

UBUETU  
network



DIALOGUE DAY

15<sup>TH</sup> JUNE 2020



DEVELOPMENT EDUCATION

in a GLOBAL PANDEMIC



Dialogue Day Report

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.



**Irish Aid**

An Roinn Gnóthaí Eachtracha agus Trádála  
Department of Foreign Affairs and Trade

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## Introduction to Dialogue Day

The Ubuntu Network Dialogue Day 12 took place on Monday, 15th June 2020 on the UL online learning platform, Big Blue Button. The theme for the event was 'Development Education in a Global Pandemic' and explored our changing views of education and Development Education (with a particular focus on Initial Teacher Education) in light of the restrictions and challenges posed by Covid-19.

*Covid-19 has brought about unprecedented changes in Ireland and across the world. Amid lockdown and the need for social distancing, it has drawn into question our most fundamental ways of living and highlighted the importance of our interactions with others and society as a whole. It has focused attention on how political decisions are made, and brought to the fore the need to protect vulnerable groups in society.*

*This global pandemic has challenged the physical and mental wellbeing of people. It has given rise to fear and anxiety. Yet it has demonstrated the resilience of people and the generosity of human spirit as front line workers tackle the virus and individuals and communities mobilise to find innovative ways of helping those around them.*

*Restrictions arising from the global pandemic have changed the face of formal education overnight as educational institutions shut their doors and educators, where possible, turn to technological solutions to engage their students. Remote learning poses challenges for all involved. Unequal access to technology and internet connectivity can be problematic, and students differ in terms of their resilience, motivation and skills to learn independently and online. The important social roles that schooling plays has been discussed at length in the media and new thinking has arisen around assessment and the purpose of State exams.*

## Dialogue Schedule

TIME	DIALOGUE	FORMAT
10:30am	Greetings & Overview	Whole Group
10:50am	<b>Dialogue Topic 1</b> What now for Development Education?  Input by Mr. Michael Doorly, Concern Worldwide	Whole Group
11:10am	Break	
11:20am	<b>Dialogue Topic 2</b> Moving to online delivery in ITE - implications for education and Development Education.  Input by Dr. Oliver McGarr, School of Education, UL	Whole Group & Breakouts
11:50am	Break	
12:00pm	<b>Dialogue Topic 3</b> How can we use the experiences of Covid-19 to achieve more critical Development Education?  Input by Dr. Audrey Bryan, School of Human Development, DCU	Whole Group & Breakouts
12:30pm	Closing Remarks & Finish	Whole Group

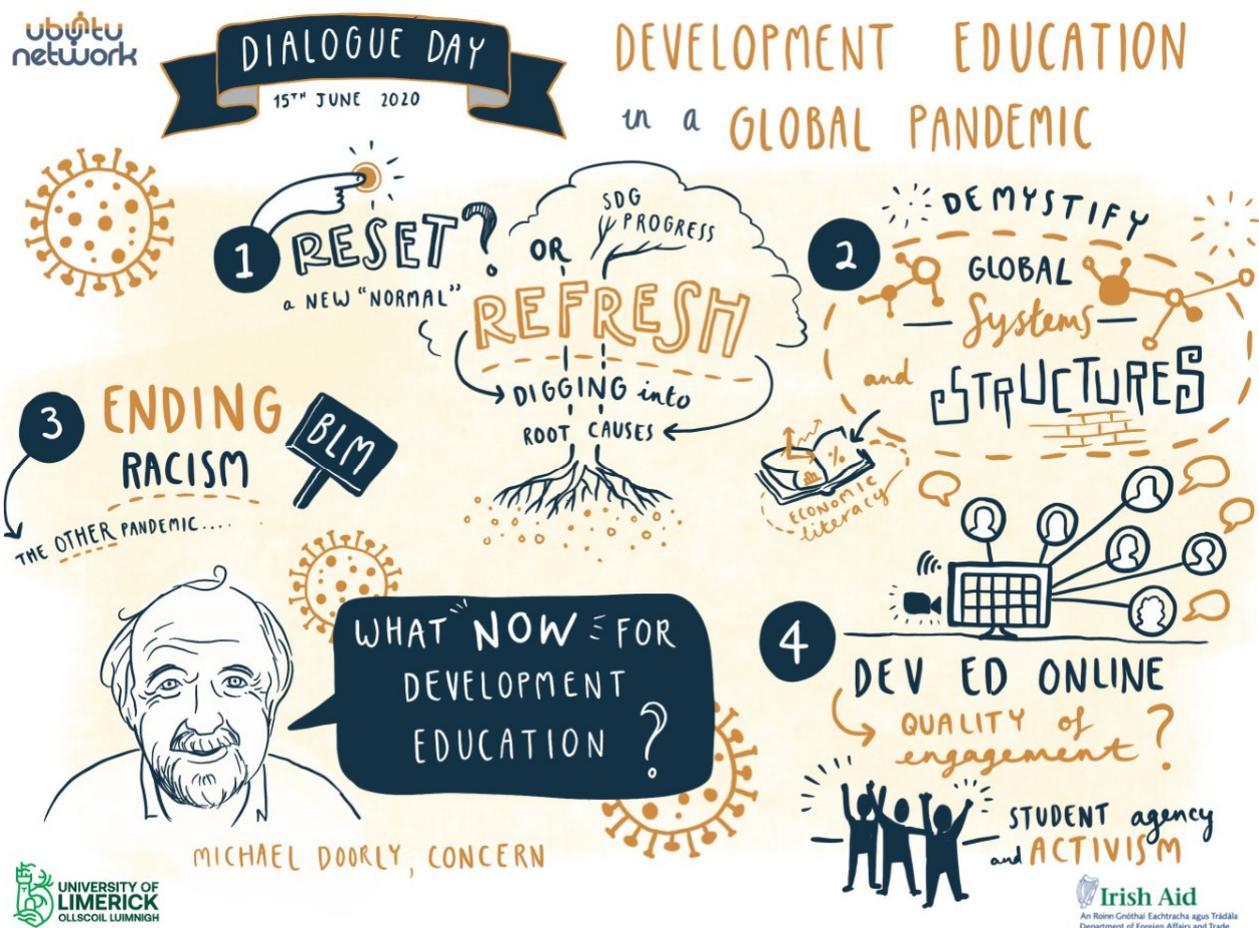
## Dialogue Topic 1 – what next for Development Education?

