

**Analysis of the Impact of
DICE modules in Initial Teacher Education
on
Students' Knowledge and Views of the Global
Dimension in Education**

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Foreword

The following research report is based on a small-scale study the DICE project has undertaken to measure the impact of courses dealing with the global dimension on students. The material presented is based on questionnaires distributed in two colleges to a total of 62 students.

While the results are very interesting for educators working in the area of Development Education and Intercultural Education the DICE project would like to stress that such a small-scale project can only provide some general insights into trends and tendencies.

Given the small number of participants in this study the results can not be taken to be representative. It is hoped, however, that this study will be the springboard for further, larger scale studies on measuring the impact of courses on students and that it will provide some ideas and insights on how to pursue such studies.

The DICE Research Committee – March 2008

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1. Introduction

1.1 Introduction

This report presents the findings from a recent research study undertaken by the **Development and InterCultural Education (DICE) Project**. The DICE Project, funded by Irish Aid, was established in 2004 to address the need for global and social justice perspectives within Primary Education in Ireland. The Project works with the five Colleges of Education¹ in the Republic of Ireland to promote the inclusion and integration of Development Education and Intercultural Education within initial teacher education, by developing and delivering programmes and events which aim to provide student teachers with the skills, knowledge, and attitudes to enable them to include global and intercultural perspectives within primary schools.

During the 2005-2006 academic year, the DICE Project undertook a research project that explored the knowledge of and views on the global dimension in education amongst student teachers – both before and after they completed DICE modules in their respective colleges.

1.2 Aim of the Research Project

The overall aim of the research project was to examine how the DICE modules have impacted on the student teachers who completed the modules in question.

The specific objectives of the research were to examine:

1. The perceived importance of the Global Dimension at Initial Teacher Education level and primary school level before and after the course.
2. The level of knowledge of key concepts relating to the global dimension and confidence in teaching them before and after the course, including comments on the key concepts named by the students.
3. The level of awareness, before and after the course, of the global dimension in the primary curriculum, including subject areas where the global dimension could be included.
4. The level of knowledge of values and teaching methods in relation to the global dimension before and after the courses, including comments on any significant result in relation to the key concepts named by the students.
5. Whether there were any significant results in terms of previous experience of the Global dimension at primary, secondary and tertiary level.gWhether there were any significant results in terms of previous practical experience.
6. Differences in the way the student teachers saw themselves contributing to change by taking action.

¹ Coláiste Mhuire, Marino, Dublin; Froebel College of Education, Blackrock, Co. Dublin; Mary Immaculate College of Education, Limerick; St. Patrick's College, Drumcondra; The Church of Ireland College of Education, Rathmines, Dublin.

1.3 Research Methodology

The research project entailed distributing a survey to student teachers on two DICE courses, referred to as Course A and B for the purposes of this report. Those students taking Course A were in their final year, while those who took Course B were in their second year.

The survey was distributed and completed by the student teachers on two separate occasions. It was first distributed as the student teachers commenced the DICE module. This was known as the **Baseline Survey** (see Appendix 1 for sample questionnaire). A total of 62 student teachers completed the Baseline Survey (16 Final Year Students in Course A and 46 Second Year students in Course B).

The Baseline Survey contained a series of both open and closed questions that sought to elicit:

- ❖ Student teachers' attitudes towards the role of the global dimension in both Initial Teacher Education and primary education;
- ❖ Student teachers' existing knowledge in relation to the concepts, values and teaching methodologies which underpin the global dimension;
- ❖ Where student teachers' previously learned about the global dimension;
- ❖ Student teachers' previous practical experience that would be considered relevant to the global dimension;
- ❖ Student teachers' perceptions on how they can take action affecting change in 'developing' countries.

The **Follow-up Survey**, (see Appendix 1 for a sample questionnaire) was completed by the student teachers as they came to the end of the DICE module. The Follow-up Survey contained an identical set of questions to the Baseline Survey. A total of 53 student teachers completed the Follow-up Survey – 13 from Course A, and 40 from Course B.

1.4 Overview of DICE Modules

While the aim of the DICE module delivered in both courses was ultimately the same – i.e., to equip student teachers with the knowledge, values, and skills to incorporate global and intercultural perspectives into primary education – the duration, format, and precise content differed between the two.

One of the key distinctions between the two modules was that Course A was offered on an elective basis. Therefore, all students who took the module did so because they *chose* to do so. (Among the students of Course A, just over half (53%) listed English as their academic subject area, while others listed Gaeilge (19%), Geography (12%)², and History (6%).)

Course A was delivered over the course of 20 weekly sessions of two hours duration, starting in October 2005, and finishing in May 2006. The module covered an extensive range of topics, including:

² There is frequently a misconception that the students that are most likely to be interested in Development Education and Intercultural Education are Geography students. However, the fact that just 12% of the students who chose the elective course were Geography students would contradict this belief.

- ❖ Understanding the concepts of Development and the Global Dimension
- ❖ Education for Sustainable Development
- ❖ Exploring the concepts of Culture, Cultural Diversity and Interculturalism
- ❖ Human Rights education
- ❖ Global citizenship
- ❖ Inclusive education
- ❖ The use of campaigns
- ❖ Teaching strategies – the use of story, subject-based approaches, theme-based approaches, field trips.

On the other hand, Course B was compulsory for all student teachers. However, it was shorter in duration, comprising of five two-hour sessions, delivered from February to March 2006. The topics covered included:

- ❖ Understanding the concepts of Development and the Global Dimension
- ❖ Exploring the concepts of Culture, Cultural Diversity and Interculturalism
- ❖ Teaching strategies – the use of story across subject areas
- ❖ Human Rights education, including cross-curricular teaching strategies
- ❖ Inclusive education
- ❖ School and classroom planning, NCCA Intercultural Guidelines, teaching resources.

