

Dialogue Day 11



Development Education: Pedagogy in Action

#dialogue11

24th May 2019

School of Education, Maynooth University



...an invitation to educators to explore and discuss approaches to teaching for justice, equality and sustainability

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The Ubuntu Network is funded by Irish Aid under its annual grants round. The ideas, opinions and comments in this handbook are entirely the responsibility of the authors and do not necessarily represent Irish Aid policy.

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Schedule

09:00	Registration (School of Education Foyer)	
09:15	Taking Stock: The positioning of Development Education in curriculum, policy and public discourse (SE001)	Dr. Joanne O'Flaherty, UL Dr. Martin Fitzgerald, LIT Elaine Nevin, ECO UNESCO Mella Cusack, Get Up & Goals Prof. Gary Granville, Ubuntu
10:00	Parallel Workshop 1 & 2 (SE009; SE010) <ul style="list-style-type: none"> On Air! Using Community Radio to enhance student engagement with Development Education Critical Visual Literacy for Global Citizenship 	Gertrude Cotter, UCC Fiona King, NCAD
10:50	Dialogue over Tea /Coffee (School of Education Foyer)	
11:15	Parallel Workshop 3 & 4 (SE009; SE010) <ul style="list-style-type: none"> Bringing Development Education into the Classroom – multiple perspectives <i>OneStepCloser</i> to Action: Using Social Media to Engage with SDGs 	Dr. Brenda Gallagher and Dr. Manuela Heinz, NUIG. Aisling Miller, Presentation College Headford Kevin Maye, GMIT Letterfrack and Joanna Mulkern, <i>OneStepCloser</i>
12:00	MU Social Justice Certificates Presentation (SE001) PME Student Teachers and Students of Youth and Community Work, MU reflect on their experiences of three short courses: <i> Development Education Acting Up Among Others </i>	Prof. Sharon Todd, Head Education Dept, MU and Prof. Gary Granville, Ubuntu Network
13:15	Dialogue over Lunch (Pugin Hall, South Campus)	
14:30	Parallel Workshop 5 & 6 (SE009; SE010) <ul style="list-style-type: none"> Philosophy for Children (P4C) and Development Education Using Belief Circles to Explore Personal Beliefs 	Rachel Farrell, UCD and Marelle Rice, Philosophy Ire Prof Marie Parker Jenkins, UL; Dr Patricia Kieran, MIC
15:40	Conversations for the Future (SE010) Drawing together ideas from the day, informing future directions.	Deirdre Hogan, Ubuntu Dr. Joanne O'Flaherty, UL
16:00	Finish	

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The Ubuntu Network & 2018-2019 Projects

An introduction to the Ubuntu Network's key strategic areas of work with a particular focus on delivery of Development Education and the Framework for the Integration of Development Education into post primary Initial Teacher Education.



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The Ubuntu Network was established in 2006 to support the integration of Development Education into post primary Initial Teacher Education (ITE) in Ireland. It seeks to ensure that education for justice, equality and sustainability are central to the experiences of student teachers and it encourages all educators to recognise and respond to the opportunities within education to transform society for the better.