### KEY QUESTIONS

- What do we see as the role of education in the current crisis?
- What role has local and global citizenship played in understanding and responding to the crisis?
- Is Development Education justified now/pushed to the periphery/more important than before? Should we communicate this, and to whom and how?
- What assumptions about Development Education has this caused us to question?

**Presentation...** Michael Doorley, Concern Worldwide provided an input outlining four key observations about the current Development Education landscape from his perspective.

These are illustrated and summarised below.



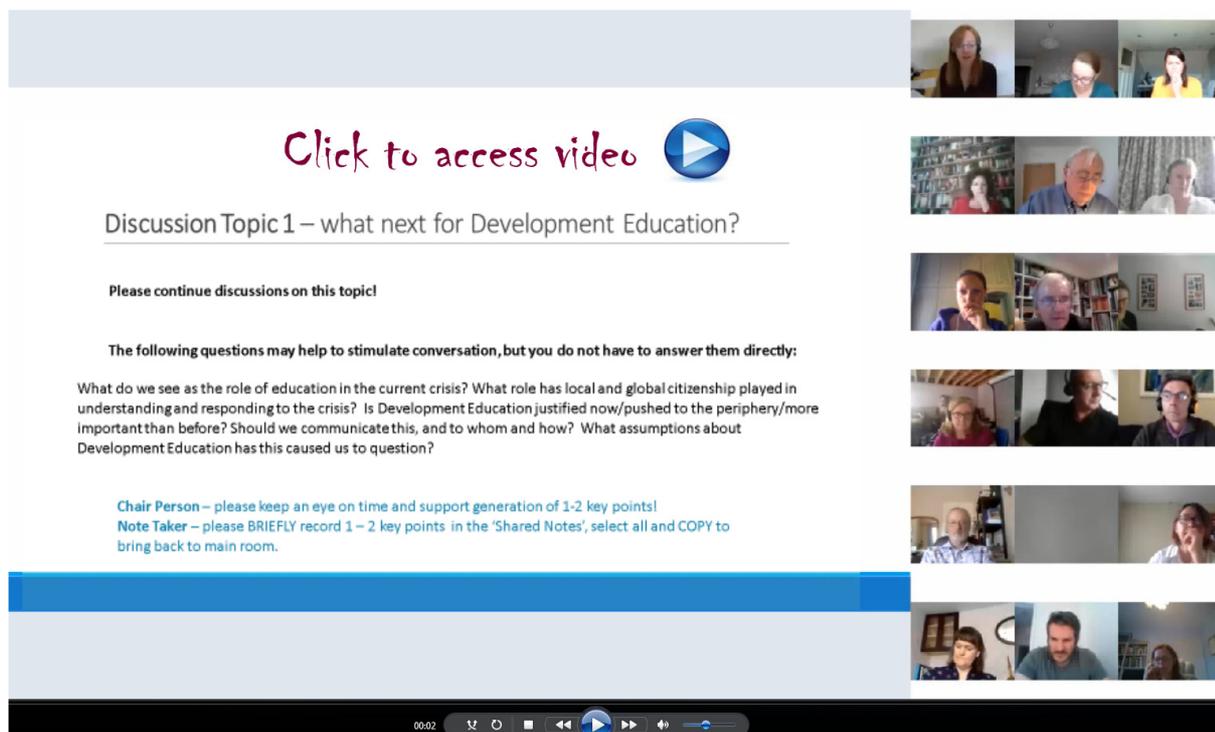
**Point 1: Reset of refresh things:** The pandemic offers us the opportunity to ‘reset of refresh’. Reimagining the future...to not go back to the old normal, but start a new normal. Some things do need a reset, the old model does not work e.g. our attempts to tackle inequality, poverty, homelessness, hospital waiting lists, hunger and conflict and climate change.

Arguably, we don't need to restart Development Education – if anything, the pandemic has reinforced the importance of Dev Ed – the values, the rights, the justice issues that we have been highlighting. We see in the pandemic that yet again, the poor, elderly, disadvantaged that have been most adversely effected by the pandemic. However, we do need to refresh our Development Education narrative - we have become too focused on progress to meeting the SGDs rather than the obstacles that stand in the way – the root causes of poverty and inequality

**Point 2: Global Systems and structures** – referencing President Michael D. Higgins, we need to consider the need to create the ‘economic literacy’ that demystifies systems that are often presented as too complex to understand... this enables us to hold people accountable for inequalities. Addressing the questions – why have so many got so much, while so many have not enough? We need to look at systems such as trade, debt and food systems – to achieve balance between economic, social and environmental needs.

