



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

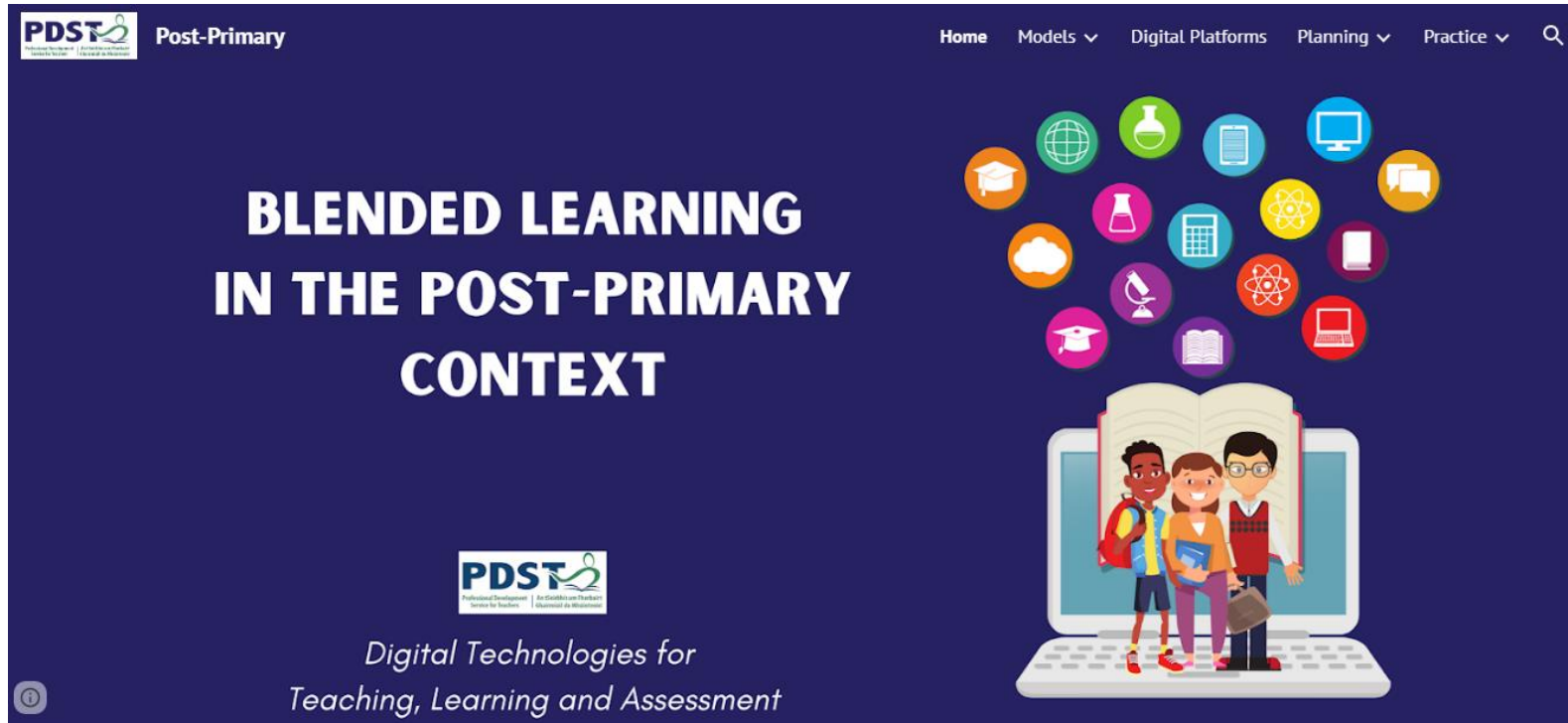
School
Visits

PDST
Website

Scoilnet

PDST Digital
Technologies

PDST Blended Learning



The banner features a dark blue background with white text and colorful icons. At the top left is the PDST logo and 'Post-Primary'. At the top right is a navigation menu with 'Home', 'Models', 'Digital Platforms', 'Planning', and 'Practice', plus a search icon. The main text reads 'BLENDED LEARNING IN THE POST-PRIMARY CONTEXT'. Below this is the PDST logo and the tagline 'Digital Technologies for Teaching, Learning and Assessment'. On the right, a cluster of colorful icons (graduation cap, globe, flask, smartphone, monitor, speech bubble, cloud, calculator, atom, microscope, book, laptop) is positioned above an illustration of three diverse students (two boys and one girl) standing on a laptop screen, with an open book behind them.