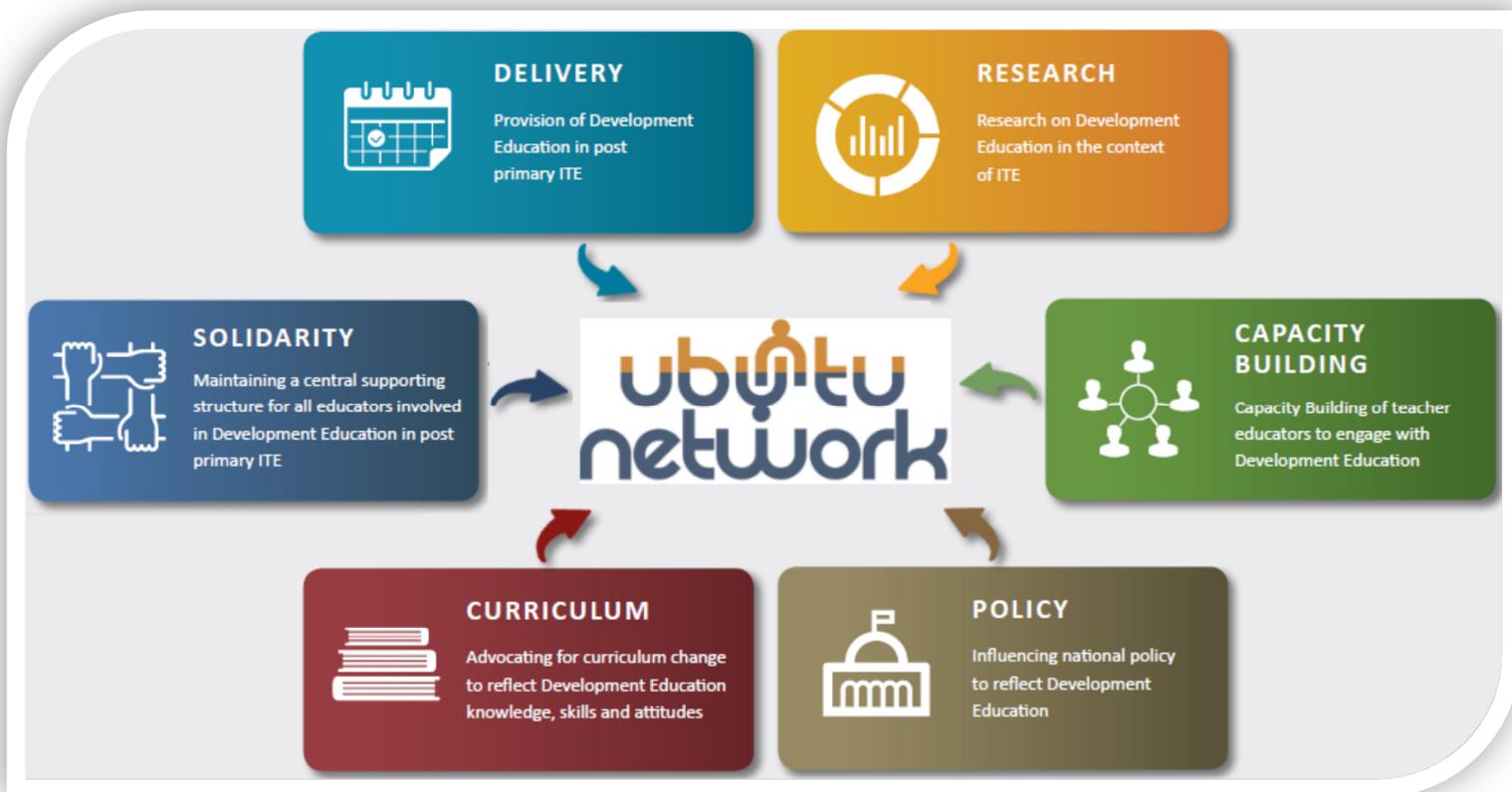


Figure 1: Ubuntu Network strategic priority areas of work

The Network focuses on six interconnected and complementary strategic priority areas (Figure 1), one of which is the 'delivery' or provision of Development Education in ITE programmes. This refers to the inclusion of appropriate teaching and learning experiences that facilitate student teachers to consider and explore issues relating to local, national and global development and consider the role of education to bring about change.

Each year, the Ubuntu Network supports partner ITE institutions to integrate Development Education into ITE programmes.

