



Professional Development | An tSeirbhís um Fhorbairt  
Service for Teachers | Ghairmiúil do Mhúinteoirí



An Roinn Oideachais  
agus Scileanna  
Department of  
Education and Skills

# Politics and Society

@PDSTie

@PDST\_PolAndSoc

# Online CPD Norms

Time keeping

Audio

Video

Raise hand

Chat function

Confidentiality



***The PDST does not give permission for this CPD event to be recorded***

# PDST Supports

PDST  
Supports

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graph TD; A[PDST Supports] --> B[Seminars]; A --> C[Webinars]; A --> D[PLCs - Professional Learning Communities]; A --> E[School Visits]; A --> F[PDST Website]; A --> G[Scoilnet]; A --> H[PDST Digital Technologies];
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Seminars

Webinars

PLCs -  
Professional  
Learning  
Communities

School  
Visits

PDST  
Website

Scoilnet

PDST Digital  
Technologies

# PDST Blended Learning

The image shows a screenshot of the PDST website's 'Blended Learning in the Post-Primary Context' page. The page has a dark blue background. At the top left is the PDST logo and the text 'Post-Primary'. At the top right is a navigation menu with 'Home', 'Models', 'Digital Platforms', 'Planning', and 'Practice', each with a dropdown arrow, and a search icon. The main content area features the title 'BLENDED LEARNING IN THE POST-PRIMARY CONTEXT' in large white capital letters. Below the title is the PDST logo and the tagline 'Digital Technologies for Teaching, Learning and Assessment'. On the right side, there is a cluster of colorful circular icons representing various subjects and technologies, including a globe, a flask, a smartphone, a computer monitor, a graduation cap, a cloud, a calculator, a molecular structure, a microscope, a book, a laptop, and a speech bubble. Below these icons is an illustration of three diverse children (two boys and one girl) standing in front of a large laptop screen that displays an open book.

PDST Post-Primary


Home Models Digital Platforms Planning Practice

## BLENDED LEARNING IN THE POST-PRIMARY CONTEXT

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*Digital Technologies for  
Teaching, Learning and Assessment*






# PDST Digital Support



**PDST**  
Digital Technologies Team

HOME VIDEOS PLAYLISTS CHANNELS DISCUSSION ABOUT

Uploads ▶ PLAY ALL

 <p>Conairí Foghlama Symbaloo 14:53 12 views • 3 days ago</p>	 <p>The Flipped Classroom (As Gaeilge) 1:27 7 views • 6 days ago</p>	 <p>An Múnla Fíorúil Saibhrithe 1:16 7 views • 6 days ago</p>	 <p>Class Dojo Aiseolas éifeachtach a cuir ar fáil 2:36 31 views • 1 week ago</p>	 <p>Bisecting a line 31 views • 1 week ago</p>
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## Learning Paths

A Learning Path is a feature on Scoilnet that enables teachers to select and organise resources from the Scoilnet site into a sequence and share it with their peers or students.

Each Learning Path generates a unique url that can be easily shared or posted on the school website or blog. Learning Paths are also available as downloadable PDFs.



### SAMPLE PDST LEARNING PATHS

- Inequality and the Coronavirus
- Gender and the Irish General Election
- Sustainability and Coronavirus
- Human Rights: European Refugee Crisis
- The Seanad Eireann Elections 2020
- Power and Decision-Making and the Coronavirus
- Coronavirus and the "Other"
- Human rights : State executions
- Key Thinker Revision Hobbes
- Key Thinkers and the Covid 19 Crisis

### Coronavirus and Identity in Northern Ireland

- Key Thinker Revision: Locke
- Key Thinker Revision: Freire
- Key Thinker Revision: Nozick
- Key Thinker Revision: Marx
- Key Thinker Revision: Lynch

<https://www.youtube.com/channel/UCw4hCEEbymzr60QfCU8hf2A>

# Politics and Society

Round 4 Day 2

January 2021



# Seminar Overview

<p><b>Session 1</b></p> <p><b>10.00 - 12.00</b></p>	<p>Learning Intentions Key Messages Padlet</p> <p>Sustainable Development Continued Unpacking Key Thinkers in the classroom Essential Question to Frame Discussion</p> <p><b>Comfort Break - 20 mins</b></p> <p>Using stimuli to make links across the Specification Collecting and Critically evaluating data from research Building Data and Research Literacy</p>
<p><b>12.00- 13.00</b></p>	<p>Lunch</p>
<p><b>Session 2</b></p> <p><b>13.00 - 15.00</b></p>	<p>Formulating and Communicating an argument using evidence Returning to the Essential Question</p> <p><b>Comfort Break - 15 mins</b></p> <p>Reflection “What will I bring back to my classroom?” Learning Outcomes from the day Learning Intentions Evaluations</p>

