Development Education & Sustainable Developmental Goals

7.1   Module Overview

Module Number		Module Title	Development Education and Sustainable Development Goals					
Stage of Principal Programme			2	Semester	1	Duration. *(Weeks F/T)*	12	ECTS	5
Mandatory / Elective (M/E)	E	Hours of Learner Effort / Week	2					
Analysis of required hours of learning effort								
Teaching and Learning Modalities			**✓if relevant to this module**		**Approx. proportion of total (hours)**			
Contact Hours								
In person face-to-face			✓		24			
Synchronous								
Indirect/Non-Contact Hours								
Asynchronous								
Work Based								
Other: • independent reading, engagement with VLE, research and preparation of assessments			✓		101			
Total					125			

Pre-Requisite Module, if any. Module # and Title	N/A
Co-Requisite Module, if any. Module # and Title	N/A
Maximum number of learners per instance of the module	120

Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.		
Role e.g., Tutor, Mentor, Lecturer, Research Supervisor, etc.	**Qualifications & experience required**	**Staff - Learner Ratio X:Y**
Lecturer	A minimum level 9 qualification in Politics/Sociology or closely cognate area	1:120

Assessment Techniques – percentage contribution					
Continuous Assessment	100%	**Proctored Exam – in person**		**Practical Skills Based**	
Project		**Proctored Exam - online**		**Work Based**	
Capstone (Y/N)?	N	**If Yes, describe**			

7.2   Minimum Intended Module Learning Outcomes (MIMLOs)

MIMLO On completion of this module a learner will be able to:	Related MIPLO #
1. Show an evidence-based understanding of Critical Pedagogy and Global Development Education.	1
2. Demonstrate an in-depth knowledge of the complex social, economic and cultural challenges societies face including poverty, migration, conflict, human rights abuses, gender and climate change.	2

3. Demonstrate practical skills and competencies in facilitation, classroom planning, digital media skills, ICT-based strategies, and analysing policy documents.	**3, 4**
4. Demonstrate critical self-awareness, the characteristics and values of an informed, ethical and reflective practitioner.	**6, 7, 8**

7.3   Indicative Module Content, Organisation and Structure

Education has a key role to play in global development, from economic growth to poverty reduction, human development, respect for human rights, democracy and peacebuilding, as well as environmental sustainability. This module will examine current debates, policies, and theories of development education to critically engage with local, national, legal, and global challenges using the Sustainable Development Goals (SDGs) as a framework. To do so, it will engage with authors and theories from marginalised communities and will cover a broad range of contexts, including industrial democracies as well as low and middle-income countries, countries in political transition and those countries recovering from armed conflict and/or social unrest.

Module Aims & Objectives:
This module will analyse the interplay of education and the societal challenges presented in each of the SDGs to better understand how education can address global challenges such as poverty, migration, conflict, human rights abuses and climate change in other to promote an equitable and sustainable society. For this analysis, a comprehensive view of development education will be introduced, including a diversity of educational modes (formal, informal and non-formal), a wide range of educational levels (from early years to adult education), pedagogy and teacher education as well as curriculum development educational policy.

Indicative Module Content:
1. Global Development Education: key concepts, policies and pedagogies
2. SDGs (Sustainable Development Goals) and global challenges for education: planet, people, peace and partnerships
3. Decolonizing Development Education
4. Global Development Education across contexts and institutions
5. Teaching and learning for a global, sustainable and equitable world

Current Development Issues & Empirical Case Studies:
Development Discourse; Global Poverty & Poverty Reduction; Human Rights; Sustainable Development; Gender Equality; Human Trafficking; Migration Management; Environment; Conflict and Development; Security and Militarization; Ethnic Conflict.

7.4   Work-based learning and practice-placement *(if applicable)*

N/A

7.5   Specific module resources required *(if applicable)*

N/A

7.6   Application of programme teaching, learning and assessment strategies to this module

The module teaching and learning strategy is based on the core objectives of enabling learners to develop knowledge of power, inequality and political processes while strengthening oral, written and debating skills and competencies news media literacy. The module is also focused on the development of learner capacity to engage in critical evaluation and analysis in a political context.

In keeping with the principles of UDL, material will be made available in a variety of modes on the VLE; text, video, podcast, with lecturer's slides posted the day before so that learners may download in advance, should they wish.

Classroom Resource
Learners will be asked to create a classroom resource (toolbox) for working with a specific group towards a specific action on topic related to development education and the sustainable development goals with feedback. Learners will engage in individual and groupwork, demonstrating an evidence-based understanding of Critical Pedagogy fostering a supportive peer environment (meeting MIMLOs 1, 3, 4).