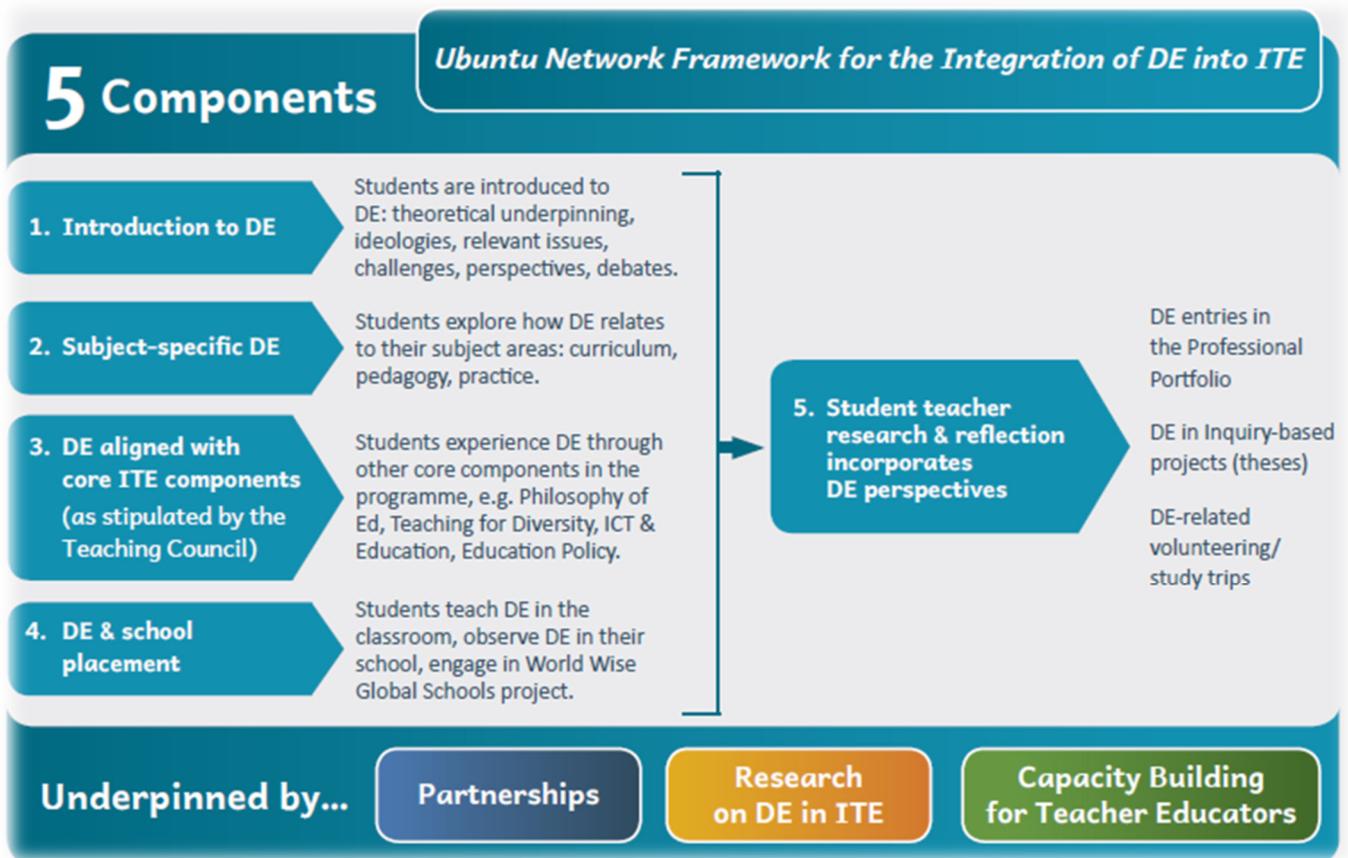


Figure 2: Ubuntu Network Framework for Integration of Development Education into ITE

Projects are framed around the five components of the integration framework (Figure 2), thereby seeking to embed Development Education across all aspects of Teacher Education and linking with both subject content and mandatory ITE components as stipulated by the Teaching Council in their Criteria and Guidelines for Programme Providers (2017)

<https://www.teachingcouncil.ie/en/Publications/Teacher-Education/Initial-Teacher-Education-Criteria-and-Guidelines-for-Programme-Providers.pdf>.

The section below provides an overview of Ubuntu supported projects delivered in the 2018-2019 Academic Year.

Ubuntu supported Development Education Projects, 2018-2019

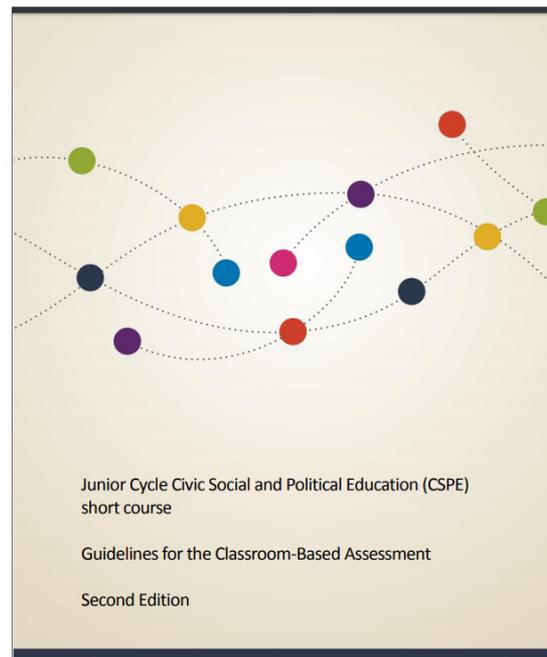
Project 1

ITE Institution: Dublin City University Institute of Education

Project Leader: Mella Cusack

Key Elements of the Project:

- ❖ Integration of Development Education into methodology modules for Politics and Society and CSPE. Module ES599: Teaching Politics and Society in Senior Cycle, n= 15.
Module ES568: Teaching and learning in Civic, Social and Political Education (CSPE), n=8
- ❖ Assignment – students are required to complete weekly tasks (e.g. to research key thinkers, finding visual stimulus for specific goals). They are also required to develop a lesson plan linking their choice of SDGs to the subject area.



Project 2

ITE Institution: GMIT Letterfrack

Project Leader: Kevin Maye

Key Elements of the Project:

- ❖ Introductory inputs on Development Education and the Sustainable Development Goals.
- ❖ As part of their *Education Projects 3* module, year 3 student teachers (n=15) are required to develop a Scheme of Work on Sustainable Forestry and to teach this on School Placement 3.
- ❖ Student teachers from all four years (n=75) to take part in a workshop on sustainability, facilitated by Galway One World Centre.
- ❖ Capturing of student voice and working towards sustainability actions on campus using *OneStepCloser*.

DEVELOPMENT EDUCATION



The poster is a complex educational tool. At the top, it features the title 'DEVELOPMENT EDUCATION' in large, bold letters. Below this is a staircase diagram with six steps, each representing a different level of engagement: STUDENTS (orange), CLASSROOM (red), SCHOOL (teal), COUNTY/COMMUNITY (green), COUNTRY (blue), and GLOBAL (purple). To the right of the staircase is a map of Ireland with a green overlay indicating 'Forestry Percentage in Ireland'. Below the map is a recycling bin with 'GENERAL WASTE' and 'RECYCLES' labels. In the center, there is a mind map titled 'LEITRIM FORESTRY CRISIS' with various branches detailing local forestry issues. To the left, there is a 'DISCUSSION MAP' and a central question: 'WHAT CAN WE DO TO HELP STOP DEFORESTATION? (AS STUDENTS)'. The poster also includes logos for FSC (Forests for All Forever), Frócaire (Working for a just world.), GMIT (Galway Institute of Technology), and Ubuntu Network. At the bottom, it credits the creator: 'CREATED BY: MR LYNCH, MR ROONEY KANE & MR BYRNE.'