Therefore, while both modules had the same ultimate aim, Course A was longer in duration, and, as a result, included a greater range of topics (such as Education for Sustainable Development, the use of campaigns, and field trips). However, due to the elective nature of this module, it was undertaken by a much smaller number of student teachers, whereas Course B, although much shorter in length, was undertaken by up to 53 student teachers. As is shown later in the report, the differences between the two modules played a role in terms of the impact of the modules on the students. Sample outlines of the courses on offer can be found in Appendix 2.

2. Research Findings

This second section of the report presents the findings from both the Baseline and Follow-up Surveys as completed by the student teachers on both courses.

Note on Terminology:

For the remainder of the report, the term ‘students’ is used in place of ‘student teachers’. It refers to the students who completed the DICE courses and who completed the Baseline and Follow-up Surveys. Where the term ‘students’ is used without reference to any particular course, then it should be understood as applying to the students from both courses *as one group*. Where it is used in reference to a particular named course, then the specific research finding in question only applies to the students from that named course.

2.1 Perceived Importance of the Global Dimension at Initial Teacher Education and Primary School Level

2.1.1 Perceived Importance of the Global Dimension in Initial Teacher Education

The findings from the Baseline Survey revealed that as the students commenced the DICE modules, they were already of the opinion that the delivery of the global dimension in *Initial Teacher Education* was important, with 94% of all students stating that they believed it to be either ‘Important’ or ‘Very Important’ (although the percentage of students who perceived it to be ‘Very Important’ was slightly less than the percentage who perceived it to be just ‘Important’). On the other hand, no student reported that they considered it to be unimportant, although four students (6%) stated that they did not know. (These four students were all students of Course B, where the module was compulsory).

The Follow-up Survey, which was undertaken as the students completed the DICE modules, showed a slight improvement in these results, with more students now stating that they perceived the global dimension to be ‘Very Important’ (53%) as opposed to just ‘Important’ (45%). Meanwhile, the percentage of students who did not know whether it was important or not dropped from 6% to 2%, while once more no student considered the global dimension to be unimportant in Initial Teacher Education.

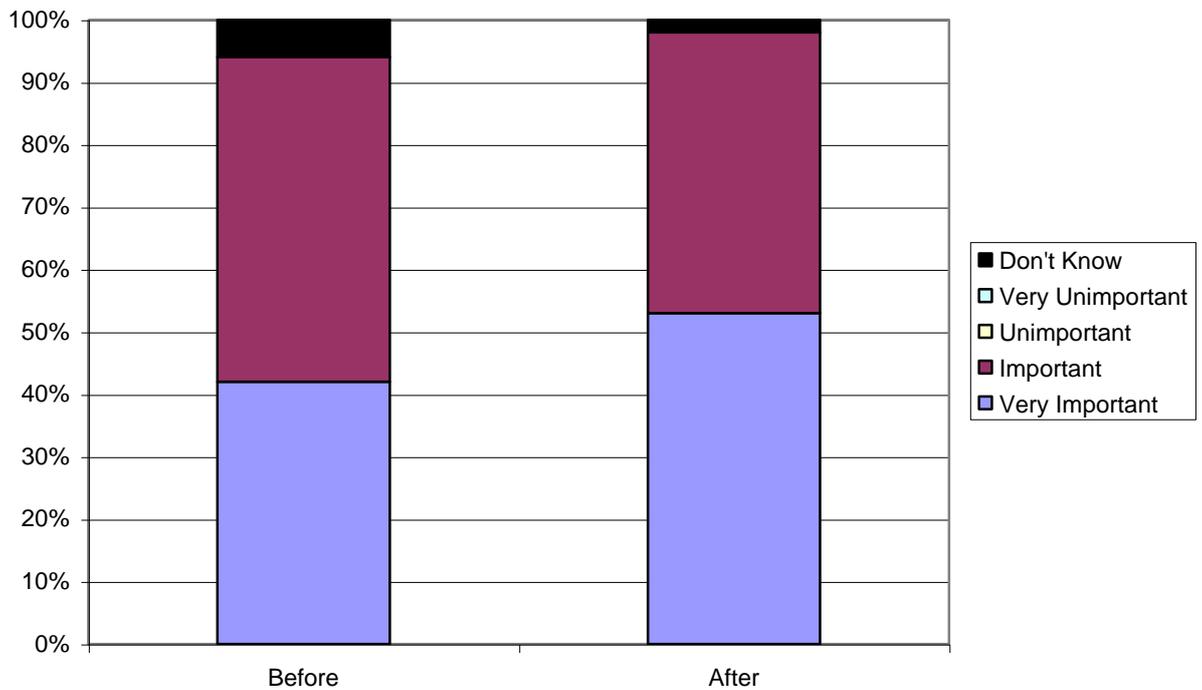
Interestingly, in both surveys, the percentage of students who thought that the global dimension was ‘Very Important’ (as opposed to just ‘Important’) was higher among Course A students. For example, in the Follow-up Survey, 85% of students from Course A perceived the global dimension to be ‘Very Important’ compared to 42% of Course B students³. This may be a reflection of the more extensive nature of Course A, or of the fact that the students on Course A *chose* to take this module and therefore may already be convinced of its level of importance, or indeed it could be a reflection of both factors.

Overall, it is clear though that while almost all students were already convinced of the importance of the global dimension in initial teacher education prior to undertaking

³ Similarly, in the Baseline Survey, 56% of students from Course A perceived the Global Dimension to be ‘Very Important’ in Initial Teacher Education, compared to 37% of students from Course B.

the DICE modules, the modules served to cement or enhance that belief, while enabling the small minority who were previously unsure of its importance to become aware of its potential importance. Figure 1 below provides an overview of the change in students' perceived importance of the Global Dimension in Initial Teacher Education after the completion of their respective DICE modules.

