"> • In mid-April 2018 Maynooth University (Geography Department) will host Ireland's first ever Festival of Food Sovereignty. Being on campus it affords us an opportunity to support PME students to engage with themes of global social justice and to be involved in shaping public understanding of Development Education. More particularly it prompts us to think of ways to engage them in working within their schools and within the context of the festival itself to use their subject expertise (and value it as such) to broaden understanding of issues of global significance and to be active agents of change within the local community. • We propose to host a number of arts-based workshops, open to all student teachers and Network members. This builds upon the current provision from Development Education Week and other related activities. Aims of the workshops include, to: <ul style="list-style-type: none"> - Raise awareness of the value of shared concern for the growth, production & sharing of food. - Relate stories of food and water and how the abundance/scarcity of these essential resources are linked to the experiences of migration and displacement. - Probe the theme of solidarity with migrants from countries adversely affected by food and water shortage caused by climate change and assert the value of community/school garden projects to develop empathy and belonging for everyone. - Make explicit links to themes relevant to 2nd level curriculum and support students to prepare workshops on similar themes and using similar methodologies with their own students.
National College of Art & Design (NCAD)	Ms. Fiona King. & Mr. Tony Murphy	<ul style="list-style-type: none"> • This expansion relates to the planned exhibition outlined in the NCAD project, and seeks funds for <ul style="list-style-type: none"> - Staffing costs: for NCAD Gallery Curator who will assist in the planning, install, curation and promotion of the Change Lab exhibition.

		<ul style="list-style-type: none"> - Event costs: Key-note speaker for the Change Lab exhibition opening to contextualise the importance of exploring DE through an Art and Design lens. - Resource development: To design and create a Multi Media Video piece to translate our DE work into an accessible form for sharing with member institutions and beyond. <p>To support the students fully in the printing of the Photo Books through the blurb site.</p> <p>The photo books are an integral part of the Change Lab exhibition and act as a significant visual resource when implementing DE/ESD schemes in the classroom.</p>
--	--	--

NEW PROJECTS

Institution	Project Leader	Key Features of the New Project
University of Limerick – School of Education	Prof. Marie Parker Jenkins	<p>Learning to teach and teaching to learn in challenging times: supporting the professional needs of ITE students in a multi-belief educational context.</p> <p>Aims of this Project:</p> <ol style="list-style-type: none"> 1. To respond to & support post-primary ITE student stakeholder’s professional needs around Religions and Beliefs in a multi-belief society. 2. To embed a series of three interactive, dynamic workshops on best educational practice relating to inclusive practice, freedom of religions and beliefs, Islam and the Bahá’í faith, into the pre-service programme at UL. 3. To provide an opportunity for ITE students & Initial Teacher Educator colleagues, through a creative & safe approaches, to explore the implications of diversity of religions and beliefs in contemporary Ireland for their own personal understanding & future professional practice. <p>This project will embed three exploratory, multi-disciplinary, praxis based workshops in the modules of two cohorts of post-primary ITE students in UL in the Spring 2018 semester. Each of the three workshops will have a distinct but complementary focus.</p> <p>The workshops on Islam and Freedom of Religions and Beliefs will be offered not only to student in UL but to interested/associated faculty in UL, MIC and LIT. Trisha Rainsford and Najwa Elmagboul can offer the workshops as stand-alone workshops on Freedom of Religions and Beliefs</p>

		as well as Islam and Education to faculty.
University of Limerick - Dept of Physical Education & Sport Science	Ms. Cassandra Iannucci	<p>This project will run with the third year cohort of 55-60 undergraduate pre-service teachers (PSTs) enrolled on module PY4096 (Pedagogy of Striking, Fielding, and Net games) of the BSc Physical Education programme at the University of Limerick.</p> <p>The project will run during the 2017/2018 Spring semester (January 2018- April 2018) and will conclude with a culminating event during week 13 of the academic calendar. The aim of this project is to enhance PSTs awareness of local and global development issues, develop their critical consciousness on related issues, and foster their capacity to integrate Development Education (DE) into their planning and teaching of physical education. Through engagement in weekly lectures (12 hours total) and labs (24 hours total) PSTs will</p> <ul style="list-style-type: none"> • Explore local and global DE issues with relation to physical education, physical activity and sport. • Identify and begin to question their assumptions related to DE issues and the impact of those beliefs on their participation in physical education, physical activity, and sport as well as the impact on their practice as teachers of physical education. • Plan appropriate DE integrated learning experiences for students that align with the Irish physical education curriculum(s) (i.e., Junior Cycle, Senior Cycle, Leaving Cert.) • Develop the learning experiences into online teaching resources appropriate for integrating DE into physical education to be shared with the Ubuntu Network. • Organise and run a one-day event where PSTs will host a DE themed activity blitz for students from local schools. During the event, PSTs will teach their developed resources. <p>Cooperative and active learning methodologies will be an integral aspect of this project. PSTs will work together to successfully organise and run the event, develop teaching resources and deliver mini DE lessons in the form of blitz activities during the event.</p> <p>As a result of participating in this project, PSTs will have</p> <ul style="list-style-type: none"> • Experience critically engaging with and integrating DE into their planning and teaching of physical education.