Poster by Benen Lynch, 3rd Year Student teacher at GMIT Letterfrack, produced as part of his Scheme of Work

ITE Institution: Mary Immaculate College, Thurles

Project Leader: Dr. Nigel Quirke Bolt

Key Elements of the Project:

- ❖ Establish an MIC Thurles Fair Trade committee and a Green Flag committee to impact on campus and into the local community.
- ❖ Host a conference/forum for teachers and pupils of post-primary schools to display how they approach Development Education and Social Justice within their school
- ❖ Year 3 student teachers (n=76) to complete a Development Education and Social Justice assignment as part of their work on the "Curriculum Studies" module.



❖ *Student teachers in MIC-Thurles stand in support of Climate Strikes 2019*

ITE Institution: Maynooth University

Project Leader: Angela Rickard

Key Elements of the Project:

- ❖ Two day Development Education week for PME Year 1 students consisting of workshops, plenary inputs and creative sessions led by a combination of own staff, DE educators/national and international NGOs as well as principals, teachers and students from second level schools.
- ❖ Offer three Social Justice Certificate Options leading up to and coinciding with Social Justice week.
- ❖ Offer Level 2 Global Teacher Award day for PME Year 2 students
- ❖ Link with link with MU based initiatives including the Festival of Food Sovereignty, Peter Hussey Artist in Residence and the Fighting Words creative writing initiative.



Pupils from St Peter's College Dunboyne lead a workshop on gender equality with Professional Master of Education (PME) student teachers in Maynooth University during Development Education Week 2018.

ITE Institution: National College of Art and Design

Project Leader: Fiona King, Tony Murphy

Key Elements of the Project:

- ❖ PME1 student teachers to partake in the annual Development Education module, including development of photo journals and creation of an installation relating to an SDG theme for presentation and exhibit in the 2019 Change Lab.
- ❖ PME2 student teachers to translate the work from Change Lab 2018 into their teaching practice. A series of lectures and workshop in pedagogy and practice supported student teachers to design a suite of DE led units of learning and deliver the lessons during their teaching practice on school placement.
- ❖ The Change Lab has been chosen as the initial research project to be piloted and digitized. The digitized project will be housed in NIVAL <http://www.nival.ie> and will form the basis of a larger digitization project across NCAD over the years ahead.
- ❖ **Artefacts of Learning Project** – 3 minute video on the Change Lab



Student teachers, Maeve Hitchen, Rachael Foley and Gary Deegan present their project, 'In Convenience store' at the Change Lab exhibition launch in April 2019.

ITE Institution: National University of Ireland, Galway

Project Leader: Dr. Manuela Heinz, Dr. Brenda Gallagher

Key Elements of the Project:

- ❖ Introductory lectures and discussions.
- ❖ Development Education Day (February 2019).
- ❖ Subject methodologies workshops in CSPE, Geography, Religious Knowledge, Science and Mathematics (March 2019), where the learning outcomes 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. The aim of the workshops is to prepare the students for the portfolio assessment. This will require student to plan for the integration of the DE theme within their classroom teaching, present evidence of having done so and present a reflection on the process.
- ❖ Integration of DE themes in their teaching also forms part of the Professional Practice/School Placement assessment criteria for PME Year 2 students.
- ❖ **Artefacts of Learning Project** – Transition year Development Education project, involving PME student teachers as well as pupils and teachers from partner schools.



PME student teacher, Emer Cunningham (right), working with Laoise Holleran, Presentation College, Headford, and Lucy Fitzpatrick and Ella Piggott from Seamount College, Kinvara during the NUIM Development Education Day.

ITE Institution: St. Angela's College

Project Leader: Dr. Kathryn McSweeney

Also involved: Dr. Richeal Burns, Dr. Maria Campbell, Dr. Mairéad Conneely, Fiona Crowe, Dr. Louise Lehane, Helen Maguire, Amanda McCloat, Dr. Louise Mylotte, Breda O'Mahony, Ursula O'Shea, Carol Ann O'Síoráin, Dr. Mary Shanahan

Key Elements of the Project:

- ❖ Integration of Development Education across a wide range of ITE curriculum (PME and undergraduate) including Subject specific pedagogy (Home Economics, Gaeilge, Religious Education, Science/Biology and Economics), Sociology of Education, year 2 PME Curriculum Studies, Textiles, Fashion and Design (TFD) modules, Year 3 *Resource Management and Consumer Empowerment* module, the module *Home Economics Practice in Everyday Life*, Religious Education modules and School Placement.
- ❖ Capacity Building: All School Placement tutors will be required to partake in a Development Education workshop. The workshop will update tutors on our expectations of student teachers on School Placement and support them in facilitating student teachers in enacting Development Education principles and/or the development of Development Education knowledge, skills, attitudes and values.
- ❖ The *Development Education in the Continuum of Teacher Education* conference was held in St. Angela's College in February 2019.



