

RE-IMAGINING LEARNING

curriculum integration in
the early secondary years

Limerick

13th and 14th May, 2011



Educate
Together

OLLSCOIL LUIMNIGH
UNIVERSITY OF LIMERICK



**Innovation
& Identity**
Ideas for a new Junior Cycle



NCCA

An Chomhairle Náisiúnta Curaclaim agus Measúnachta
National Council for Curriculum and Assessment



SO WHY ARE WE HERE?

The time for change and innovation in Irish education is now. The need to change how we 'do' second-level schooling is becoming widely accepted by educationalists, business leaders and social activists. The question that remains is how.

Surprisingly, many commentators agree on the broad direction in which the system needs to move. There are repeated calls for a more relevant, applied and integrated curriculum; a more learner-centred approach; greater emphasis on critical thinking, communicating and other 21st century skills; better integration of technology into the educational process; and assessment more closely linked to the learning that is essential in our rapidly changing, information-rich society.

Educate Together runs 60 multi-denominational primary schools around the country. Its schools are forward-thinking. They aim to embrace globalisation and the diversity of modern Irish society and teach for critical thinking, active citizenship and environmental sustainability. The organisation has opened 19 new schools since 2007 and is the fastest-growing patron body in Irish education.

Plans are underway for the first Educate Together second-level school. This provides a unique opportunity for Irish society to pioneer important innovations in a 'clean slate' environment. As Educate Together extends its learner-centred and democratic ethos into second-level education, it wants to ensure that this opportunity is fully exploited.

For this reason it invited the NCCA and the University of Limerick to collaborate in 'Re-imagining Learning' - a conversation about early second-level education. The NCCA bring current experience from schools, as well as their national perspective and curriculum expertise. Their Innovation and Identity document in February 2010 asks important questions about the direction our schools should be taking. The University of Limerick, through their research and teacher education programmes, have also been active in exploring new ways of doing things.

Add into the mix interested thinkers, educators, researchers, teachers and innovators from Ireland, Canada, the USA and the UK - and of course students - and we hope we have the ingredients for a thought-provoking forum for sharing ideas, evidence and experience.

Welcome to

RE-IMAGINING LEARNING...

curriculum integration in the early secondary years



Paul Rowe, CEO, Educate Together

Educate Together is planning to open its first second-level schools in the next few years. As a new entrant to this sector, we are determined to seize the opportunity to implement the very best in teaching and learning. This conference discusses one of the core curricular approaches we hope to adopt. Human knowledge is multi-faceted, complex and interconnected. It is not segmented into separate subjects the way that our traditional schools are organised. Integrated curricula, adopting theme and project-based approaches, seem to provide an optimum framework to allow schools to be genuinely 'fit for purpose' for today's young people.

Dr Anne Looney, Chief Executive, National Council for Curriculum and Assessment

Where you position yourself in any re-imagining process is important. A position in the imagination of learners, might yield a view of learning quite different from one constructed in the imagination of teachers. And a position in the imagination of parents, or employers, or university presidents, or economists, might yield several others!

In NCCA, much of our work with school networks, and much of our recent research, has focused on the perspective of the learner in thinking about curriculum, assessment and learning. On www.action.ncce.ie you can see and hear some of these perspectives as learners share their insights into how they learn best, and into what happens when they share responsibility for what and how they learn. It's important to remember that these insights are not wishful thinking. They come from schools and classrooms where re-imagining has moved beyond imagination, into the daily interactions of classroom learning and school life. Moving from these local innovations to system-wide change is not easy, but these classrooms show what is possible.





Dr Roland Tormey, Lecturer in Practitioner-based research and Head of Department, University of Limerick

Learning is the reason that we are involved in teaching, so taking the time to re-imagine learning is well worth the effort. If we understand how people learn, we will begin to understand how we need to approach teaching and schooling.

Some years ago, the American Psychological Association asked what we really knew – after over a hundred years of scientific research – about learning. The outcome was a book called *How Students Learn: Reforming Schools Through Learner-Centred Education* and it focused attention on five key ideas:

1. What we learn builds upon what we already know. If we try to start learning with abstract ideas (rather than with what people know and can have experience of) it is far more difficult to successfully learn.
2. Learning is aided by people learning how to learn; that is, by people learning to plan their own learning, to check their own learning, and to reflect upon their own learning.
3. Intrinsic motivation and emotion plays a significant role in the learning process.
4. Learning tasks need to be appropriate for the individual and for their stage of development.
5. Learning is a social activity in which both the goals of learning and the means of learning are tied to the culture of the learner.