**Point 3: The other pandemic – racism:** How will real and lasting change be brought about? After the killing of George Floyd, will things be different? Looking to history, we might say not. Again, it is about systems and root causes

To hear the presentation in full (9 mins), click on the link - <https://youtu.be/88Hs-H-5ptY>



The screenshot shows a Zoom meeting interface. On the left, there is a video player with a red 'Click to access video' button and a play icon. Below the button, the text reads: 'Discussion Topic 1 – what next for Development Education?'. Underneath, it says 'Please continue discussions on this topic!'. Then, it lists 'The following questions may help to stimulate conversation, but you do not have to answer them directly:' followed by a paragraph of questions: 'What do we see as the role of education in the current crisis? What role has local and global citizenship played in understanding and responding to the crisis? Is Development Education justified now/pushed to the periphery/more important than before? Should we communicate this, and to whom and how? What assumptions about Development Education has this caused us to question?'. Below the questions, there are instructions for the 'Chair Person' and 'Note Taker'. On the right side of the screen, there is a grid of video thumbnails showing several participants in the meeting. At the bottom, there is a video player control bar with a play button and a timestamp of 00:02.

## Breakout groups followed...

Key points that emerged from the breakout groups were,

### Appetite for Citizenship

- Active citizenry. Need to stand up. Mass movement of change - need to tap into that.
- BLM impact, disproportionate effect of Covid-19 on BAME
- Strong imperative to intervene in racism, foster anti-racist values and activism
- The time is ripe for the issues of dev ed and there will be more appetite for these issues now
- Since 2015...hostility to values that originally taken for granted - how do we take a stronger stance and how are we equipping students to be stronger advocates?
- Big foundation questions in ITE have been overshadowed by economic imperatives, ITE potential - this moment presents an opportunity
- Combine reset with focus on entrenched inequalities at local level. Systems thinking approach. Futures approach. Students connect better if we can focus locally - it makes more sense to them and connects better with them. Many of our students feel it doesn't 'apply to them'. Has DE gone towards transfer of information rather than transformative education?
- Refreshing DE - reflection on essential human qualities, good citizen, how we are with others - critical role. Taken for granted in past - realise can't take these values for granted
- boundaries between adjectival ed's are often artificial; may begin with one issue, but opens out to all ie from intercultural to all global development

### Citizenship in Action

- What role has local and global citizenship played in understanding and responding to the crisis? 'Solution' imperative - those in these roles could look to Ireland Inc. - there is a tension/risk in directions, tensions between local and global citizenship playing going on. Global' - visible inequality - magnified in pandemic

### Wellbeing

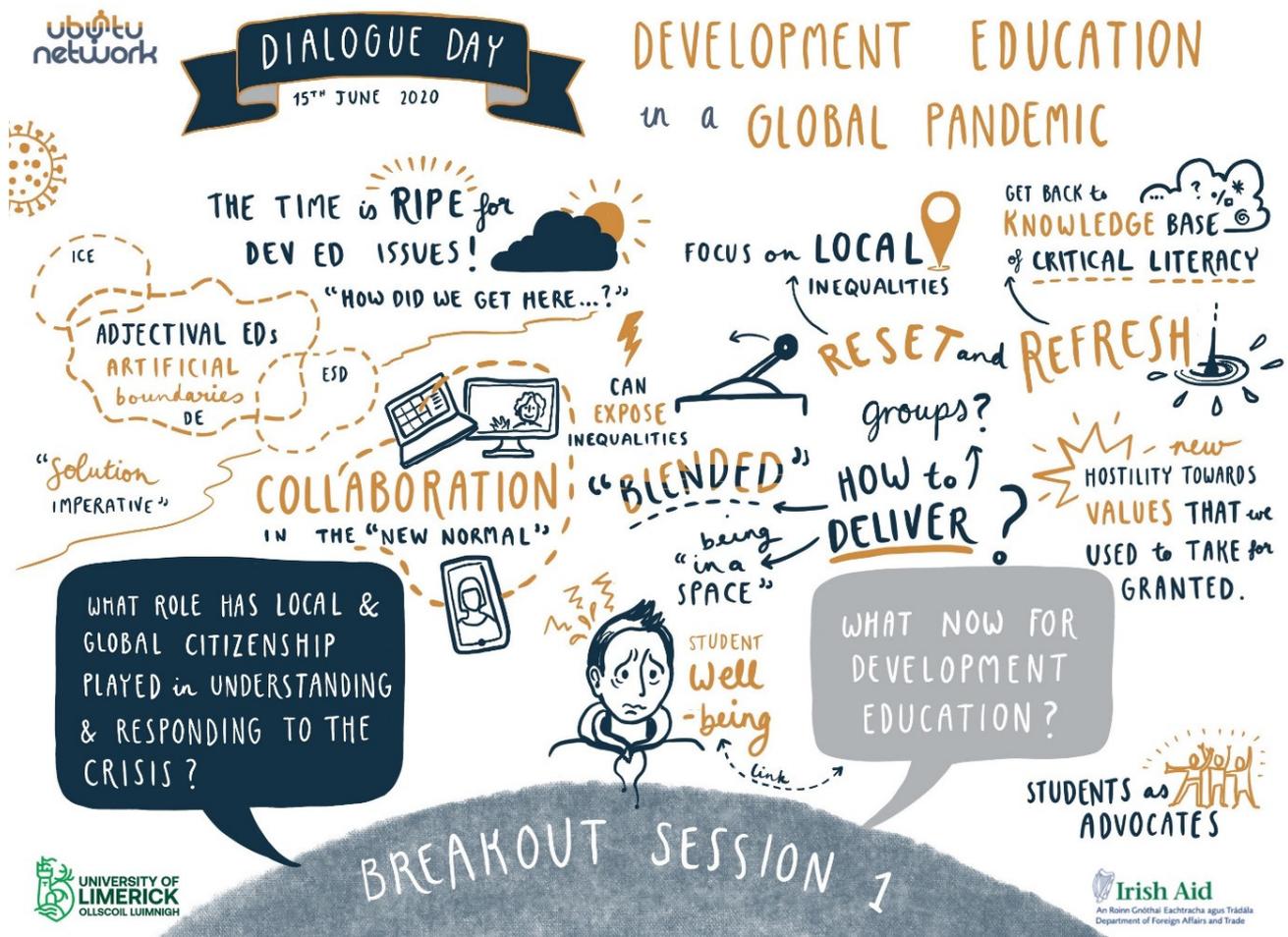
- Wellbeing is a huge issue. There is additional anxiety among students. We are all grappling to get to grips with the current situation!
- Well being - making the link between well-being and DE more strongly