Aishling McGrath, World Wise Global Schools addressing participants in the Development Education in the Continuum of Teacher Education conference held in St. Angela's College in February 2019.

ITE Institution: Trinity College Dublin

Project Leader: Dr. Ann Devitt, Dr. Jennifer Liston

Key Elements of the Project:

- ❖ A 1-hour introduction to Development Education to all PME student teachers.
- ❖ An 11-week Development Education module offered as an elective, where student were introduced to DE concepts and develop that through the lens of their curriculum area.
- ❖ Analysis of focus groups from PME1 student teachers from 2017-2018 to better understand their engagement with Development Education.
- ❖ The project will use the CPD resource developed in the 2017-18 project to facilitate two pedagogy workshops (2 hours) with PME year 1 students on two subject strands – geography and languages.
- ❖ Research – PME2 Thesis: The project plans to support the journeys of 2 PME research students so that dissemination, capacity building and the profile of Development Education research on the PME programme is enhanced.



Samples of inputs to PME student teachers' assignments completed as part of the assignment for the Development Education Elective in TCD in the Academic Year 2018-2019

ITE Institution: University College Cork

Project Leader: Dr. Stephen O'Brien, Gertrude Cotter

Key Elements of the Project:

- ❖ "Introduction to DE concepts and methodologies" to be provided in the core module "ED6303 Curriculum and Assessment", led by core staff member Dr. Stephen O'Brien, in collaboration with Gertrude Cotter. We promote a praxis model of teaching and learning emphasising theory, reflection, inquiry, classroom practice, DE framing, DE exemplars, dialogue and action.
- ❖ The Global Teacher Award to be offered to PME1 and PME2 student teachers comprising 2 x 3 hour sessions. Students will be required to plan and implement 3-5 DE lesson plans in their school subject in order to receive the Global Teacher Award.
- ❖ PME2 students to be invited to be part of the Id Est research project. Capacity is 10-20 students. It will involve 10 x 2 hour sessions to (1) develop three to five lesson plans on a DE theme and record it in their portfolios of learning (2) introduce student teachers to basic radio skills and work with them on making a half hour radio show with their students on a theme which they have learned about in their classrooms (3) visit classrooms to work with the students (and pupils) on the production of a radio show.
- ❖ **Artefacts of Learning Project** – development and enhancement of a website to showcase the work of Id Est, UCC



Student Teachers Receiving Global Teacher Awards for their Development Education work in 2018. Left to Right: Gertrude Cotter (Project co-facilitator, UCC), Lori Moynihan (PME, UCC), Hazel Hutton (PME, UCC), Park Ji Eun (PME, UCC), Vicky Donnelly (Galway One World Centre).

ITE Institution: University College Dublin

Project Leader: Rachel Farrell, Prof. Ciaran Sugrue

Key Elements of the Project:

- ❖ The UCD PME programme allows student teachers to develop leadership roles in areas of interest to them. In this project we propose to invite two students from each subject area (30 in total) to attend a full day of Philosophy for Global Citizenship (P4GC) training and development in order to champion this critical thinking approach to exploring development education in their respective subject areas.
- ❖ We are going to provide a full day training on this methodology to the tutor and methods lecturers as part of our capacity building for staff.
- ❖ The intention is that the champions will use P4GC as a vehicle to explore development education issues. Will cascade the learning in their subject methods groupings with the support of the methods lecturers and tutors. Methods lecturers are aware that they have to dedicate time in their module to development education and there is scope for students to submit lesson plans and artefacts-of-learning in their teaching and learning portfolios.
- ❖ **Artefacts of Learning Project** – Participants student teachers will design and develop samples of artefacts of learning such as lesson plans, reflections, resources and stories about development education issues created by students in school. These will be showcased at a shared learning event in collaboration with partner schools at the end of this academic year or at the start of the next academic year when the current PME 1 students will be moving into PME 2.



Young Economist of the Year Awards ceremony, May 2019

Project 10

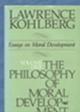
ITE Institution: University of Limerick

Project Leader: Dr. Joanne O'Flaherty

Key Elements of the Project:

- ❖ PME1 and UG2 (via modules EN6171, Planning for Learning and EN4033 Planning for Teaching and Learning): During the microteaching elements of these modules, student teachers will be required to plan, deliver, review and evaluate a DE/ESD lesson plan. Microteaching tutors will partake in a one-hour capacity-building workshop on Development Education.
- ❖ PME2 and UG4 (via modules EN6084/EN4018, Teacher as Professional Practitioner): Underpinned by concepts of teacher agency, critical decision-making and life-long learning, lectures and tutorials across two distinctive modules will be designed and delivered to build capacity of pre-service teachers in the areas of 'moral and caring practitioner' and 'global and cultural being' (Seifert 1999; Conway et al, 2009).
- ❖ **Artefacts of Learning Project** – Capturing through video scribe, interventions and AoL arising from the engagement of a number of teacher educators in Development Education related interventions in the ITE programmes at the University Limerick.