Presentation
The continuous assessment asks learners to design and deliver a 10-minute presentation based on the classroom resource to their peers. Learners must demonstrate their facilitation skills and their capacity to communicate in both visual and written forms using digital means (meeting MIMLO 4) as well as demonstrate an understanding of the social, economic and cultural challenges facing society (meeting MIMLO 2). This assessment will also have a formative aspect as learners must deliver their presentation in a tutorial where they will receive feedback from their peers and the tutor.

Written Essay
The essay assessment will offer learners a variety of essay titles. The essay allows learners to demonstrate an understanding of the key concepts and theories that have been engaged with in class and illustrate the scope and depth of their learning. It will also offer an opportunity for learners to build critical skills in research and academic writing, meeting (MIMLOs 1, 2).

7.7   Summative Assessment Strategy for this module

MIMLOs	Technique(s)	Weighting
1, 3, 4	Classroom Resource & Presentation	60%
1, 2	Written Essay (1500 words)	30%
	Attendance	10%

7.8   Sample Assessment Materials

This module will be assessed by three assignments: A Classroom Resource (30%); a Presentation of the Plan (30%) and a Written Essay (30%) to accompany it. 10% will also be awarded for attendance.

1. **Development of Classroom Resources: Development Education Activity Toolbox (30%)**
    Learners will be asked to create a toolbox for working with a specific group towards a specific action on a given topic with feedback.

    Learners can choose to base their Toolbox on one of the 17 Sustainable Development Goals:
    1.   No poverty
    2.   Zero hunger
    3.   Good health and well-being
    4.   Quality education
    5.   Gender equality
    6.   Clean water and sanitation
    7.   Affordable and clean energy
    8.   Decent work and economic growth
    9.   Industry, innovation, and infrastructure
    10. Reduced inequalities
    11. Sustainable cities and communities
    12. Responsible consumption and production
    13. Climate action
    14. Life below water

15. Life on land
16. Peace, justice, and strong institutions
17. Partnerships for the goals

2. In-class Presentation of the Toolbox (30%)
Learners will be asked to deliver a 10 minute presentation for working with a specific group towards a specific action on a given topic with feedback. The headings of the project include rationale for choosing the topic, aims and objectives of the classroom plan, design, techniques, and methods to be used.

3. Written Essay (1500 words) (30%)

Sample Essay Question:
1. Identify and critically evaluate two strategic objectives from Irelands Second National Implementation Plan for the Sustainable Development Goals 2022-2024.
2. The United Nations Sustainable Development Goals are a collection of seventeen interlinked objectives designed to serve as a "shared blueprint for peace and prosperity for people and the planet, now and into the future" (UN, 2022). To what extent do you think progress has been made in achieving these goals? Please identify the barriers to achieving the goals with reference to one of the Sustainable Development Goals.

Marking of assessments will be in line with the Marking Assessment Guidelines as outlined in Section 3.3 of the College's [Regulations in Relation to Assessment and Standards](#) unless otherwise indicated.

4. Attendance (10%)

7.9	Indicative reading lists and other information resources

Indicative Core Reading:

Cornwall, A. (2019). Decolonizing Development Studies: Pedagogic Reflections, *The Radical Teacher*. 116:37-46.

Kapoor, I. (2023) Decolonising Development Studies. *Review of International Studies*. 49: 3, 346–355

Langdon, J. (2013) Decolonising development studies: reflections on critical pedagogies in action. *Canadian Journal of Development Studies*. 34(3), 384-389.

Rosenshine, B. (2012). Principles of Instruction Research-Based Strategies That All Teachers Should Know. *The American Educator.* (Spring, 2012).

Sorrells, K. and Sekimoto, S. (eds) (2015) Intersectionality: Globalizing Intercultural Communication A Reader. Thousand Oaks: Sage.

Other Reading:

Appleby, Y., and Pilkington, R. (2014). *Developing critical professional practice in education* NIACE.

Crotty, R. (2013). *Introduction to Intercultural Studies*. Dublin: Gill and Macmillan.

Molope, M. and Itumeleng, M. (2018). Decolonising the Curriculum: The Case of Development Studies. *Journal of Gender, Information and Development in Africa (JGIDA)* Special Issue. London. 139-159.

Prendiville, P. (2004). *Developing Facilitation Skills: A handbook for Group Facilitators*. Dublin: Combat Poverty Agency.

Stanchfield, J. (2007). *Tips and Tools: The art of experiential group facilitation*. USA: Wood'N'Barnes Publishing.

Indicative Other Resources:

Websites:

https://www.infed.org/

The United Nations Sustainable Development Goals https://sdgs.un.org/goals