Figure 1 Change in Perceived Level of Importance of the Global Dimension in Initial Teacher Education (All Students)

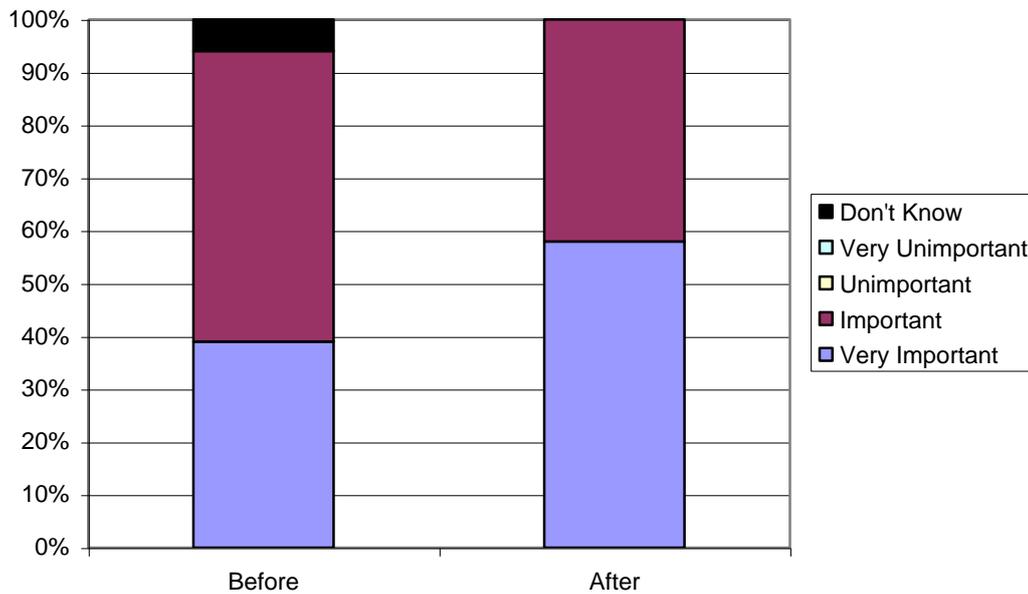


2.1.2 Primary Schools

Similar results were recorded in relation to students' attitudes towards the importance and role of the global dimension in *primary schools*. After the completion of the DICE modules, 100% of the students who responded to the Follow-up Survey believed that the inclusion of the global dimension in primary schools was either 'Important' or 'Very Important' – up from 94% from the Baseline Survey. While this represents an increase of just six percentage points, the percentage of students who rated it as 'Very Important' (as opposed to just 'Important') increased by 19 percentage points, from 39% to 58%, between the Baseline Survey and the Follow-up Survey. See Figure 2 below for details.

At an individual course level, the percentage of students who perceived that the inclusion of the global dimension in primary schools was 'Very Important' (as opposed to just 'Important') was again higher among students from Course A in the Follow-Up Survey (77% compared to 52% among students from Course B). However, the *percentage change* from the Baseline Survey to the Follow-up Surveys was greater among students from Course B – an increase of 26 percentage points was recorded among Course B students, compared to an increase of just two percentage points among Course A students.

Figure 2 Change in Perceived Level of Importance of the Global Dimension in Primary Schools (All Students)



2.2 Knowledge of Concepts, Values, and Methodologies

This research also sought to establish the level of students' knowledge of the concepts, values and teaching methodologies that underpin the global dimension within education, both before and after they completed their respective DICE modules.

2.2.1 Knowledge of Concepts and Themes

In both the Baseline and Follow-up Surveys, the students were asked to list up to three concepts or themes relating to the global dimension. In both surveys, a wide range of concepts and themes were identified, although the list was more refined in the Follow-up Survey.

In the Baseline Report, up to 50 different responses were provided, although many could be grouped into similar themes. The theme or concept that was listed or referred to most often was 'Cultural/ Ethnic Diversity'. Up to 45 references were made in relation to this particular theme, and included: 'Learning about Different Cultures', 'Celebrating Different Cultures', 'Equality between Cultures', 'Awareness of Multiculturalism and Interculturalism', and 'Cultural/Ethnic Diversity in the Classroom'. It would appear therefore that, for the majority of students as they commenced the DICE modules, the global dimension had in fact more of a 'local' rather than a global focus, as it was issues of cultural diversity in their more immediate environment, particularly in the classroom, that they first associated with the global dimension in education. As is discussed below, this was particularly the case for Course B students for whom the DICE module was compulsory.

Explicitly global issues were only referenced about 15 times in the Baseline Survey, and included 'Trade', 'Globalisation', 'War and Peace', 'Interdependence', 'Famine', 'Natural Disasters', etc. The issue of 'Human Rights' was also raised by eight students (mostly from Course A). Environmental topics were identified five times.

Finally, a number of themes were identified by individual students, e.g., ‘Fairness’, ‘Acceptance’, ‘Racism’, ‘Discrimination’, ‘Politics’, etc.

In the Follow-Up Survey, there was far more consistency of themes. The range of themes was much lower, with just 18 different concepts or themes being listed. While the issue of ‘Diversity’ still featured prominently, other more global issues such as ‘Human Rights’, ‘Sustainable Development’, ‘Equality’, and ‘Interdependence’ were now also identified by many of the students. Table 1 below lists the concepts and themes that were identified in the Follow-up Survey alongside the number of students who identified the themes.