# At the end of this seminar participants will

have had an opportunity to explore learning outcomes and pedagogies for topics 7 and 8

be able to link a minimum of 2 key thinkers with the topic of sustainable development

have shared and created approaches to building student literacy around data and research

have explored approaches to helping students formulate and communicate arguments based on evidence

have had an opportunity to explore approaches to collect and critically evaluate data from multiple sources

avail of opportunities for collaboration and resource sharing amongst colleagues



# Key Messages

A wide range of participatory and enquiry-focused teaching and learning activities are appropriate for Politics and Society

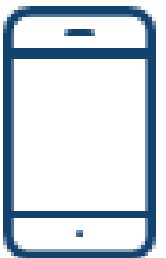
The decisions as to the most appropriate sequence and structure for learning will need to be made by the teacher in light of the needs and abilities of the learners in their class

Developing in learners the skills of analysing and interpreting data is an important objective of Politics and Society

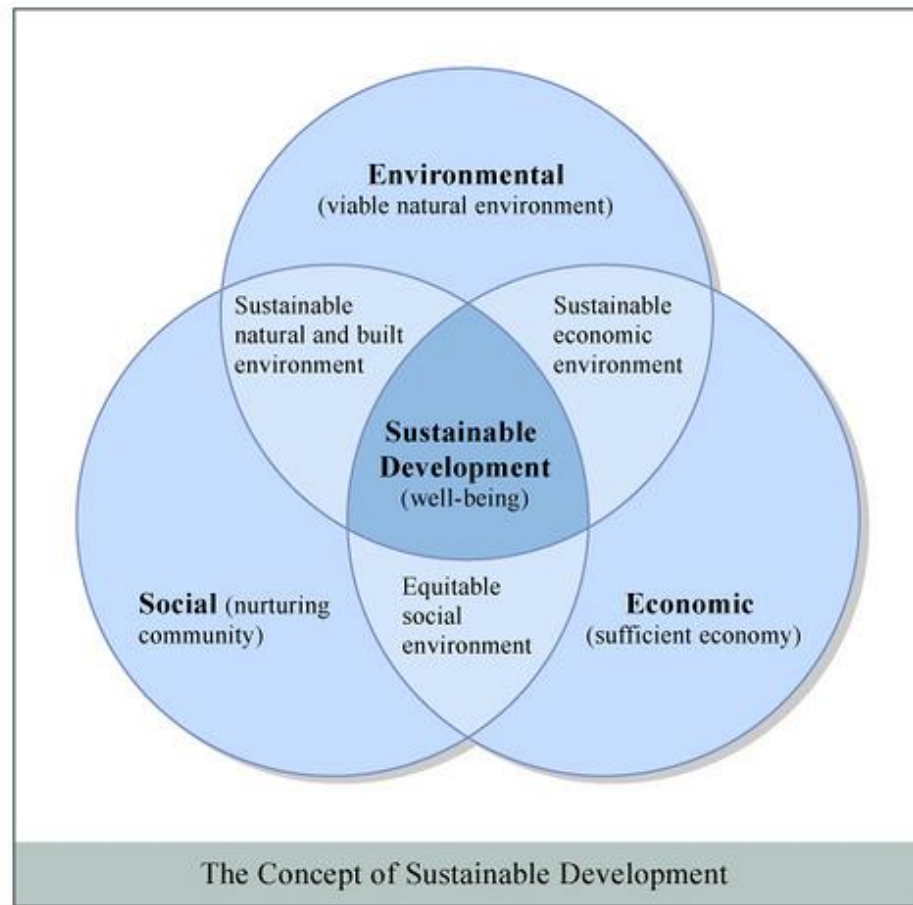
# Padlet - share thoughts, data and evidence based on the essential question



<https://tinyurl.com/PolSocCohort4>



# Revisiting Sustainable Development



Source: Version of this diagram available at <http://www.circularecology.com>

# Unpacking Key Thinkers in the classroom



# Essential question to frame discussion: Whose Earth is it anyway?



# Break



Created by Oleksandr Panasovskyi  
from Noun Project

# Using stimuli to make links across the specification



<https://sustainabledevelopment.un.org/>

# Collecting and critically evaluating data from research



“An experience in collecting and analysing both qualitative and quantitative data can enable learners to understand the use of data in social and political sciences from the inside”.