Teaching as complex work



- Generous expert
- Teaching manager
- Caring & moral person
- Cultural & civic being

Learning intentions

Cognitive

- Problematize the 'mainstreaming' verses 'criticality' of global citizenship education

Affective

- Appreciate the importance of civic and cultural dimensions of your professional practice
- Actively engage in discussion and Q&A throughout your lecture



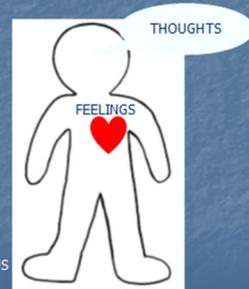
Joanne O'Flaherty @OfahertyJoanne · Mar 4

@SchoolOfEd_UL Year 2 PMEs display poster work - how does theory inform the assumptions we bring to the classroom? What 'disclaimers' may be necessary? #edchatie #molfeasa



Learning Log

- The moral role of the teacher's practice?
- What is your response: thoughts, feelings, actions?



Sample lecture slides from EN6084, and student teachers present their posters on engagement with the project

SESSION 09:15

Taking Stock: The positioning of Development Education in curriculum, policy and public discourse

Reflections on Development Education in the context of modern day education, the challenges and opportunities that we face, and the key questions that arise.



Panel & Key Discussion Points

	<p>Prof. Gary Granville Professor Emeritus, School of Education, NCAD Dublin Chair of the Ubuntu Network Management Committee</p> <p><i>Chair of the Session</i></p>
	<p>Dr. Joanne O'Flaherty Lecturer in Education School of Education, University of Limerick</p> <ul style="list-style-type: none"> ❖ The landscape of Initial Teacher Education for Development Education
	<p>Dr. Martin Fitzgerald Lecturer in Education and Human Development Department of Applied Social Sciences, LIT-Tipperary</p> <ul style="list-style-type: none"> ❖ The European Context: The Learning Teacher Network and Education for Sustainable Development
	<p>Elaine Nevin Director ECO-UNESCO</p> <ul style="list-style-type: none"> ❖ Engaging people in Climate Action – the non-formal education response and the national dialogue on climate action
	<p>Mella Cusack Curriculum Development Consultant and Lecturer Project Coordinator, Get Up and Goals</p> <ul style="list-style-type: none"> ❖ Senior Cycle review ❖ Wellbeing guidelines

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SESSION 10:00/11:15/14:30

Parallel Workshops

The workshops on offer today were derived from Ubuntu-supported projects in the 2018-2019 Academic Year. They are designed to be participatory and interactive with a view to being informative and transferable to your own educational practice.



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Title: On Air! Using Community Radio to enhance student engagement with Development Education

Facilitator: Gertrude Cotter, UCC

Overview:

Community radio can provide public pedagogical spaces for often marginalized community voices to challenge the official public transcript of social life dictated, more times than not, by the powerful and wealthy leaders who shape public discourse. In this workshop, independent radio production is discussed as an important tool for building community relationships locally and globally and as a viable alternative for supporting civic participation and critical forms of public engagement.

This workshop will invite participants to take part in a real radio show which will be broadcast on The Global Hub Community Radio Youghal in June/July 2019. Those who do not want to be broadcast can still participate in the workshop but participation in the radio show is recommended.

Participants will agree on theme, content and questions and will ask the questions themselves.

Questions arising from the workshop might include:

- ❖ What is community radio?
- ❖ Why is community an ideal medium for linking local and global issues?
- ❖ Why is community radio so popular with students?
- ❖ In what ways is community radio different from other kinds of media e.g. digital, TV, newspapers?

Title: Critical Visual Literacy for Global Citizenship

Facilitator: Fiona King, NCAD

Overview:

The Change Lab is a space where the student teachers within the Professional Master of Education (PME) in the School of Education use the contemporary gallery space to examine and respond to the major themes of our time through their art practice.

This dynamic model of teaching and learning opens up ways of 'thinking about' and 'responding to' the world in which we live. The participatory and collaborative nature of the 'Change Lab' engages student teachers collectively in tackling themes of space and place, social justice and development education in designing a dynamic art curriculum for second level.

This workshop will present a series of Notebooks documenting the art-making process that the NCAD PME students engaged with during the AY 2018-2019 in order to formulate a pedagogical approach to teaching Development Education through the lens of Art and Design.

In this workshop, participants will explore imagery to promote awareness and discussion around key development and environmental issues of our time. They will be asked to:

- ❖ **Respond** - describe the image, consider what key themes emerge, create a mind-map presenting your ideas
- ❖ **Interpret** – Consider What Sustainable Development Goals (SDG) most reflects the image you have chosen. Discuss your choice.
- ❖ **Relate** - How could you use this image as a resource to explore Human Rights, Social Justice or Environmental themes in your subject area? Identify what area/topic of your specification would link in with the key themes you have discussed when interpreting the image.