Table 1 Key Concepts/Themes Relating to the Global Dimension as Identified by Students in the Follow-Up Survey (All Students)

Key Concepts/Themes Relating to the Global Dimension	No. of Students
Human rights	34
Diversity	22
Sustainable Development	15
Equality	11
Interdependence	11
Trade	9
Inclusion	9
Values and Perceptions	8
Global Citizenship	7
Religion	6
Interculturalism	4
Race	3
Conflict Issues	3
Culture	5
Social Justice	2
Wealth	1
Conflict Resolution	1

When the findings from the individual courses are analysed, a few interesting patterns emerge. Firstly, in both surveys, the students from Course A identified a more narrow range of themes and concepts than was identified by the students from Course B. Students from Course A listed 19 different themes in the Baseline Survey (compared to 35 themes listed by Course B students). In the Follow-up Survey, just nine different themes were listed by students from Course A (compared to 20 identified by Course B students) and comprised mainly of widely accepted development and intercultural education themes, such as ‘Sustainable Development’, ‘Human Rights’, ‘Trade’, ‘Diversity’, ‘Interculturalism’, ‘Equality’, ‘Values and Perception’, ‘Inclusion’. Most of these themes had also been listed in the Baseline Survey, although ‘Sustainable Development’ and ‘Values and Perceptions’ only emerged in the Follow-up Survey, indicating newly acquired knowledge on behalf of the students of Course A. Indeed, the theme of ‘Sustainable Development’ was identified most often by the students from Course A in the Follow-up Survey (in the Baseline Survey, it had been the theme of ‘Human Rights’).

As stated above, the students from Course B, who were undertaking the DICE module on a compulsory basis, listed up to 35 themes in the Baseline Survey, and included themes such as ‘Acceptance’, ‘Social Interaction’, ‘Open-mindedness’. While these would all be of concern to the global dimension, they would not necessarily be included in the more widely accepted list of development and intercultural themes. (Indeed, many of them would be considered as values rather than themes *per se*). ‘Culture’ and ‘Cultural Diversity’ was identified most often by the students. The range of themes was reduced to 20 in the Follow-Up Survey and the theme of ‘Human Rights’ was identified most often in the Follow-Up Survey (it had only been mentioned by one student in the Baseline Survey). This would indicate that this particular theme made a greater impact on the students of Course B than any other.

In relation to students’ knowledge of themes and concepts, it is also interesting to note though that while 34%⁴ of the respondents to the Baseline Survey stated that they did not know of any concepts or themes, this figure fell to 2% (one respondent from Course B) in the Follow-up Survey. This would indicate that the module in both courses is having an impact in terms of students’ knowledge of concepts related to the global dimension.

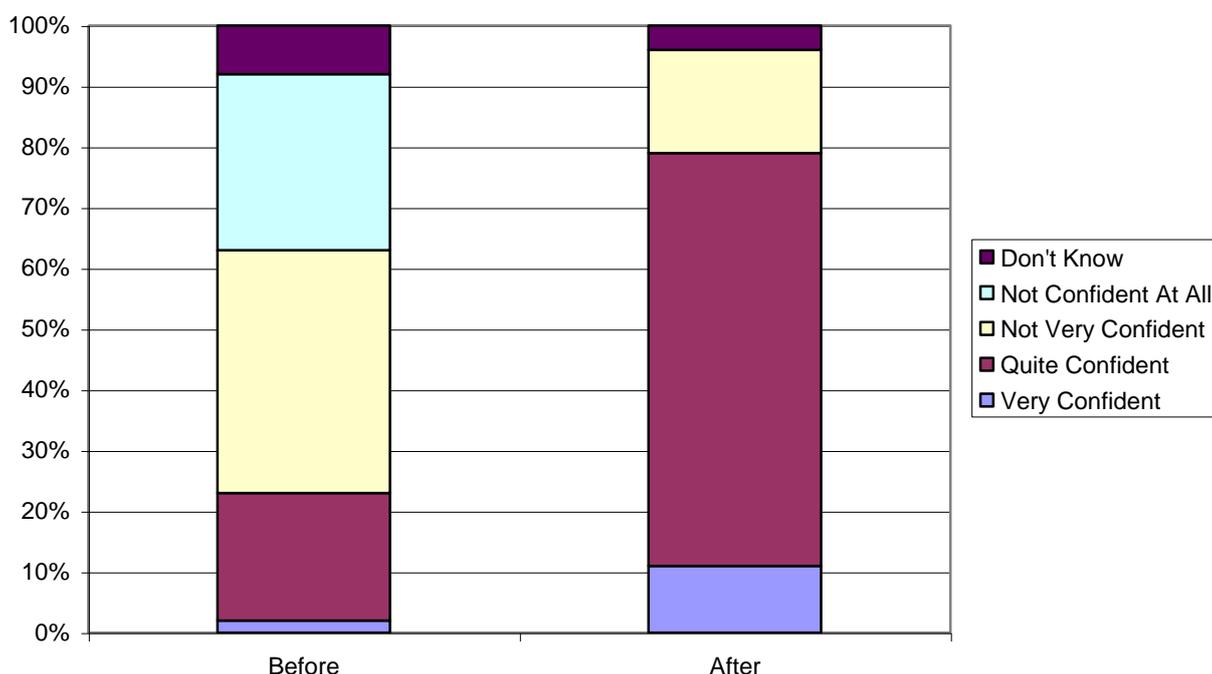
2.2.2 Confidence to Teach Concepts

Less than a quarter of the students overall (23%)⁵ reported in the Baseline Survey that they felt confident about teaching these concepts or themes, while 40% reported that they were ‘Not Very Confident’. Another 29% reported that they were ‘Not Confident at All’. However, the Follow-up Survey revealed a different story, with the percentage of students reporting that they felt confident to teach these concepts rising to 79%. Overall, 17% of students stated that they still felt ‘Not Very Confident’ while 4% reported that they did not know whether they were or not, as shown in Figure 3 overleaf.

⁴ This percentage was higher among students from Course B than it was for Course A – 41% versus 13%. This may be indicative of the fact that the students on Course A had taken the DICE module as an elective, rather than as a compulsory subject, and so may already have a certain level of prior knowledge in this area

⁵ This percentage was higher among students from Course A (who chose the DICE module as an elective) than among the students of Course B, for whom the DICE module was compulsory – 31% versus 20%.