(Politics and Society Specification, NCCA, P. 16)



# Building Data and Research Literacy



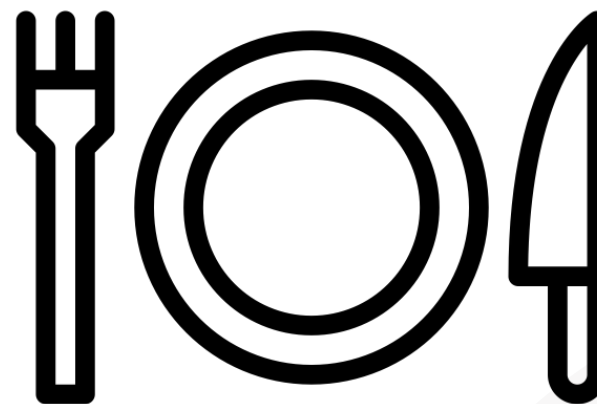
**Mentimeter**



# Lunch



Created by Berkah Icon  
from Noun Project



Created by Kmg Design  
from Noun Project

# Formulating an Argument using Evidence

Education association

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Article
Discussion
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Debate Digest: Teacher-student friendships on Facebook, Law school, Balanced budget amendment, US debt ceiling deal.

## Debate: Is a little corruption acceptable in developing countries?

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### Background and context [Edit] [f] [i] [g]

Public corruption is generally viewed as an obstacle to the development of a country. Many governments, international organisations and aid agencies, as well as donor-states have special agendas to fight the problem. Yet in the countries with high levels of corruption, arguments have been made that because corruption is pervasive it has to have some benefit. While definitely not something to be proud of, public corruption is seen as an unavoidable side effect of development.

### Argument #1 [i] [x] [g] [Edit]

<p><b>Yes</b> <span style="float: right; font-size: 0.8em;">[Edit] [g]</span></p> <p>Corruption reduces bureaucracy and speeds the implementation of administrative practices governing economic forces of the market. Corrupt public officials acquire incentives to create a development-friendly system for the economy. As a result, corruption starts a chain of benefits for all the economic actors, making overregulated obstructive bureaucracies much more efficient.</p>	<p><b>No</b> <span style="float: right; font-size: 0.8em;">[Edit] [g]</span></p> <p>Countries with lower levels of corruption still have efficient bureaucracies and enjoy better economic well-being. Corruption in the public sector is the biggest obstacle to investment, causing misallocation of valuable resources and subversion of public policies. It is also an invisible tax on the poor. GDP levels for deeply corrupted states could be much higher without corruption.</p>
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### Argument #2 [u] [d] [i] [x] [g] [Edit]

<p><b>Yes</b> <span style="float: right; font-size: 0.8em;">[Edit] [g]</span></p>	<p><b>No</b> <span style="float: right; font-size: 0.8em;">[Edit] [g]</span></p>
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# Communicating an Argument Using Evidence

“Data analysis stage, in which learners will collate their evidence, draw conclusions from it, and rigorously check the extent to which their data and research design supports such conclusions”.

(Politics and Society Specification, NCCA, P. 16)

EVIDENCE BASED



# Whose Earth is it anyway?



# Reflection

What actions will I bring back to my classroom?

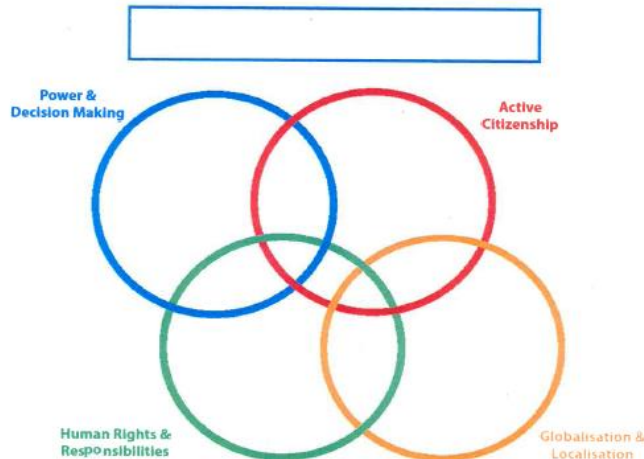
How will I move my class approach to the subject forward?



# Check In: Learning Outcomes

Consider the learning outcomes explored at seminars to date.

Have you explored any other learning outcomes in your classes?



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