### Changing delivery

- How to 'deliver' DevEd - the blended space may challenge us to replicate the immersive/active learning. Working in groups - how to do this? NCAD - looking at this as a research space - due to not being about to engage in the physical art making processes. Students were asked to develop a literature review. MU - Already doing some DevEd in MU and working towards engaging in critical literacy as core element of the programme. UL - how to be 'in a space' in the experiential nature of the learning, but one opportunity here is linking back to the knowledge base of critical literacy. UCD - sharing learning through the readings

- The methodologies of dev ed lend themselves to a level of collaboration which will be difficult to replicate in this new normal
- The blended space can sharpen inequalities, but the blended learning space can be an advantage to some learners
- In initial teacher education we will lose a lot from not having the same level of face to face contact

A summary of breakout groups in graphic form...



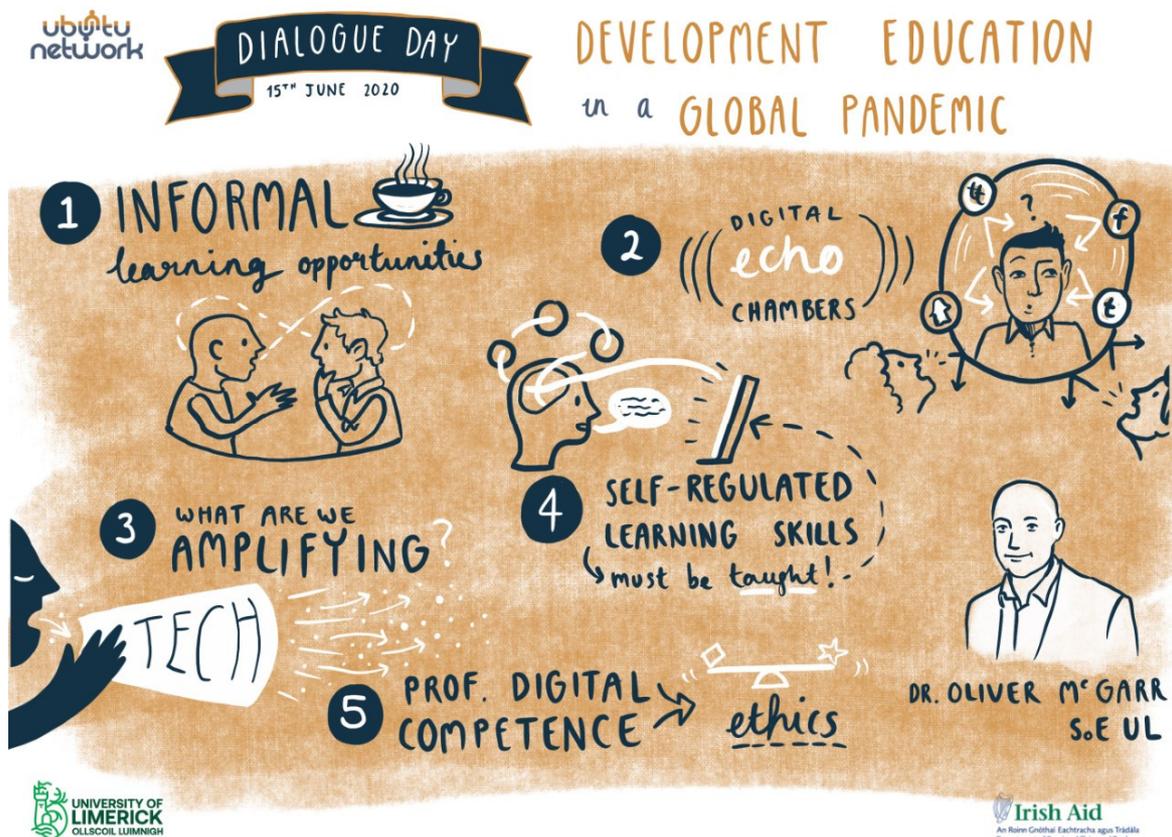
## Dialogue Topic 2 – moving to online delivery: implications for education and for Development Education in ITE

### KEY QUESTIONS

- What assumptions about effective teaching and learning has the crisis and lockdown caused us to question?
- What affordances does online learning offer us and how can we best do it? Have peoples' experiences of online teaching and learning been positive or negative?
- As educators, what are our learning needs in online/blended delivery?
- Has digitalisation of learning brought about a divide in relation to those who have quality access to ICT and those who do not?