Figure 3 Change in Confidence Level to Teach Key Concepts/Themes (All Students)



However, the findings from the Follow-Up Survey reveal a slightly different picture when the data from both courses is examined individually. Whereas 100% of the students from Course A reported in the Follow-up Survey that they were either ‘Very Confident’ or ‘Quite Confident’ about teaching concepts and themes relevant to the global dimension, only 72% of students from Course B could say the same. In fact, 23% of students from Course B, where the DICE module was compulsory and shorter in duration, stated that they still felt ‘Not Very Confident’ about teaching the relevant concepts and themes.

2.2.3 Knowledge of Aspects of the Global Dimension in the Primary Curriculum

Eighty-nine percent of all students who completed the Follow-up Survey stated that they were aware of aspects of the global dimension within the current Primary Curriculum. This represented an increase of 50 percentage points from the Baseline Survey, when just 39% of students reported that they were aware of aspects of the global dimension within the Curriculum, as shown in Table 2 below.

Table 2: Aware of Aspects of the Global Dimension in the Primary Curriculum?

Course	Baseline Survey			Follow-up Survey		
	Yes	No	Don't Know	Yes	No	Don't Know
Course A	62%	19%	19%	100%	0%	0%
Course B	31%	52%	17%	85%	15%	0%
Overall	39%	44%	18%	89%	11%	0%

However, as Table 2 shows, while the percentage of students in the Follow-up Survey, who stated that they were aware of aspects of the global dimension in the curriculum, was greater in Course A (100% v. 85%), the *percentage change* between the two surveys was greater among students from Course B: the number of students

who confirmed that they were aware of the global dimension in the primary curriculum increased by 54 percentage points for students from Course B, while for students from Course A, the increase was just 38 percentage points. This is probably an indication of the fact that as the module in Course A was an elective, and as the students were in their final year, they had therefore most likely commenced the module with a prior awareness of aspects of the global dimension in the curriculum.

Students were also asked to identify the subject areas in which the global dimension could be included. In the Baseline Survey, eight different subject areas were put forward by the students. SPHE, Geography and English were identified most often, with 29%, 31%, and 19% of students respectively listing these specific subject areas. (It is interesting to note that 63% of students from Course A identified Geography as a relevant subject area, compared to just 20% of students from Course B). Meanwhile, just over half of the students (53%) stated that they did not know of any relevant subject areas. This figure was higher among students from Course B – 61% compared to 31% of Course A students.

In the Follow-Up Survey, higher percentages of students were able to identify at least one subject area in which the global dimension could be included. Almost three-quarters of the students identified SPHE, and just under half identified Geography, as relevant subject areas. Furthermore, the number of different responses to this question increased to 20, although only 10 were actual subject areas. The other responses were either sub-themes of subject areas or specific themes underpinning the global dimension. Either way, the findings indicate that a greater number of students had developed an increased understanding of how the global dimension could be included into many areas of the existing Curriculum. Table 3, below, lists the range of subject areas identified by students in both the Baseline and Follow-up Surveys. Finally, the percentage of students who still could not identify relevant subject areas fell from 53% to 9% (all of whom were students in Course B).

Table 3 Subject Areas in which the Global Dimension could be included as identified by the Students (All Students)

Baseline Survey		Follow-up Survey	
Subject Area	% of Students	Subject Area	% of Students
Geography	31%	SPHE	74%
SPHE	29%	Geography	47%
English	19%	Religion	40%
History	11%	SESE	30%
Religion	11%	History	23%
Art	5%	English	13%
SESE	5%	Music	4%
Drama	3%	Drama	1%
		Art	1%
		Other Areas ⁶	20%

⁶ Other Areas mentioned in the questionnaires: Myself and Others, Inclusiveness, Educate Together, Conflict Resolution, Diversity, Values and Perceptions, Development Education, Sustainable Development (1% each).

2.2.4 Knowledge of Values

Just over a third of the students (35%) stated in the Baseline Survey that the content of the global dimension implied specific values, 3% stated that it did not, while 61% stated that they did not know. However, the overwhelming majority of the students who reported that they did not know were from Course B (72% of Course B students stated that they did not know whether the content of the global dimension implied specific values, compared to just 31% of students from Course A).

By the time the Follow-up Survey was completed, the percentage of students who stated that the global dimension implied certain values had increased to 87%. However, while a greater percentage of Course A students stated that the global dimension implied certain values, the change in the answer to this particular question was greater among students from Course B (an improvement of 57 percentage points for students of Course B, compared to 37 percentage points for Course A students). This again, however, would be indicative of the difference in the starting point between the two groups of students. Table 4, below, provides an overview of the responses to this question.

Table 4 Does the Content of the Global Dimension Imply Specific Values?

Course	Baseline Survey			Follow-up Survey		
	Yes	No	Don't Know	Yes	No	Don't Know
Course A	63%	6%	31%	100%	0%	0%
Course B	26%	2%	72%	83%	10%	7%
Overall	35%	3%	61%	87%	7%	6%

When asked to list the specific values which underpin the global dimension, almost three-quarters (73%) of the students in the Baseline Survey stated that they didn't know any specific values. Of those that did, 20 different values were listed, with 'Equality', 'Respect', and 'Human Rights' being identified most often. This increased to 32 in the Follow-Up Survey. This time, 'Respect', 'Equality, and 'Inclusion' were identified most often. Meanwhile, the percentage of students who said they didn't know of *any* specific values fell from 73% to 25% - all but one of whom was from Course B.