The ideas seem simple – even obvious – but are potentially radical in their implications. What would schooling look like if it focused on learning how to learn? How would it be different if the enjoyment of learning was at the heart of what we do? How can we pay attention to the social organisation of collaboration in learning in a world in which people are assessed as individuals?

Re-imagining learning is a wonderful opportunity to engage with these question and others and it is one that we in the Department of Education and Professional Studies, University of Limerick are delighted to be involved with.

OUR KEYNOTE SPEAKER



Professor John Portelli, University of Toronto

Student Engagement and Democratic Values- Challenges and Possibilities

Friday 13th May - Morning

John P. Portelli is Professor, Co-Director of the Centre for Leadership and Diversity, Department of Theory and Policy Studies at OISE, University of Toronto. His research and teaching focus on: democratic values and educational policy, leadership and pedagogy; student engagement and the curriculum of life; standardization, equity and “students at risk”. He has published eight books (including two collections of poetry). He has been involved in three major national Canadian projects: His latest book, co-authored with Rosemary Campbell Stephens, is entitled *Leading for Equity* (2009).

Based on several Canadian studies and referring to other studies in the English-speaking world, Prof Portelli’s talk will clarify the connections between student engagement and democratic values and dispositions. It will identify the constraints that current emphases on standardization or one size fits all mentality, excessive competition, and narrow uses of accountability and instrumentalism have created for genuine student engagement. It will propose a more meaningful view and practice of student engagement based on a “curriculum of life” that challenges the deficit mentality associated with the one size fits all mentality.

While this talk will critically reflect on big and crucial questions about the aims of education, it will also offer examples of positive possibilities based on the mentioned studies.

OUR FRIDAY MORNING SPEAKERS

13th May



Dr Emer Smyth, Programme Coordinator at the Economic and Social Research Institute (ESRI)

Junior Cycle Education: Insights from Students

Dr Smyth has conducted a number of research studies on school organisation and process, emphasising the importance of student voice. She has been leading a longitudinal study of second-level students, which has explored the factors influencing young people's engagement in school, early school leaving and educational performance.

This presentation draws on the Post-Primary Longitudinal Study to discuss student experiences of junior cycle education. The study identifies the ways in which schools can make a positive difference to student engagement in learning and raises broader issues about the current system, highlighting the way in which the presence of the Junior Certificate exam influences the nature of teaching and learning. The study thus provides an important evidence base for re-imagining and reshaping learning in the future.

Dr Jim Gleeson, Senior Lecturer at the Department of Education and Professional Studies at the University of Limerick
Curriculum integration in the context of Irish education: putting Humpty-Dumpty together again?

Dr. Jim Gleeson is a Senior Lecturer at the Department of Education and Professional Studies at the University of Limerick (UL) where he was Head of the Education Department from 1991-1995. He is Course Leader for the Master's in Education Leadership and has extensive experience in curriculum development, working as Project Leader of the SPIRAL 2 project on Transition from Adult to Working Life and the Leaving Certificate Applied. He has been responsible for the external evaluation of various curriculum projects including 'European Studies' and 'Exploring Masculinities'. He is Director of the Curriculum Evaluation and Policy Research Unit at UL and supervises post-graduate students at doctoral and Master's levels.

This paper considers the historical treatment of curriculum integration in Irish primary and post-primary education in the context of prevailing curriculum ideologies. Key themes include the meaning of integration, the hegemony of subjects, the dominance of the technical paradigm, the associated fragmentation and the implications for curriculum, learning, assessment and teacher professionalism.



John Hammond, Deputy Chief Executive of the National Council for Curriculum and Assessment
A New Framework for Learning in Junior Cycle

John Hammond is Deputy Chief Executive of NCCA, with overall responsibility for areas of work and developments in post-primary education. His background is in teaching, curriculum development and he has also led the implementation of a number of national initiatives in education.

In recent weeks, the reform of junior cycle has received a lot of attention in the media and beyond. This presentation presents an outline of the advice NCCA is currently completing on junior cycle reform. In the presentation, the rationale for junior cycle change will briefly be revisited, the potential elements of a new Framework for Junior Cycle will be described, and the approach towards realising deep and lasting change discussed.