**Presentation...** Dr. Oliver McGarr, School of Education, University of Limerick presented five key questions that teacher educators should pose when seeking to support student teacher online learning.

These are illustrated and summarised below.



Key points from presentation were:

**Point 1: Informal Learning Opportunities** - Learning does not only take place in formal learning spaces, it often happens in between these e.g. the after chats. The informal learning experiences play an important role in the social construction of knowledge among student teachers. Our delivery has focused on the formal, without giving thought to the informal. This raises a question – can we facilitate informal interaction for student teachers?

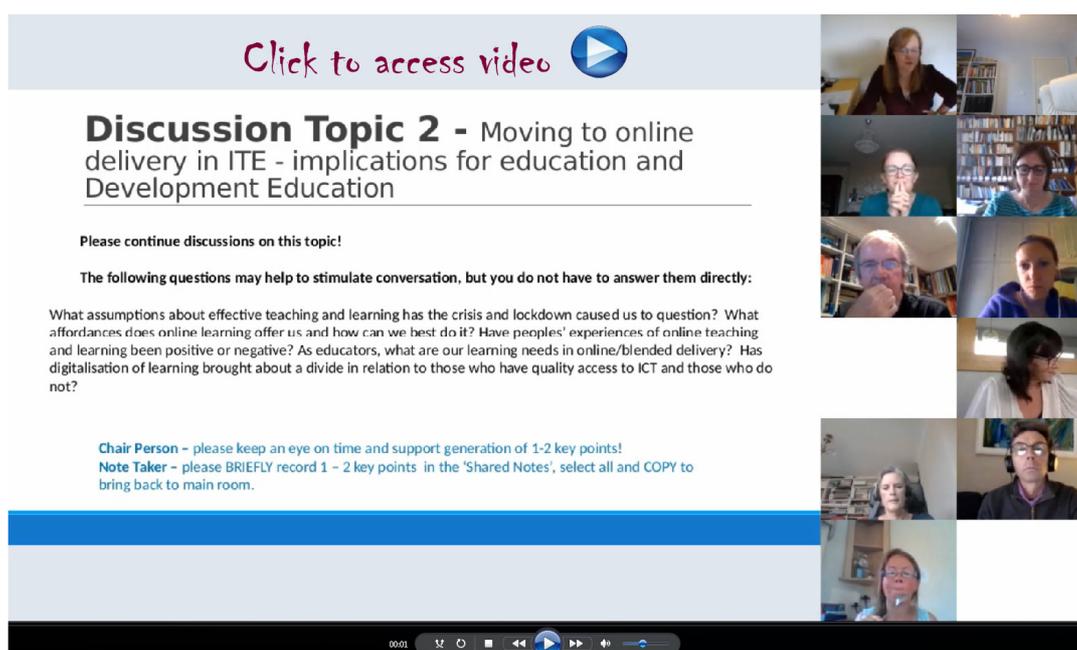
**Point 2: Digital Echo Chambers** - In an online space, we determine who we meet, what we read, what we see – resulting in a digital echo chamber – without challenging worldview perspectives. What is offered by these algorithms is consistent with our current interests and views. Our circle of experiences, people is limited by this. So how do we interrupt these bubbles in which student teachers inhabit.

**Point 3: What are we amplifying?** Technology can amplify what we do already. Therefore, we should consider what we are using technology to amplify – is our practice good?

**Point 4: Self-Regulated Learning Skills must be taught** - We assume students can move into this online space and operate well in it. This requires Self-Regulated Learning Skills, and they need an appropriate environment in which to learn online. How should we as teacher educators integrate the learning of Self-Regulated Learning Skills?

**Point 5: Professional Digital Competence and Cyber Ethics** - One of the key goals of ITE is to ensure that students have competence in digital technologies, using it to teach and learn. We must educate students in cyber ethics. There is a danger that given the rush to online learning what student teachers are experiencing in ICT learning may not be best practice or educationally effective.

To hear the presentation in full (6.5 mins), click on the link <https://youtu.be/f0zReljOmEc>.



The screenshot shows a Zoom meeting interface. On the left, there is a video player with a play button icon and the text "Click to access video". Below this, the title "Discussion Topic 2 - Moving to online delivery in ITE - implications for education and Development Education" is displayed. Underneath the title, there are instructions: "Please continue discussions on this topic!", "The following questions may help to stimulate conversation, but you do not have to answer them directly:", and a paragraph of questions: "What assumptions about effective teaching and learning has the crisis and lockdown caused us to question? What affordances does online learning offer us and how can we best do it? Have peoples' experiences of online teaching and learning been positive or negative? As educators, what are our learning needs in online/blended delivery? Has digitalisation of learning brought about a divide in relation to those who have quality access to ICT and those who do not?". Below the questions, there are roles assigned: "Chair Person - please keep an eye on time and support generation of 1-2 key points!" and "Note Taker - please BRIEFLY record 1 - 2 key points in the 'Shared Notes', select all and COPY to bring back to main room.". On the right side of the interface, there is a grid of video thumbnails showing several participants in the meeting. At the bottom, there is a video player control bar with a timestamp of 00:01 and various playback controls.