		Developed a bank of resources to be shared with the Ubuntu Network and brought with them on their 4 th year teaching placement next autumn.
University College Dublin	Assoc. Prof. Roisin P. Corcoran	<p>Pre-service teachers will be introduced to the concept of Development Education from the perspective of emotional competencies through their lectures, tutorials and independent study. The timing of this input is of particular importance as this module frames students' first School Placement experience. Giving students the opportunity to experience this content further supports their endeavours to reflect development perspectives while on School Placement.</p> <p>AS well as engaging in workshops, students will be prescribed a number of relevant articles related to lecture content which they will read and critique in preparation for contact time.</p>



An Overview of Ubuntu supported Development Education in ITE Projects 2017-18

Round 1 – June 2017

Institution	Project Leader	Key Features of this Project
Galway Mayo Institute of Technology (Letterfrack)	Mr. Kevin Maye	<ul style="list-style-type: none"> • Document (video and still photography) the milling and drying of locally produced timber, highlighting the advantages of small scale, local production. • From this, develop a teaching resource and embed it in the first year module, <i>Furniture Materials and Construction</i>. • Incorporate a “biodiversity” project (the second year students will design and make bat boxes, bug hotels, etc) into our <i>Materials and Sustainability</i> module.
Maynooth	Ms. Angela	<ul style="list-style-type: none"> • Run a three-day Development Education week for

University	Rickard	<p>PME Year 1 students, consisting of workshops, plenary inputs and creative sessions led by a combination of our own staff, DE educators/ national and international NGOs as well as principals, teachers and students from second level schools.</p> <ul style="list-style-type: none"> • Continue to embed Development Education into the BScEd Year 3 programme using the Design for Change frameworks and linking Science for Development to the students thinking in their Teaching, Learning, Assessment and ICT module. • Run a Level 2 Global Teacher Award day for PME Year 2 students • Building on the Empower conference held in MU in 2017, develop further links with Louth-Meath ETB through a schools partnership in association with Worldwide Global Schools. • Co-host an exhibition of student outcomes in Spring 2018 with LMETB to include the schools and the BScEd students DfC posters and projects.
National College of Art and Design	Ms. Fiona King & Mr. Tony Murphy	<ul style="list-style-type: none"> • PME YEAR 1 - Facilitate student teacher to explore ways in which to embed DE into their practice as an artist, educator and activist. The students will draw on their artistic expertise to create a final art piece in response to a DE theme, in situ in the gallery space, similar to a creative laboratory type experience. This art process will be publically presented and displayed as part of the Change Lab exhibition in the National College of Art and Design Gallery. • PME YEAR 2 – There will be a sustained focus on translating the process of the Change Lab experience into their teaching practice. A series of lectures and workshop in pedagogy and practice will support the student teachers to design a suite of DE led schemes over the process of the Gallery Module and implementation of the schemes during their teaching practice on school placement.
National University of Ireland, Galway	Prof. Mary Fleming	<ul style="list-style-type: none"> • Development Education forms a significant part of the <i>Education, Diversity and Social Justice</i>, and <i>Catering for Diversity</i> units. The project will include additional introductory lectures (November '17 and February '18), solely focused on the concept,

		<p>discourse, philosophy and critical issues related to Development Education further enhances student teachers' critical awareness and consciousness.</p> <ul style="list-style-type: none"> • Development Education Day will take place in February 2018 • Subject methodologies & Development Education workshops will take place in March. Learning outcomes will emphasise a focused and deliberate approach to the selection of DE content, resources, sources of information, and strategies for learning and assessment within the classroom. • Evidence of integration of DE into students' School Placement will be presented in students' final portfolio assessments of the Professional Practice Module next year (2017-2018). • Continue to develop the capacity of our school placement tutors to support student teachers during their School Placement in the planning and implementation of DE focused teaching and learning strategies.
<p>St. Patrick's College, Thurles</p>	<p>Dr. Nigel Quirke Bolt</p>	<ul style="list-style-type: none"> • Building on previous work, the MIC St Patrick's Campus will offer a Development Education and Social Justice assignment, accounting for sixty percent of the marks, to third year student teachers taking the compulsory module 'School Curriculum Studies'. • Conduct a full day of professional development for the teaching of MIC St Patrick's campus. This event will link with teaching staff in MIC, Limerick and the Development and Intercultural Education (DICE) network
<p>St. Angela's College, Sligo</p>	<p>Dr. Louise Lehane & Dr. Kathryn McSweeney</p>	<ul style="list-style-type: none"> • Development of a Professional Learning Community (PLC) on Development Education involving student teachers and teacher educators. • Conduct a mapping exercise involving the identification of where DE content is addressed and thereby establishing cross-curricular links. • <u>BA/PME 1</u> - First year BA/PME students will be introduced to DE within their pedagogics modules where they will be given purposeful homework tasks to engage in self-directed learning to develop their knowledge of DE. They will be involved in a