PDST Post-Primary


Home Models Digital Platforms Planning Practice

BLENDED LEARNING IN THE POST-PRIMARY CONTEXT

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

*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 3

January 2021



Seminar Overview

Session 1 10.00 - 12.00	Learning Intentions Key Messages Padlet Guest Speaker - Conor Reale - Oireachtas Teacher Sharing: Class speakers/trips/experiences/distance learning Comfort Break - 20 mins Sustainable Development and the making of National policy Topic 8 explored through Sustainable Development Goals Collecting and critically evaluating data from research
12.00- 13.00	Lunch
Session 2 13.00 - 15.00	Global Citizenship resource: Multi Strand approach Digital tools Comfort Break - 15 mins Digital Tools continued Learning Intentions Check In : Learning Outcomes Evaluations

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 the concept of sustainable development with the making of national policy

have shared approaches to making links with outside agencies and accessing opportunities for learning experiences outside the classroom

have explored the use of digital tools to support learning and the preparation of written assignments

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

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

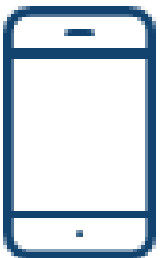
The decisions as to the most appropriate sequence and structure for learning will need to be made by the teacher in light of the needs and abilities of the learners in their class

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



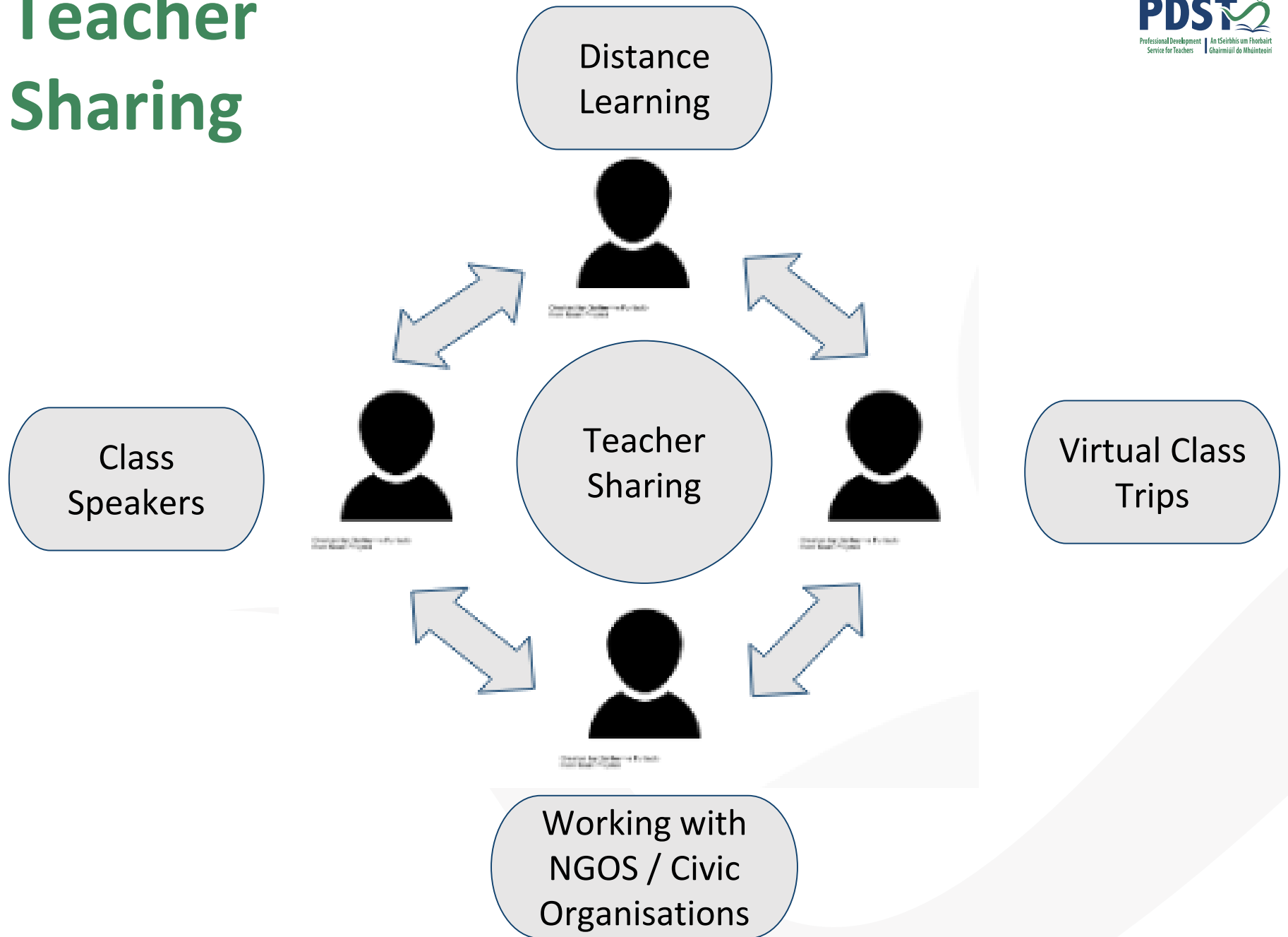
<https://tinyurl.com/PolSocCohort4>



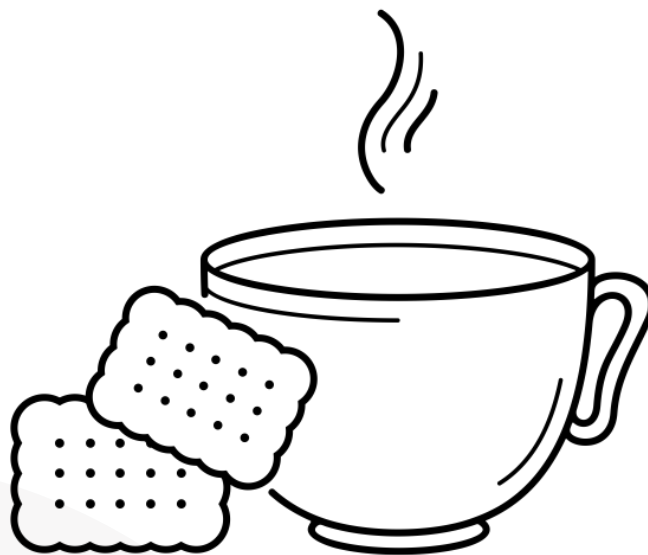
Houses of the Oireachtas: Virtual, Visit and Learn



Teacher Sharing



Break



Created by Oleksandr Panasovskyi
from Noun Project

Sustainable Development and the making of National policy

How do the Sustainable Development Goals influence government policy in Ireland, in relation to:



Data Source:
<https://irelandsdg.geohive.ie>