## Breakout groups followed...

Key points that emerged from the breakout groups were,

### Learning Shortfalls

- Subject specifications need to address current issues e.g. 'fake news'.
- Distinction between crisis management of IT teaching and learning that happened at the start and what we want to do, which requires looking at pedagogy in relation to online learning.
- Maybe think about pedagogy rather than methodology with a focus on philosophy of education. Teachers as lifelong learners can share their learning experience. Can readdress balance between hierarchies that exist between expert and novice notions of adult/child. Teachers can use their learning experience to teach by example, to show their workings out so to speak and bring collaboration between teachers and students more prominently into the learning space.

### Technological Opportunities and Challenges

- Use of breakout rooms to discuss issues...gives students time to reflect/discuss ... where do I stand...what do I think about this?
- Problems with software/hardware...unable to engage.
- The lens of student is most important. On-line can help to replace lecture setting. Small groups, discussion format. Lectures no more than 10 mins.
- On-line fatigue. More flexibility to recognise student circumstances.

### Informal learning

- Informal experiences are the glue that holds the formal learning experiences together - we do not need to be part of this but need to create the space for students to have it
- That informal learning can be lacking in the digital arena

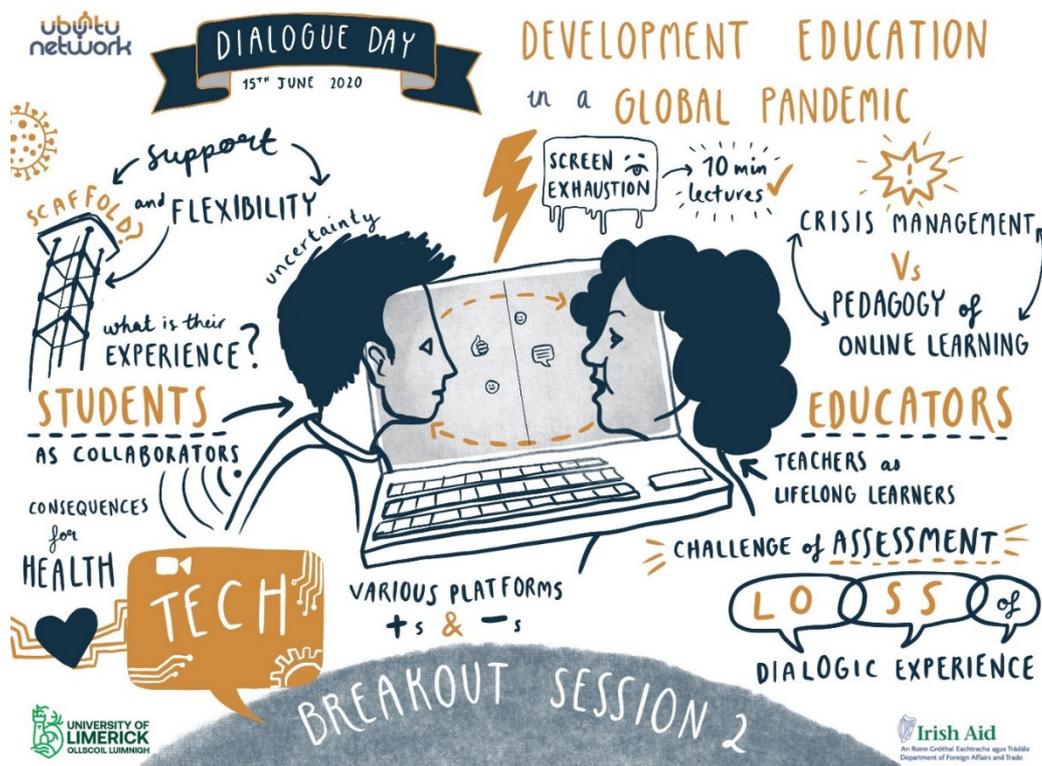
### Challenges of Online learning

- Informal experiences are the glue that holds the formal learning experiences together - we do not need to be part of this but need to create the space for students to have it
- Echo chamber ... when dealing with discussion of sensitive or controversial issues ... dealing with emotional responses ... when the personal, dialogic aspect is different ....
- Part of DE is to value other perspectives - digital echo chamber doesn't help here
- Appropriateness of Zoom and similar platforms for such topics as racism. Implications for teacher.
- Absence of body language and interpersonal signals for teaching. Issue of assessment of student learning in online environment.
- Strengths and weaknesses of various software for provision
- How to look at Dev Ed through an experiential lens – huge scope and trial and error
- Screen tiredness, what is the consequence on health for lots of screen time. Studies show concerns re health for young and old.
- Digital divide – internet issues, rural divide

- Challenges our own digital competence as teacher educators. Assumption in the institution that we are digital savvy. What are the institution infrastructure and supports that we can access? Intuitional support needed for planning and delivering.
- Less emphasis on process within the digital medium, focus on presenting as opposed to learning.
- Break out rooms can be engaging and dialogical spaces.
- Positives of creating online discussion and tutorial spaces engage students Voice.