Candy Beale, Associate Professor at North Carolina State University
Re-imagining Adolescents: Yes, You Can! Yes, They Can! Yes, We Can!

An educator of 43 years, Candy Beale specializes in educating undergraduates about working with and teaching adolescents. A development theorist, Beale helps others see and understand the value and promise of today's youth. Dr. Beale designs curricula that support curriculum integration, the approach that best meets the needs of adolescent learners. A graduate of the College of William and Mary, Duke University and North Carolina State University, Beale is the author of several articles and books about the education of young teenagers and social studies. Much of her work is global in nature, with studies in Russia for the past 15 years.

Who are adolescents and how do they learn best? Dr. Beale will discuss the subject in light of her research indicating that when taught development theories, adolescents learn the “secrets” of growing up, empowering them to make wiser social and academic choices. Dr. Beale will also discuss Gardner’s Five Minds for the Future and its connection to curriculum integration, as well as to the development of 21st century skills, all of which enable students to prepare themselves to play integral roles in our global community.

FRIDAY AFTERNOON



John Lawlor, Director of Bridge21
More of the Same Won't Improve Learning Outcomes- It's Time for Change in Irish Education

John is a Social Entrepreneur with a lifelong commitment to the development of young people and a track record in leading change. Over the last 4 years John has developed the award winning Bridge21 programme, which is a joint venture of the Centre for Research in IT in Education (Trinity College Dublin) and Suas Educational Development and delivers a dynamic learning experience for young people. The programme seeks to lift educational horizons and build 21st Century skills based on a new model of team-based workshops and technology-mediated learning. The model is now being piloted with second level schools in Dublin, across the mainstream curriculum with first year students and teachers being trained in its application. The early signs are very encouraging.

There never was a more important time for change in our education system. Ireland needs to be rebuilt and our current education system is not fit for that purpose. We can use education to fuel the reconstruction of our country just as the Finns did when faced with similar economic challenges in the 1990's. Education is the single area in which we have control on the levers, resources and strategies but we need to mobilise all of the key stakeholders to work together for a new approach.



Ciarán McCormack, Creative Director, FIS (Films in Schools) Project Challenged Based Learning

Ciarán has qualifications in film, television and education. His particular knowledge of education, film and magic has allowed him to develop a unique approach to producing Digital Media programmes for both adults and children. In 2003 he became the Creative Director of the FÍS (Film in Schools) Project. Ciarán is a certified Pro Apps Trainer, Certified Sales Trainer and an Apple Distinguished Educator. He has travelled Europe training CEOs and Educational Leaders on the importance of Digital Media integration.

Ciarán will talk about Challenge Based Learning. He will argue that today's school curriculum presents students with assignments that can lack a real-world context and activities that lead to uninspired projects and end in a poorer grade. Many students either learn to do just enough to get by or they lose interest and drop out. In this interconnected world, with ubiquitous access to powerful technology and access to a worldwide community, new models of teaching and learning are possible.

Ciarán will also deliver a hands-on workshop on Challenge Based Learning with iPads and Macs.

Ann Ryan, Second-level Education Officer Educate Together and Claire Conneely, Development Manager, Bridge21

Piloting Integration: Preliminary Results from the Educate Together Easter Camp

Ann Ryan joined Educate Together in 2009 as Second-level Education Officer. She trained as a secondary teacher of English and Drama in Manchester, England, and has several years' teaching experience in Ireland, the UK and Australia. Ann also supervises PGDE students at NUI Maynooth.

Claire Conneely has been involved with Bridge21 since its inception in 2007. A graduate of Trinity College, Claire has a degree in Music Education, a MSc in IT in Education and is currently pursuing a PhD. She has several years' teaching experience at primary and second level and in informal settings.

The Easter Camp held in April 2011 was a partnership initiative with Bridge 21. Students worked in teams on a theme-based technology-mediated project that aimed to integrate selected subjects from the Junior Cycle curriculum, as well as develop students' Key Skills. Our presentation will discuss aspects of the Camp, drawing on student questionnaires, teacher and observer reflections, and will outline our plans for the next steps in this initiative.

Seán O'Leary, Deputy Director, Special Education Support Service

Seán is Deputy Director of the Special Education Support Service and has created a differentiated resource pack for science teachers. He has supported a number of schools to include students with special educational needs by focusing on differentiation, cross-curricular initiatives, behaviour support, collaborative practice and co-teaching. Seán is presenting in two sessions.