2.2.5 Knowledge of Methodologies

Over two-thirds of the students (69%) who completed the Baseline Survey did not know whether the teaching of the global dimension involved specific methodologies. The percentage was once again higher among Course B students than Course A students, but the gap this time was not as wide (74% v. 56%). The vast majority of students (81%) also stated that they did not know of *any* relevant and specific methods for teaching the global dimension, with little difference between the two groups of students. Yet, when asked to list distinct methods for teaching the global dimension, 22 different responses were provided, ranging from 'Discussion', 'The need for teachers to be familiar with different cultures', 'Project Work', 'Group Work', 'Research', 'Using guest speakers', and 'Active Learning'. Interestingly, a number of individual students from Course A identified specific activities, such as 'The Trading Game' and 'The Distribution Game', again indicating some level of prior knowledge in relation to this area.

The results of the Follow-up Survey revealed an improvement in this area. The percentage of students who did not know whether the teaching of the global dimension involved any specific methods fell to 17%, while those who stated that they didn't know any specific methods dropped to 41%. The results were relatively similar for both courses. Meanwhile, 43 different responses were provided when the students were asked to list specific methodologies. Table 5, below, lists the seven most frequently mentioned methodologies as well the number of students who listed the methodology. Other methodologies listed by individual students included: 'Questions and Answers', 'Drama', 'Reading', 'Displays', 'Quizzes', 'Observations', etc.

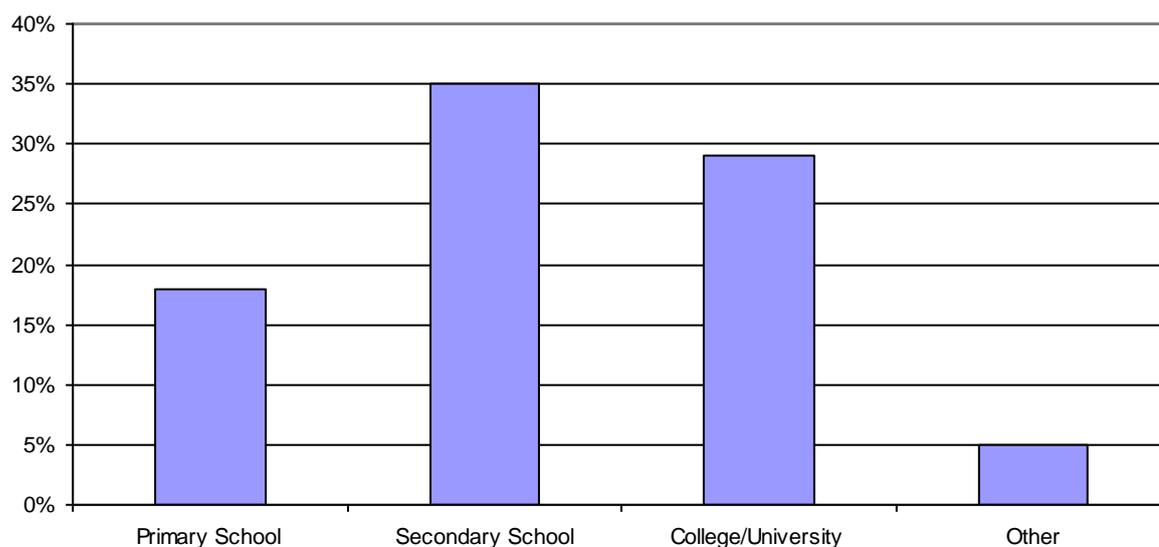
Table 5 Methods for Teaching the Global Dimension as Identified by students in the Follow-up Survey (All Students)

Methodology	No. of Students
Group Work	9
Debate	8
Games	8
Role Play	6
Story	4
The use of concrete materials, e.g., photographs	3
Whole class activities	3

2.3 Previous Knowledge of the Global Dimension

In the Baseline Survey, 35% of students reported that they had learned about aspects of the global dimension in secondary school, 29% had learned about it in college or university, 18% said that they had learned about the global dimension in primary school, while 5% had learned about it from other sources, as shown in Figure 4 below.

Figure 4 Source of Previous Knowledge in relation to the Global Dimension – Baseline Survey (All Students)



Meanwhile, 45% of all students stated that they didn't know if they had previously learned about the global dimension. When the results for the individual courses are analysed, it is clear that a greater percentage of Course A students were able to state if

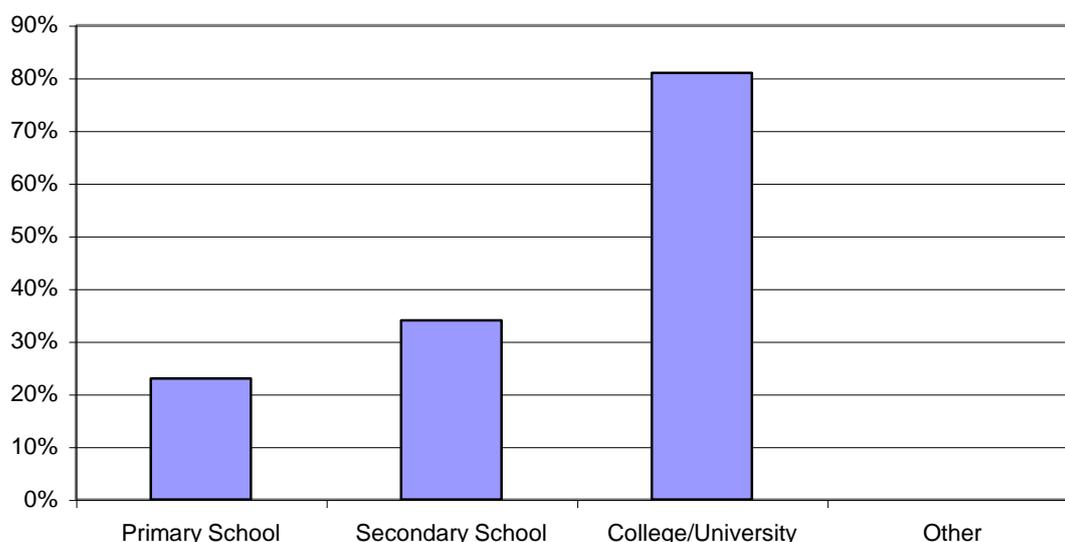
and where they had previously learned about the global dimension. Fifty-four percent of Course B students stated that they did not know if they had previously learned about aspects of the global dimension, compared to just 19% of Course A students, as Table 6 details.