A question that might arise from the workshop,

- ❖ **What are the challenges of selecting and using imagery in a classroom context when dealing with complex and contentious issues?**

Title: Bringing Development Education into the Classroom – multiple perspectives

Facilitator: Dr. Brenda Gallagher, NUIG; Aishling Miller (teacher) and pupils from Presentation College Headford, Co Galway; Year 1 PME student, Rachel Cormican.

Overview:

The development education project within the School of Education, NUIG is primarily focused on highlighting the importance of development education, familiarising student teachers with development and development education concepts, and assisting them to identify how to be most effective in their efforts to bring such concepts into their teaching in the classroom.

Two further sub-themes emerged from our project this year:

1. Enabling student teachers to work with Transition Year (TY) students so that they can appreciate the value of development education from the learner perspective;
2. Highlighting and promoting development education as an important and valid concept among the staff and student body of local schools.

This workshop brings together key stakeholders involved in the NUIG project – the teacher educator, the PME student teacher, the practicing teacher and the TY pupil. Each provides a unique take on their experience of engaging with Development Education and what practical measures we can take to maximise its impact and effectiveness for the learner.

Participants in this workshop will work with the facilitators to identify practical solutions to the key challenges faced in integrating Development Education into the PME and into formal education at post primary level.

Questions to consider in this workshop,

- ❖ How do we introduce global development issues in a way that is accessible and appealing but that also supports deep and meaningful engagement?
- ❖ How do young learners see development education?
- ❖ What advice can teacher educators take from the stories of the stakeholders?

Title: OneStepCloser to Action: Using Social Media to Engage with the Sustainable Development Goals.

Facilitator: Kevin Maye, GMIT Letterfrack and Joanna Mulkern, OneStepCloser

Overview:

The purpose of the workshop/intervention is to make a connection between the experience of participants' everyday lives and the UN Sustainable Development Goals.

Workshop participants will use their mobile phones to access a link to the GMIT "Onestepcloser" campaign.

They will be asked to consider the SDG and identify which should be prioritised within the GMIT teacher education programme for the coming year.

Participants will consider options and "vote" for one of the six SDGs presented.

The results from the vote can be shared immediately and will be the basis for further conversation.

Participants will discuss this approach as an entry point for action on global development issues.

Question that may arise from the workshop are,

- ❖ Which of these (or other) SDGs do you think would/could be most relevant to your education context and why?
- ❖ What action could we take, right now, that would be a step in the right direction?
- ❖ What actions do you think might resonate with students?
- ❖ What can we do, as educators, to encourage students to sustain changed behaviour?

Title: Philosophy with/for Children (P4C) and Development Education

Facilitator: Rachel Farrell, UCD and Marelle Rice, Philosophy Ireland

Overview:

Philosophy with/for Children (P4C) is a powerful educational approach which has cognitive and social benefits for children and schools. It has spread internationally over the last 50 years and is practised in over 60 countries.

P4C engages children in developing their own questions in response to a given stimulus. They then enquire thoughtfully, and collaboratively, into their choice of question, guided by the facilitator (the teacher). Finally, they reflect on their thoughts and participation, and suggest how they could improve on their learning (skills and content) next time. Consequently, both the process and the content of learning are simultaneously developed.

Democratic and egalitarian in nature, P4C places emphasis on building social and emotional skills and dispositions over time, as well as cognitive abilities. Notable increases in respect, open mindedness, reasoning and reasonableness - in and out of the classroom – are common effects of P4C.

P4C is a thorough pedagogy with considerable academic and practical pedigree. Professor Matthew Lipman created the approach drawing on the works of Vygotsky, Piaget, Dewey and the tradition of Socratic dialogue.

This is an experiential workshop offering participants the opportunity to learn about P4C, and Philosophical Inquiry Based Learning, through the lens of Development Education.

Participants will engage in a full Philosophical Inquiry and will explore a variety of thinking tools to encourage caring, collaborative, critical and creative engagement with the underpinning concepts of the Sustainable Development Goals.

❖ During this experiential workshop participants will ask philosophical questions and inquire philosophically about some of the big concepts and issues relating to the SDGs and Development Education.

Title: Using Belief Circles to Explore Personal Beliefs

Facilitator: Prof. Marie Parker Jenkins, UL and Dr. Patricia Kieran, MIC

Overview:

Belief circles are an experimental strategy used to scaffold and structure conversations about personal beliefs among small groups of participants. In classrooms, the strategy is designed to make space for people to *speak personally* from within their own commitment stance.

Participants speak about their religious beliefs or worldview, reflecting on their own lived experience and their own ideas, values and commitment as it relates to a discussion topic (there is a wider range of discussion topics).

The Belief Circles game creates a space and place for listening to people speaking personally without being offensive or defensive. It aims to foster learners' appreciation of the range and complexity of people's personal beliefs, curiosity in the variety of their values and convictional perspectives and respect and acceptance for people's different beliefs, values and commitments.