Co-teaching: Professional Peer Support in the Classroom

Co-operative teaching emphasises the value of communication, collaboration and creativity amongst teachers. This presentation will outline various forms of co-teaching and illustrate creative approaches to co-teaching along with a peer support methodology for teachers. In addition, pupil outcomes in one post-primary school will be highlighted.

Science Differentiation in Action: Focus on Literacy.

This presentation will outline various approaches to differentiating learning and teaching for pupils with diverse needs and abilities with a focus on the junior certificate science syllabus. Several practical initiatives will be outlined that support inclusion, such as collaborative practice, cross-curricular opportunities and universal design for assessment.

Moira Leydon, Assistant General Secretary, ASTI Re-imagining Learning - Partnerships and Policy

Moira Leydon is Assistant General Secretary for Education & Research. She represents the ASTI on the NCCA and coordinates educational policy development in the ASTI.

The ASTI and represents over 18,600 teachers in voluntary secondary, community and comprehensive schools and colleges. Partnerships of educational purpose are central to the work of the union. Unprecedented challenges now facing society and education require a rethink of partnerships/relationships in education. Dynamic for change is acutely manifested in review of lower secondary education; in the themes identified as assuring quality in teaching profession and in discourse on how best to improve educational outcomes.

Thérèse Dooley, Lecturer in Education, DCU Fostering a 'conjecturing atmosphere' in mathematics lessons

Thérèse Dooley is a lecturer in Mathematics Education in St. Patrick's College, Drumcondra. While her experience has mainly been in the teaching of primary mathematics, her research interests extend to the teaching of mathematics across the educational system.

In this paper, the RBC ('recognizing'; 'building-with'; 'constructing') framework developed by Hershkowitz, Schwartz, & Dreyfus (2001) is used to analyse and describe the construction of algebraic mathematical knowledge by 5th class primary pupils in a whole-class setting. It will be argued that the development of a 'conjecturing atmosphere' (Mason, 2008) in mathematics lessons is crucial to students' participation in and engagement with the subject.

Susan Donovan, SEN Schools Network A Junior Cycle for Students with Special Educational Needs

Susan Donovan is an Education Officer with the National Council for Curriculum and Assessment since 2005. Susan's responsibilities include Special Education and Inclusion.

The NCCA is working with a network of schools to generate a 'Toolkit' to support teachers in generating level 2 learning programmes for students with general learning disabilities. The work with schools is also exploring how this learning will be recognised through a new national qualification (Level 2) in a junior cycle context.

Nora O'Connor, Assistant National Co-ordinator, Special Education Support Service
Transition from Primary to Post Primary for pupils with Special Educational Needs, Challenges for the Pupils and Strategies for the Teachers

Nora O Connor is currently working with the SESS as an Assistant National Co ordinator and has extensive experience in the area of Special Educational Needs. Nora is seconded from St Mary's Secondary School Nenagh.

Designed for teachers to support students in their transition from primary to post primary, developed in collaboration with Ann-Marie Farrell St Patricks College Drumcondra and coordinated by the Special Education Support Service (SESS), this presentation refers to recent legislation, highlights the challenges for students and the importance of designing a transition programme in individual schools, and suggests activities and strategies to ease the transition phase for students with Special Educational Needs.

Geraldine Scanlon, Lecturer, Schools of Education Studies, DCU
Transition from Primary to Post Primary School: Considerations for pupils with Special Educational Needs (SEN)

Dr. Ger Scanlon lectures in Psychology in the school of education at DCU.

The current presentation will draw on findings from a national project funded by the National Council for Special Education (NCSE) which examined the experiences of pupils with SEN and their parents during their transition from primary to post primary schools in mainstream and special schools settings.

Anne O'Byrne, Lecturer, UL
Inclusive Education at Second Level: A Parent's Perspective

Anne O'Byrne is a parent and member of the Education Faculty in Mary Immaculate College, Limerick. She is also a member of the National Co-ordinating Group for Progressing Disability Services for Children and Young People.

As parents, we want what is best for our children and that includes education. Without question, creating inclusive learning environments poses many challenges. This presentation explores the concept of inclusive education by a parent who is preparing two of her children, one of whom has 'special needs', to enter second level education.

Dr. Carmel Mulcahy and Dr. Charlotte Holland, School of Education Studies, DCU
Developing a Model of Ethical Education for 2nd level Educate Together Schools. Challenges and Opportunities?