Collecting and critically evaluating data from research

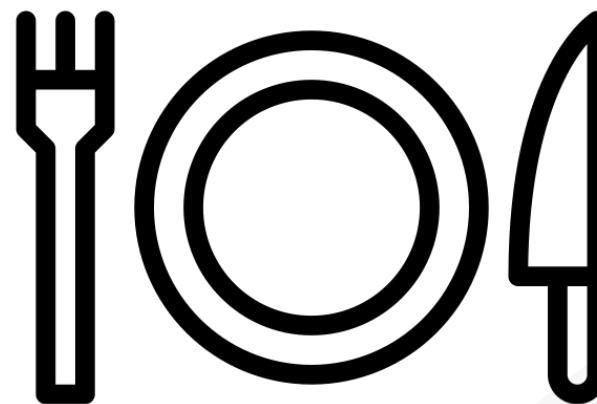
SUSTAINABLE DEVELOPMENT GOALS



Lunch



Created by Berkah Icon
from Noun Project



Created by Kmg Design
from Noun Project

Global Citizenship links across the specification

Knowledge and understanding	Skills	Values and attitudes
<ul style="list-style-type: none"> • Social justice and equity • Identity and diversity • Globalisation and interdependence • Sustainable development • Peace and conflict • Rights and responsibilities • Power and governance 	<ul style="list-style-type: none"> • Critical and creative thinking • Empathy • Self-awareness and reflection • Communication • Cooperation and conflict resolution • Ability to manage complexity and uncertainty • Ability to take informed and appropriate action 	<ul style="list-style-type: none"> • Sense of identity and self-esteem • Commitment to social justice and equity • Respect for people and human rights • Value diversity • Concern for the environment and commitment to sustainable development • Commitment to participation and inclusion • Belief that people can bring about change

(Republic of You - Oxfam - Teachers Overview - Pg. 6)



Oxfam Education
www.oxfam.org.uk/education

SESSION 1: POLICY DECISIONS AND INEQUALITY

Age range: 16 - 18 years

Outline

Learners will play the online game, *Republic of You*, to learn how government policies can affect how equal or unequal a society is. They will explore the impact of such policies on areas such as health, education and the world of work. Learners will then focus more specifically on some of the causes and effects of extreme economic inequality

Learning objectives

- To experience how a leader's decisions affect extreme economic inequality in their country.
- To understand that government policies affect how equal or unequal a society is.
- To know that extreme economic inequality can affect many different aspects of society and can impact lives in multiple ways.
- To identify some of the causes and effects of extreme economic inequality.