Table 6 Source of Previous Knowledge in relation to the Global Dimension – Baseline Survey

Course	Primary School	Secondary School	College/University	Other	Don't Know
Course A	38%	56%	44%	13%	19%
Course B	11%	23%	24%	2%	54%
Overall	18%	35%	29%	5%	45%

In the Follow-up Survey, however, the percentage who reported that they had learned about the global dimension in college or university had, not surprisingly, increased from 29% to 81%, as shown in Figure 5. The figure was slightly higher among Course A students (92% v. 77%). Meanwhile, 7% (four students) still stated that they did not know if they had learned about aspects of the global dimension – all of whom were in Course B.

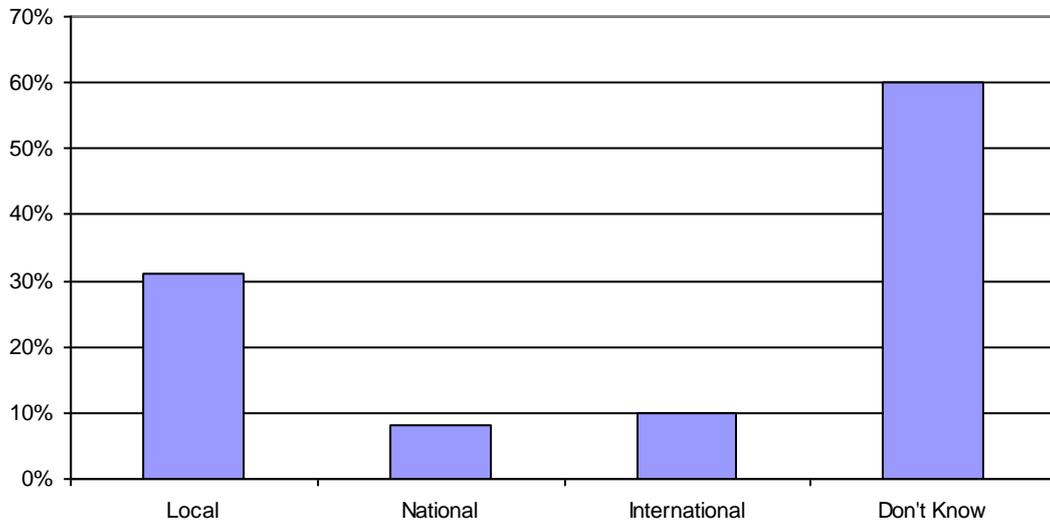
Figure 5 Source of Previous Knowledge in relation to the Global Dimension – Follow-up Survey (All Students)



2.4 Previous Practical Experience

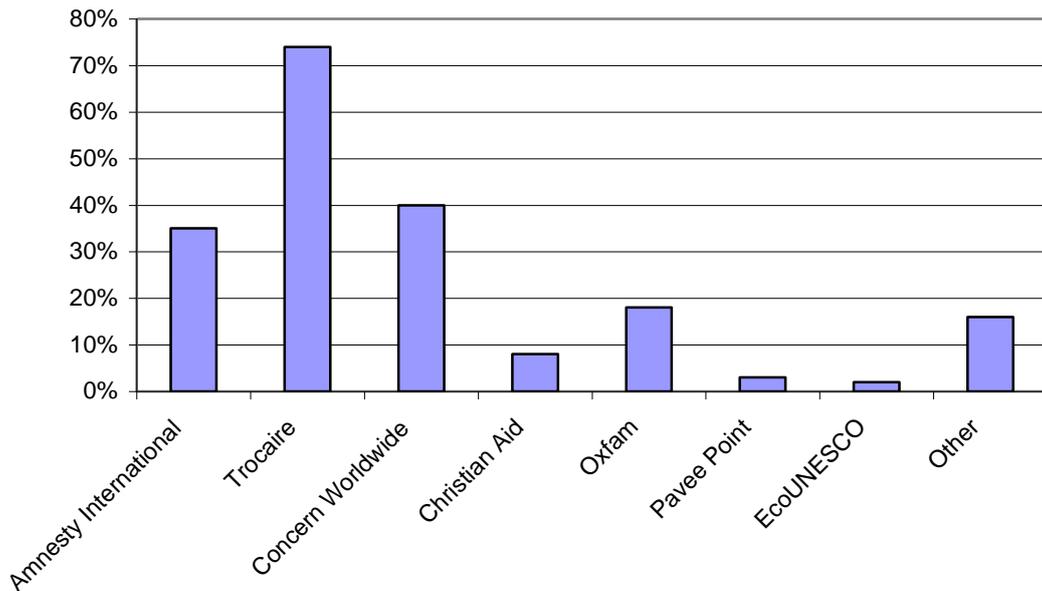
When asked in the Baseline Survey if they ever had any previous practical experience that they would consider relevant to the global dimension, at either a local, national, or international level, the following responses were received: 60% did not know if they had or not; 31% reported that they had practical experience at a local level, 10% had experience at an international level, while 8% had experience at a national level, as shown in Figure 6 below. The results were similar for the two courses, although a slightly higher percentage of students from Course B stated that they did not know if they had any previous practical experience that would be considered relevant to the global dimension (63% compared to 50% of students from Course A).

Figure 6 Previous Practical Experience Relevant to the Global Dimension (All Students)



The students were also asked in the Baseline Survey to state whether they had links with or had used resources from organisations and NGOs working in the area of development education and intercultural education. The students were provided with a list of seven such organisations in the survey. As Figure 7 below shows, Trócaire was the organisation that the majority of students (74%) had previous connections with, followed by Concern Worldwide (40%), and Amnesty International (35%). Other organisations that the individual students had previous connections with included: Goal, Bothar, St. Vincent de Paul, UNICEF, and Make Poverty History.