Carmel Mulcahy is a senior lecturer in the School of Education Studies, DCU and was Head of School until 2010. Since joining DCU in 1997, she has been part of a team within the school that has developed a wide range of courses at undergraduate and postgraduate level. She lectures in the areas of values, interculturalism, managing diversity and professional skills.

“The key to creating a more sustainable and peaceable world is learning.” Sterling 2010

One of the key challenges underpinning the development of a curriculum for 2nd Level Educate Together schools will be the design, development and delivery of an Ethical Education programme which is consistent with the principles of Educate Together, is true to the philosophical underpinnings of the Learn Together primary programme and yet is open to new emphasis on particular aspects of ethical education. The focus of this paper will be on the particular role of Education for Sustainable Development, the Earth Charter and the articulation of values which lie at the heart of the emerging model of Ethical Education for 2nd level. It will highlight how these same issues, though perhaps articulated in a different manner, were also core to the development of the initial Learn Together curriculum.

In 2001 UNESCO put forward a 4 dimensional model for a sustainable future in the document Teaching and Learning for a Sustainable Future. This model illustrates the different dimensions of sustainability; ecological, social, economic and political which underpin the interconnectedness of the welfare of society and the natural world. A fifth concept devised by Makrakis in 2010 focuses on “learning to transform oneself and society”. Such a model demands a critical approach to teaching and learning which in turn will impact on existing curricula and will have a lifelong impact on students.



Gemma Burford, Research Officer, University of Brighton
Using WE VALUE to clarify, measure and communicate values in schools

Gemma Burford is a Research Officer in Sustainable Development at the University of Brighton and took the lead on the WEVALUE platform. She is also a co-founder of Aang Serian, a Tanzanian NGO promoting intercultural and values-based education in primary and secondary schools.

The WEVALUE assessment system, based on a reference list of 166 values-based indicators, provides a starting point for civil society organizations to clarify their values and communicate them effectively to stakeholders and the wider society. It can also serve as the basis for participatory self-evaluation of processes and outcomes, helping organizations to monitor their progress and identify possible improvements. This type of evaluation can often catalyse transformative learning and sustainable behaviour change. This interactive workshop will introduce the WEVALUE system and explore its application in school contexts, especially in relation to the values ethos of Educate Together.

Gwen Conlon, Lead Instructional Designer
ICT Integration in Second-level Schools

Gwen Conlon is Lead Instructional Designer at ICS Skills and has extensive specialist experience in both Education and Information Communication Technology. Holding a Masters in Education and Training Management her background ranges from Training Delivery and Program Management to Software Development and Instructional Design.

With the objective of supporting the use of technology in the classroom, ICS Skills is delighted and proud to announce the arrival of The ICS Grid for Learning. This is a digital content and learning management service from one of the world's leading educational publishers, Cambridge University Press in collaboration with ICS Skills.

FRIDAY AFTERNOON PLENARY



Martin Galvin, University of Limerick
Realising the Moral Purpose and Promise of Schooling in Democratic Societies through Engaging Youth in Community Based Learning and Real World Problem Solving.

Martin currently works with the communities undergoing regeneration in Limerick City on a social inclusion partnership initiative supported by the University of Limerick, the Limerick Regeneration Agency and the Atlantic Philanthropies. Prior to this Martin worked as an educator with the Philadelphia Pennsylvania and the Trenton New Jersey school systems in the US. Martin is a recipient of the University of Pennsylvania's Graduate School of Education 'Educator of the Year Award' and with colleagues and students he has contributed to work recognised by the American Youth Policy Forum and the US National Academy of the Sciences WT Grant Foundation Youth Development Award.

Martin's talk will discuss learning gained from first hand experience of using 'community' as a primary source for learning with secondary school students in a formal education setting; and of engaging youth in identifying, acting on and sustaining a commitment to issues that affect their own community over time. He argues that community-based learning realises the moral purpose and promise of schooling through empowering students to apply subject matter knowledge and skills to real world problem solving, thus engendering the attributes of both an effective learner and citizen. His talk will explore the theoretical underpinnings and evidence base behind this approach to schooling, as well as some of its implications for practice from the perspective of school organisation, leadership, teacher development, curriculum design and school-community partnerships.