### Teaching in ITE during Covid

- Looking at the module descriptors; workload, space for reflection - how is this reflected in the student experience - are we communicating the value of this experience ... perhaps hear form us a lot less ....
- ECTS model - independent learning ...opportunity to scaffold and support students in terms of what they need.
- The needs of TEs - School Placement visits ... loss of dialogic experience with students.
- Sum total of the student experience - what will it look like
- For students there is a great deal of uncertainty
- If I am delivering lectures need to connect with colleagues to ensure mentoring of the work load and aware of the demands put on students.
- Careful of the framing of our learning, just focusing on exactly what we need as individuals (neo liberal framing)
- Complexity of not having a community of learnings established when the PME programme begin.
- Assumption that Pre service teachers are full time - need to challenge our assumptions
- Teaching online raises questions about our Identity of Teacher Educators - do we value the 'performance' or teaching and learning



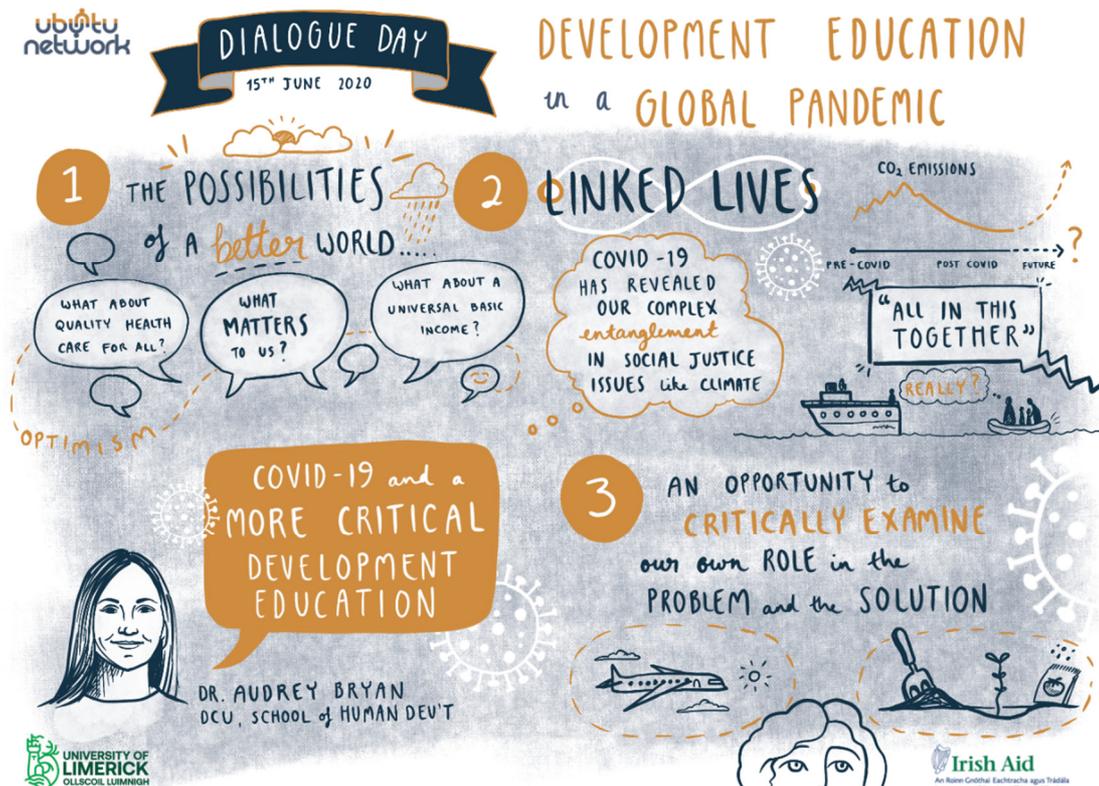
## Discussion Topic 3 – How can we use the experiences of COVID-19 to achieve more critical Development Education?

### KEY QUESTIONS

- What do we value in society and how did our responses (national, local and individual) demonstrate this?
- How were political decisions made? What significance does this have?
- Arising from the crisis, what insights have we gained about equality and sustainability in society and in education?
- What insights have we gained into global interdependence? What tensions have arisen between local and global responsibilities and duties?
- What have we learned about the role of news and the media in responding to the crisis?
- What critical questions would we like our students to ask as a result of their experiences?
- How do we translate the learning from Covid-19 onto other global crises e.g. climate change, inequality.
- What does the crisis mean for the ‘green agenda’ and its economic viability?

**Presentation...** Dr. Audrey Bryan, DCU presented five key questions that teacher educators should pose when seeking to support student teacher online learning.

These are illustrated and summarised below.



Key points from Audrey's presentation were,

**Point 1: Air of Hope that a better world can emerge** - Optimistic that a better world can emerge out of this crisis. Very high levels of support for a universal basic income. At least the pandemic has called on us to question what matters to us. What we value, as well as the renewed acknowledging of our vulnerabilities, and the need to better protect the environment. Global out pouring of discourse on the construct of 'white privilege' in public spaces and in public consciousness. Not unproblematic how it is being presented, however this is positive.

**Point 1: Linked Lives** - How we live interdependently, and how the pandemic has epitomised this reality. Some would say Covid is the great leveller, yet it has a disproportional effect on the vulnerably – the elderly, those in institutions. However by virtue of our humanity we are all vulnerably to and effected by it, and so this allows for discourse on the notion that 'we're all in it together'. [UCC – DCU: DISKS project. Resources are developed – including a resource on the impact of Covid-19 on those in asylum centres].

**Point 3: What does COVID highlight our proximity to social injustices** e.g. climate change and out involvement in a whole range of injustices. Notable is the significant reduction in carbon emissions with the onset of lock down. Some countries reduced their emissions by up to a third. This shows the profound implications of our day-to-day actions on the wellbeing of the planet. We need to look critically and reflexively at ourselves in terms of our responsibility for climate related harms and injustices. We must consider our role as both part of the problem and the solution of global problems.

