



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

Institution	Project Leader	Key Features of this Project
Galway Mayo Institute of Technology (Letterfrack)	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 University	Angela Rickard	<ul style="list-style-type: none"> • Run a three-day Development Education week for 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. • 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	Fiona King	<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	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, discourse, philosophy and critical issues related to Development Education further enhances student teachers' critical awareness and consciousness. • 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.

St. Patrick's College, Thurles	Nigel Quirke Bolt	<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
St. Angela's College, Sligo	Louise Lehane & Kathryn McSweeney	<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 "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. • <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	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	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>' through lectures on core concepts and opening up the possibility for PME students to engage DE in their formal assessment and research processes; • 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	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

		<p>exploration of teaching methodologies aligning with subject specifications that allow for Development Education themes to be considered.</p> <ul style="list-style-type: none"> • 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	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 development education. • 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.
University College Dublin	Ciaran Sugrue	<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.