Dr Conor Galvin, UCD College of Human Sciences
Five Re-Imagined Spaces for Teaching & Learning in these Times; the Rough Magic of a Better Second-Level Experience

Conor Galvin is a Lecturer and Researcher at UCD Dublin College of Human Sciences where he works on various education, development practice, ICT and research methods programmes. He speaks regularly at conferences and events (nationally and internationally) on education policy, the politics of education, new literacies, and technology enhanced learning.

Change brings its challenges but also opportunities to call into being new realities.

Educate Together has started a process that can open-out certain key educational spaces that have not always been as closely examined as they might. These include - among others - spaces within (and around) pedagogy, curriculum, physical facility, ethos, and the common good. This paper seeks to raise some possibilities for each of these 'core five' and also to foreground some problematic aspects that need early and thorough addressing if the promise of a unique and meaningful ET secondary provision is to be fully realised.



SATURDAY MORNING



Dr. Lori B. Holcomb, North Carolina State University.
Re-Imagining Education to Prepare Students for the Global Workplace

As Assistant Professor of Instructional Technology, Dr Holcomb's research focuses on the integration and evaluation of instructional technologies into an educational setting and distance education. More specifically, her current research examines the design, integration, and evaluation of emerging technologies into teaching and learning practices. Dr. Holcomb earned her PhD in Cognition and Instruction from the University of Connecticut.

Dr. Holcomb's presentation will re-examine how curriculum integration is used to prepare students for the global workforce. Classroom ready, curriculum integration projects that use emerging technologies in support of 21st century skills will be highlighted.

Karen Rectanus, Exploris Middle School
From the Ground Up: Building an Interdisciplinary Theme in an Interdisciplinary School

Master Teacher Karen Rectanus has been teaching at Exploris Middle School since it opened in 1997. Rectanus is an authority on the use of curriculum integration and much sought after for her expertise in the field and her unique and successful teaching approach. Her school, Exploris, is a public charter school located in the heart of downtown Raleigh, North Carolina. The curriculum at Exploris is based on an interdisciplinary instructional approach. Without textbooks (except for math), the teachers involve their students in inquiry-based learning through themes. The themes engage students in current, complex, and relevant issues that incorporate not only all academic disciplines, but also civic action. Originally from Texas, Karen moved to Tripoli, Libya, as a teenager and attended schools in Vienna, Austria, and Istanbul, Turkey. She has degrees from the Universities of Wisconsin and Kentucky and has taught in Saudi Arabia, England, and Spain.

Mrs. Rectanus's session will concentrate on the process used by the staff at her school to plan integrated curricula using a broad-based thematic approach. Decisions are made taking into consideration state and national requirements, student questions, teacher interests, and current issues. Examples of curricula used in the past will be provided.



Derek West, Arts and Education Officer

Precariously Poised – the Place of the Arts in the Post-Primary Curriculum

Derek West, former Principal of Newpark Comprehensive School is Arts & Education Officer for the National Association of Principals and Deputy Principals [NAPD], with particular responsibility for its publications.

Derek West reviews the low status of the arts in second-level education system and makes a case for increasing the footprint. He outlines some of the current initiatives to raise awareness of the value of creativity and imagination and to increase the participation of young people in the arts.

Donna Ivers and Laura Cody, Teachers, St Brigid's College, Callan.

Embedding key skills across teaching and learning - one school's experience.

Donna Ivers and Laura Cody are teachers in St Brigid's College, Callan, Co Kilkenny. Donna is the coordinator of the key skills project within the school.

This workshop will tell how a whole school approach to embedding key skills within the curriculum has happened within St Brigid's College and what has been the impact of that for both teachers and students.

Declan Kelly, Teacher, John Scottus School

Problem Based Learning in 1st Year - Redesign of the school Menu

Declan Kelly is currently a teacher in John Scottus School, and is interested in problem based learning and the application of technology to the learning environment. He holds a PhD in Computers from TCD, and previously worked in the National College of Ireland.

Last September, 1st years were asked to re-design the school lunch for whole school. This project given to the 1st years is an example of how project work and problem-based learning is being used to encourage students to become active participants in their own learning.

Celine Healy, Marie Clynes, Sheelagh Drudy and Marie Clarke, School of Education, UCD

Approaches to active learning in Dublin second level schools

Celine Healy and Marie Clynes are Post-Doctoral researchers at UCD School of Education; Sheelagh Drudy is Emeritus Professor of Education at UCD School of Education; Marie Clarke is Head of School at UCD School of Education.