To hear the presentation in full (10 mins), click on the link – <https://youtu.be/9Rrxwf1Nd74>

Click to access video 

### Discussion Topic 3

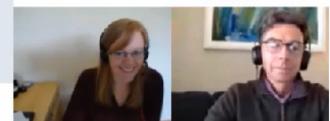
How can we use the experiences of Covid-19 to achieve more critical Development Education?

Please continue discussions on this topic!

The following questions may help to stimulate conversation, but you do not have to answer them directly: What do we value in society and how did our responses (national, local and individual) demonstrate this? How political decisions were made? What significance does this have? Arising from the crisis, what insights have we gained about equality and sustainability in society and in education? What insights have we gained into global interdependence? What tensions have arisen between local and global responsibilities and duties? What have we learned about the role of news and the media in responding to the crisis? What critical questions would we like our students to ask as a result of their experiences? How do we translate the learning from Covid-19 onto other global crises e.g. climate change, inequality? What does the crisis mean for the 'green agenda' and its economic viability?

**Chair Person** - please keep an eye on time and support generation of 1-2 key points!

**Note Taker** - please BRIEFLY record 1 - 2 key points in the 'Shared Notes', select all and COPY to bring back to main room.



## Participants

<b>Name</b>	<b>Institution &amp; Role</b>
<b>Maria Barry</b>	Assistant Professor I School of STEM Education, Innovation & Global Studies; Member of Centre for Human Rights & Citizenship Education, DCU Institute of Education
<b>Hugh Bergin</b>	Education Officer, Self Help Africa
<b>Meliosa Bracken</b>	Department of Adult and Community Education, Maynooth University
<b>Audrey Bryan</b>	Associate Professor of Sociology, School of Human Development, DCU Institute of Education
<b>Maria Campbell</b>	Lecturer, St. Angela's College
<b>Gertrude Cotter</b>	Lecturer in the School of Education, University College Cork and Academic Coordinator of Praxis - UCC Development and Global Citizenship Education Project.
<b>Paul Conway</b>	Professor of Education, School of Education, University of Limerick; Director, National Institute for Studies in Education (NISE)
<b>Mella Cusack</b>	Ubuntu Network Management Committee
<b>Laura Dooley</b>	Education Officer, Educate Together
<b>Michael Doorly</b>	Head of Active Citizenship, Concern
<b>Rachel Farrell</b>	PME Programme Director, School of Education, UCD
<b>Brenda Gallagher</b>	Lecturer, School of Education, NUI Galway
<b>Gary Granville</b>	Chair Ubuntu Network Management Committee
<b>Dorothy Jacob</b>	Education Officer, Self Help Africa
<b>Gerry Jeffers</b>	Education Consultant, formerly MU and Chair of Ubuntu Network Management Committee
<b>Patricia Kieran</b>	Lecturer, Mary Immaculate College
<b>Fiona King</b>	Lecturer, National College of Art and Design
<b>Peadar King</b>	KMF Productions
<b>Keelin Leahy</b>	Course Director and Lecturer of Technology Education at the University of Limerick
<b>Louise Lehane</b>	Lecturer in Education, St. Angela's College
<b>Mags Liddy</b>	Newman Fellow and a Postdoctoral Researcher working on the PINNAcle Project in UCD
<b>Ben Mallon</b>	Assistant Professor in Development and Intercultural Education, School of STEM Education, Innovation & Global Studies, DCU Institute of Education
<b>Elaine Mahon</b>	Capacity Development Programme Manager, Irish Development Education Association
<b>Kevin Maye</b>	Lecturer, Galway Mayo Institute of Technology (Letterfrack)
<b>Karen McArdle</b>	Post Primary Education Officer, Trocaire
<b>Oliver McGarr</b>	Senior Lecturer, School of Education, University of Limerick
<b>Michelle McGarraghy</b>	Director of the Science Programme, St Angela's College, Sligo
<b>Eimear McNally</b>	Eimear McNally Graphic Recording
<b>Kathryn McSweeney</b>	Lecturer, St. Angela's College

**Dialogue Day 12: Development Education in a Global Pandemic, 15/06/20**

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<b>Kathryn Moore</b>	School placement tutor, NUI Galway
<b>Tony Murphy</b>	Lecturer, National College of Art and Design
<b>Aoife Neary</b>	Lecturer in Sociology of Education, School of Education, University of Limerick
<b>Stephen O'Brien</b>	Lecturer in the School of Education, University College Cork
<b>Dermot O'Donovan</b>	Galway Mayo Institute of Technology (Letterfrack)
<b>Joanne O'Flaherty</b>	Lecturer in Education, Micro-Teaching Coordinator, Academic Coordinator Ubuntu Network, School of Education, University of Limerick
<b>Marie Parker Jenkins</b>	Former Professor of Education in the School of Education, University of Limerick
<b>Anne Payne</b>	Education Officer, Civil Society and Development Education Unit, Department of Foreign Affairs and Trade
<b>Marelle Rice</b>	Occasional Lecturer, UCD School of Education and Project Manager, SFI Girls and STEM
<b>Angela Rickard</b>	Lecturer in Education & Programme Leader PME Year 1, Department of Education, Maynooth University
<b>Claire Walsh</b>	Applied Studies Coordinator, Department of Physical Education and Sport Sciences, University of Limerick