The workshop will invite participants to take part in the belief circles game, including,

Step 1 – Preparation for the Game. Establishing safe perimeters.

Step 2 – Playing the Game. Selection of topics. Participants speak in turn for 1 minute.

Step 3 – Reflection. Writing Responses to prompt questions based on the activity.

Questions that might arise from the workshop are,

- ❖ What challenges and opportunities afforded by the pedagogical process?
- ❖ How do you negotiating moments of disagreement?
- ❖ How might we use belief circles in ITE?

SESSION 12:00

MU Social Justice Certificate Presentations

In the Academic Year 2018-2019, Social Justice Short Courses were offered to PME student teachers and to students of Community and Youth Work. Certificates will be presented today to those who successfully completed these courses. This section provides an overview of the short courses.



Short Course 1

Title: Development Education & the Post Primary Syllabus

Facilitator: Hugh Bergin, Self Help Africa

Overview: This short course introduces student teachers to Development Education: what it means; why it is of increasing importance today; how is it conducted in schools. It will enable participants to deliver workshops of their own in an informed and engaging manner.

Course Objectives: By the end of the programme student teachers will:

- Enhance their understanding of the concept of Development Education,
- Be able to critically analyse issues such as poverty, inequality and injustice; and offer examples of how to act responsibly in our more globalised world, and
- Be equipped to facilitate engaging, stimulating and participative Development Education workshops.

Programme Outline: Key themes addressed in the short course are,

Session 1. Introduction to International Development

Session 2. Introduction to Development Education

Session 3. The Global Goals

Session 4. Climate Change & Climate Justice

Session 5. Gender Equality

Session 6. Global Inequality, Ethical Trade

Session 7. Sustainable Agriculture

Session 8. Putting it into practice

Outputs: Demonstrate an interest in and engagement with the topics and methodology of Development Education. As a requirement for certification, participants will write a brief (500 word) reflection piece on the course.



Short Course 2

Title: Among Others - Developing Intercultural Competence with Youth Workers and Student Teachers

Facilitator: This short course is funded by the Erasmus+ programme and supported by the Irish national agency, Léargas and the MU Department of Applied Social Studies.

Overview: This course seeks to introduce non-formal education and international cooperation into higher education, to develop intercultural competence of future youth workers and teachers to improve the quality of youth work and education, and to encourage the use of Erasmus+ Youth Programme in working with young people.

Course Objectives:

- Bring together teaching students from MU Dept of Education and youth work students from MU Dept of Applied Social Studies to complete a series of workshops together.
- Facilitate a shared understanding of each other's professional practice, values and goals.
- Encourage collaborative approaches to working with young people in order to address and enhance diversity, equality & intercultural communication.

Programme Outline: Core areas addressed through the short course include,

Session 1. Introductions & Professional values and objectives for teachers and youth workers (Co-facilitation)

Session 2. Working with diversity (Department of Applied Social Studies (DAPPSS))

Session 3. Addressing & challenging racism & other forms of discrimination (DAPPSS)

Session 4. Building bridges locally & globally (Léargas)

Session 5. Showcase Session (Co-host) Social Justice Week

Outputs: In interdisciplinary groups, students will develop a project proposal that may go on to be piloted in a student placement setting. An overview of the project idea will be presented at a showcase event during Social Justice Week. Each group will submit a project proposal. Each student will submit a short individual reflection.

Short Course 3

Title: Acting Up - Using Theatre to Explore Social Justice Issues

Facilitator: The Arts Council in association with Artist in Residence, Peter Hussey

Overview: Procedural learning involves learning by doing. When we use theatre-methods, for example, devising short scenes, we are helping students to embody the learning encountered and thus remember it more effectively. Using active theatre-making methods we will explore how to research, create and perform short performances about social issues. The module is suitable for those who have never performed before but who are interested in finding ways to engage students actively in social justice, citizenship, and political education.

Course Objectives:

The course seeks to explore and experience a range of devising methods suitable for working with young people, create short scenes for each other on themes of social justice, and understand the value to students of participatory theatre-making in the classroom.

Workshops will be interactive and involve activities and exercises that require movement and collaboration. Discussion will be expected, and also a willingness to try relatively new ways of learning and teaching.

Programme Outline:

Session 1. Introduction. Learning the way drama works, developing skills for collaboration, and creating a space for exploration.

Session 2. Introducing Theatre of the Oppressed.

Session 3. Theatre of the Oppressed continued.

Session 4. Exclusion at second level: theatre used to explore suspension & expulsion practice

Session 5. Devising Structures I: simple methods to use when generating material with students

Session 6: Devising Structures II: methods used to make stories.

Session 7: Devising Structures III: building on previous work and introducing new methods.

Session 8: Work on developing a short performance in groups to be presented in class.

Outputs: Students form small groups and work together to research, create and perform a short performance that focuses on an aspect of social justice. This is done in class as part of the programme – no extra work outside of class is needed. Students also write a short reflection about their learning in the module (guideline – 500 words).



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