Learning outcomes

- Learners will complete *Republic of You* and see how their decisions as leaders have affected inequality in their imaginary nation.
- Learners will have reflected on some of the causes and effects of extreme economic inequality on areas such as education.

Key questions

- How did my decisions affect inequality in my nation?
- What impacts do different policy choices have on extreme economic inequality?
- How does extreme economic inequality affect issues like education?

Resources

- Slideshow
 - Photos for Personal Stories
- Activity Sheets
 - 1a: Advisor's Report - Education
 - 1b: Advisor's Report - Education (Text)
 - 2a: Case Study - Education
 - 2b: Case Study - Education (Text)
 - 3: Personal Stories from Case Studies



Oxfam Education
www.oxfam.org.uk/education

SESSION 2: EXPLORING BIAS

Age range: 16 - 18 years

Outline

Learners will use the issue of inequality to explore different opinions about education policy and how they might be defended. Learners will then consider if the *Republic of You* game makes Oxfam's viewpoint clear and how far Oxfam has gone in addressing potential bias.

Learning objectives

- To think critically about bias through exploring information on extreme economic inequality.
- To understand that inequality can affect many different aspects of society and can impact lives in multiple ways.

Learning outcomes

- Learners will have reflected on the concept of bias.
- Learners will have reflected on the implications of different policy choices.

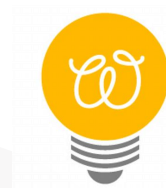
Key questions

- How is information affected by bias?
- What is the impact of information from experts on policy decisions?
- Is there any bias in the game?

Resources

- Activity Sheets
 - 1a: Advisor's Report - Education
 - 1b: Advisor's Report - Education (Text)
 - 2a: Advisor's Report - Education (Other Opinion 1 and Answers)
 - 2b: Advisor's Report - Education (Other Opinion 2 and Answers)
 - 2c: Advisor's Report - Education (Other Opinion 3 and Answers)
 - 2d: Advisor's Report - Education (Other Opinion 4 and Answers)
 - 3a: Case Study - Education
 - 3b: Case Study - Education (Text)
 - 4a: Answers - Education
 - 4b: Answers - Education (Text)

Digital tools to support teaching and learning

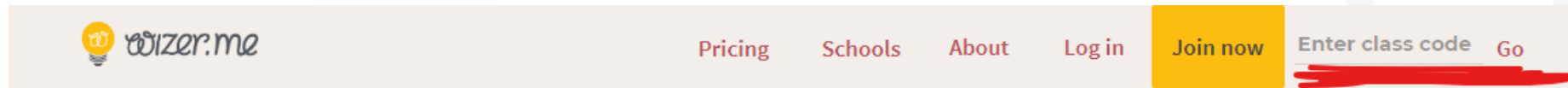


Wizer Me Code and Instructions

Go to app.wizer.me



Insert WIZER ME Code in top right hand side as shown in image. Code: **CXI82M**

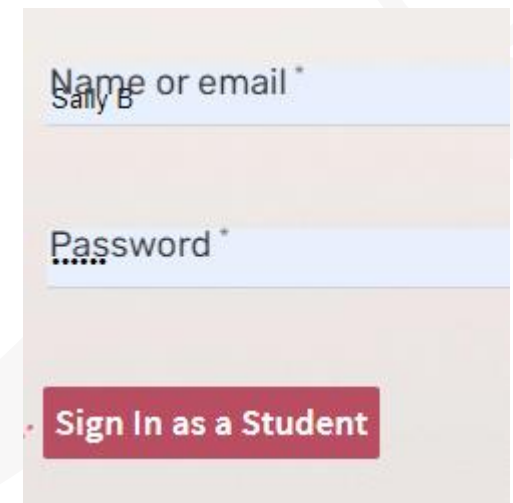


Sign in as a student

Does not have to be your real name.

You need a first and surname - initials will do.

Make up a password and confirm the password.



Tricider Code and Instructions



Go to <https://tinyurl.com/TriciderPolSoc>

Add ideas

Vote on people's ideas

Is a little corruption acceptable in Ireland?

55 days left

[change deadline](#)

Add a description

Share and Invite

Subscribe to updates

Ideas

Yes, because Corruption starts a chain of benefits for all the economic actors, making overregulated obstructive bureaucracies much more efficient.
by Eimear

Pros and cons

[Add argument](#)

Votes

0
Vote

Add idea

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avail of opportunities for collaboration and resource sharing amongst colleagues

Check In: Learning Outcomes