Experienced teachers in a sample of 27 Dublin second level schools of all types were interviewed to obtain their perceptions of the dominant approaches to teaching and learning within each of their respective schools. While many of them would favour more active approaches they perceive considerable organizational and system barriers to methodological innovation.

Maria Garvey, Associate Regional Advisor, Professional Development Service for Teachers

Cooperative Learning - A pupil centred approach to active team based learning

Maria Garvey is an associate Regional Advisor with the Professional Development Service for Teachers and an Educational Consultant. She specialises in Cooperative learning ,Peer Mediation programmes and identification and resolution of bullying.

Cooperative Learning(CL) combines classroom management structures with teaching / learning methodologies. These involve students working in small teams to help each other to learn. Students are taught teamwork skills alongside academic material.A significant body (over 40 years) of research has found increased academic achievement, psychological adjustment and more positive heterogeneous relationships where CL is implemented.

Brendan MacMahon, Seán Ó Grádaigh and Sinéad Ní Ghuidhir, Lecturers, Schools of Education Studies, NUI Galway

Digital Media Supporting Language and Literacy

Is léachtóirí iad Sinéad Ní Ghuidhir, Seán Ó Grádaigh and Brendan Mac Mahon i Scoil an Oideachais, Ollscoil Éireann, Gaillimh. Their research interests include Drama in Education; CLIL; Educational Technology; and Literacy.

This presentation will illustrate how digital media can facilitate both the integrated teaching and learning of languages and subject content (CLIL), as well as the promotion of literacy as a central aspect of subject pedagogy at second level.

Neil Butler, Teacher and Post-graduate Researcher

Online Games and Problem-solving

Background in Pure Maths and Theoretical Physics. Currently teaching mainstream and learning support maths and applied maths in Pobailscoil Iosolde, Palmerstown. Educational interests: music and maths; problem solving.

Rationale for and reasoning behind using on-line games as an educational tool. What do we want to achieve from this that we cannot achieve using traditional means? This talk will present benefits, strategies, examples and advice on growing your resources.

Steven Daly, Camara Ireland and John Dalton, JDIT
Using Google Apps in the Classroom

Steven joined Camara Education in 2010 and is responsible for expanding Camara's operations into Irish schools. Camara is a volunteer organisation dedicated to using technology to deliver education more effectively to disadvantaged communities worldwide. Steven is responsible for the delivery of an affordable package of laptops and training to disadvantaged primary and secondary schools in Ireland. John started his own company last year, JDIT, after 12 years working in the IT sector in Ireland and abroad. He is a technology consultant with a keen interest in the role technology plays in education and likes to work with schools to advise and train teachers/students in the use of ICT.

This workshop will introduce attendees the suite of free online applications that Google offer to schools. Attendees will get a demonstration of the core functions of Google Apps and their role in bringing better communication and increased collaboration to the classroom. Attendees will then be 'let loose' to try their hand at their own mini collaborative projects to see who can come up with the best results!



Aidan O'Connell, Amy Curtin and Eoin O' Connor, Davis College, Mallow

Career Vision - The Road to Economic Recovery

Aidan O'Connell, Amy Curtin and Eoin O' Connor are fifth year students at Davis College. They completed this project as part of their Young Social Innovators (Y.S.I.) project whilst in Transition Year. Y.S.I. asks students to identify a social issue and subsequently endeavour to tackle it. The students chose unemployment as their issue of choice as a lot of their own parents/guardians had found themselves without work.

The students' project incorporated a four-fold response to the issue of unemployment. Firstly, the students co-ordinated a voluntary work placement scheme where they linked those unemployed locally with various enterprises and organisations. They also organised a Career Vision Expo which saw both local and national, community and voluntary organisations come together under the one roof to disseminate relevant information to those who wanted to up-skill or retrain. This Expo looked at unemployment from an emotional, social and financial viewpoint. Subsequently the students produced a DVD which highlights the emotional ramifications of unemployment and asks their peers to emulate such a work placement in their own locality. Finally they also produced a booklet/ a guide which details information pertaining to drafting effective cover letters and CVs and those all important interview tips. The students' work offers an excellent example of a locally-inspired student-led project which offer enormous potential for learning across the curriculum, from maths and technology, to literacy and business studies and beyond. There is also clear potential for the development of a range of key skills through this work.