		<p>“Connect” day, bringing together a number of speakers interested in different aspects of DE. In the completion of reflective portfolio journals, framing questions with the focus on developing critical reflection in terms of content and process will help to document learning progression. They will be involved in a picture/image exhibition at a “Sharing Day” with prizes awarded based on student teachers self-appraisal.</p> <ul style="list-style-type: none"> • <u>BA/PME3</u> – will be supported to design TY modules modelled on the short courses from the new JC framework for implementation and revision on School Placement. Student will be encouraged to share their TY modules using the <i>Edmodo PLC</i>. Students will be encouraged to implement, revise and evaluate a lesson/unit(s) from the module while on school placement. BA/PME 3 students will be asked to compile <i>Pecha Kucha</i> evaluative presentations and to present them on the “Sharing” Day. They will be specifically required to highlight changes made and to offer explanations to justify these changes.
Trinity College Dublin	Dr. Ann Devitt	<ul style="list-style-type: none"> • 15 week assessed Development Education elective offered to PME1 student teachers, modelled on previous years. • Development of a CPD resource - development involving a (1) user needs analysis (focus group with pedagogy staff and development education elective graduates from previous years) (2) develop a web resource that makes use of existing resources but is tailored to the Irish teacher education context. (3) Pilot: The CPD resource will be trialled and evaluated with 2-3 pedagogy lecturers to run Dev Ed pedagogy sessions. (4) present the CPD resource and student work in a celebration of the work done in 2017-18.
University College Cork	Dr. Steve O'Brien	<ul style="list-style-type: none"> • Development Education will be integrated into the Core PME1 Module “<i>Curriculum and Assessment</i>” and the core PME2 Module of ‘<i>The Foundations</i>’

		<p>through lectures on core concepts and opening up the possibility for PME students to engage DE in their formal assessment and research processes;</p> <ul style="list-style-type: none"> • Student teachers' will be supported to deliver Development Education in the classroom, through innovative, including visual arts, teaching and learning methodologies. • Develop a visual arts exhibition in collaboration with the Glucksman Gallery. The exhibition will offer a journey through Development Education through the hidden voices of our partners alongside PME students. • Build staff capacity to integrate development education into core modules. • Develop sustainable local and international partnerships with a view to enhancing mutual cooperation and research capacity.
University of Limerick	Dr. Joanne O'Flaherty	<ul style="list-style-type: none"> • A gradual integration of Development Education into the PME, through a variety of modules, including 'Teacher Identity and Agency', 'Microteaching' and 'Planning for School Placement' in both lecture and tutorial form. The Microteaching module provides students with an opportunity to explore and teach about a development issue of their choice – inequality, water, migration crisis or climate change. Students will be required to plan, deliver and review a lesson on a development theme (3 hours). • Select subject pedagogy modules – e.g. business studies, music and mathematics will allow for an exploration of teaching methodologies aligning with subject specifications that allow for Development Education themes to be considered. • Within year 2 of the postgraduate PME2, where school placement is a major component, students attention will be drawn to: The inclusion of Development Education in the assessment criteria for school placement; The presence of World Wise Global Schools projects in their placement schools; Appropriateness of reflecting on Development Education within their professional portfolios, The opportunities to conduct research on Development Education as part of their Masters thesis.
Hibernia College	Ms. Karen Buckley	<ul style="list-style-type: none"> • Development and dissemination of a survey to Year 1 PME graduate student teachers (GSTs) and faculty to establish existing knowledge of

		<p>development education.</p> <ul style="list-style-type: none"> • Faculty will attend a workshop that will equip them with the deeper, more specific knowledge, skills and competencies to further embed development education concepts into the PME Programme. • Students will attend a workshop at end of semester 1 to equip them with the deeper, more specific knowledge, skills and competencies to further embed development education concepts into the PME Programme.
<p>University College Dublin</p>	<p>Prof. Ciaran Sugrue</p>	<ul style="list-style-type: none"> • Provide Development Education inputs to PME 1 student teachers, alerting them to Development Education issues and concerns specifically, and how these are connected with their discipline, thus encouraging them to exploit ‘teachable moments’ to raise matter of importance—equity, social justice from a cultural, environmental and economic perspective. • In Semester 2, encourage students to broaden their horizons, pedagogically and make connections beyond disciplinary boundaries to wider international concerns and discourses, to bring the world outside into topic and classroom conversations in a meaningful and engaging manner for students. • UCD Award for PME2 students who demonstrate exceptional engagement and innovation in embedding Development Education into their teaching.