Figure 7 Links with Relevant NGOs/Resources Used – Baseline Survey (All Students)



2.5 Possible Actions

In both the Baseline and Follow-Up Surveys, the students were asked how they thought they could become active in relation to ‘developing’ countries. Eight possible options for action were presented in the survey, along with ‘I don’t think I can help’ and ‘I don’t know how I can help’. Figure 8, overleaf, provides an overview of the findings from both the Baseline and the Follow-up Surveys. With the exception of ‘Contributing to charities and other appeals’ and ‘Other’, the percentage of students who selected each option as a possible action increased in the Follow-up Survey. A number of options, such as ‘Buying fair trade goods’, ‘Contributing to charities and other appeals’, and ‘Working in a developing country to promote development’ were particularly popular among the students, with over 70% of students selecting these as appropriate actions in both the Baseline and Follow-up Surveys. In both surveys, ‘Travelling to a developing country as a tourist’ was the least popular option. Interestingly, no student believed that they could not help, while just 2% of students did not know how they could help (and this was just in the Baseline Survey). The findings were similar among students from both courses.

When asked which, if any, of the listed actions they were likely to take in the following 12 months, ‘Buying Fair Trade Goods’ and ‘Contributing to Charities and other Appeals’ were the most popular options in both the Baseline and Follow-up Surveys, with approximately 80% of students selecting these actions in both surveys. Only about 15-30% of the students identified any of the other options as actions in which they were likely to become engaged in the following months, although as Figure 9 highlights, the percentages had increased slightly between the Baseline and the Follow-up Surveys. Probably the most interesting finding, therefore, from this particular question is that the DICE modules appeared to have had only a very limited impact on the actions in which the students were most likely to engage with.

Figure 8 Possible Actions for People in 'Developing' Countries - Baseline v. Follow-up Survey (All Students)

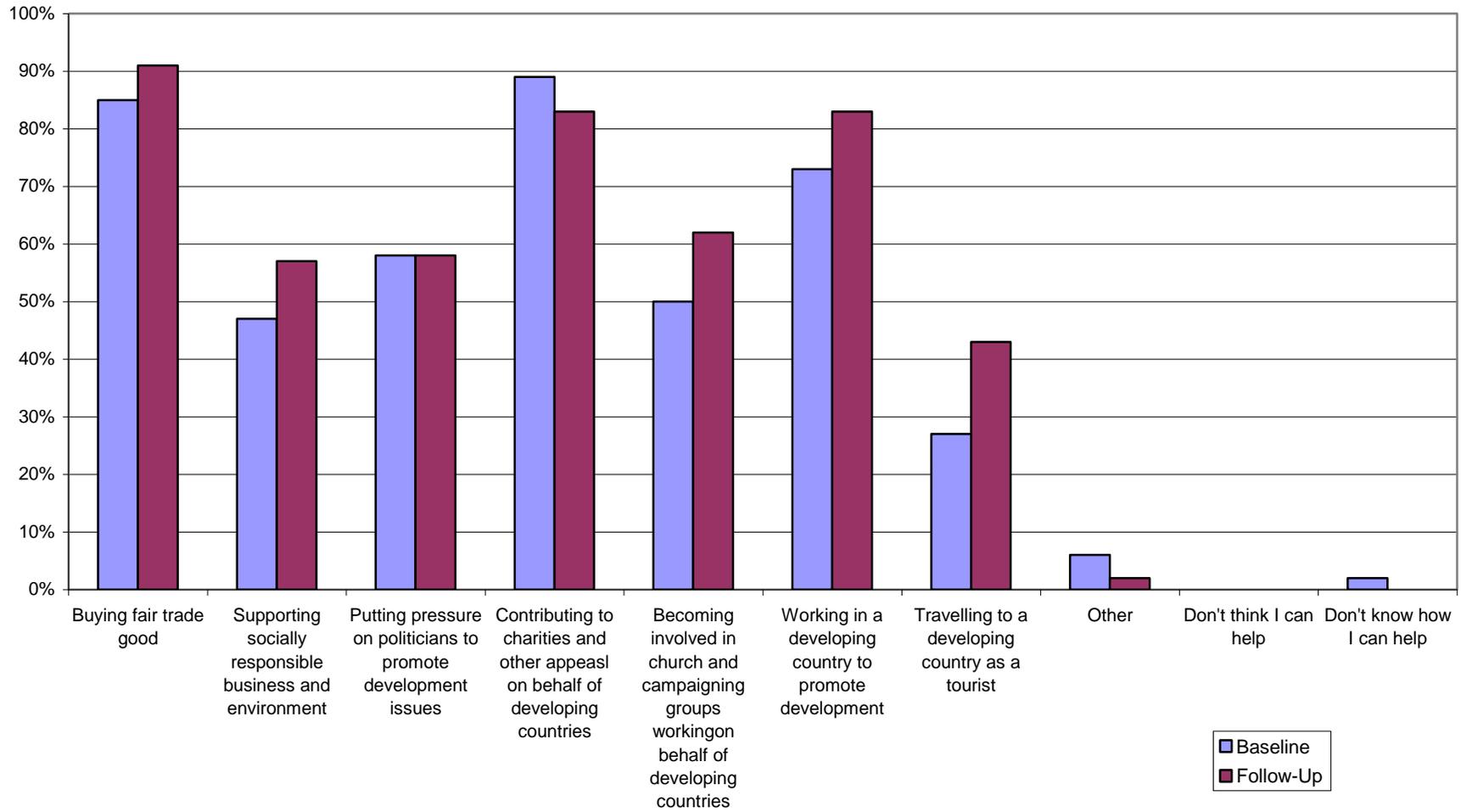
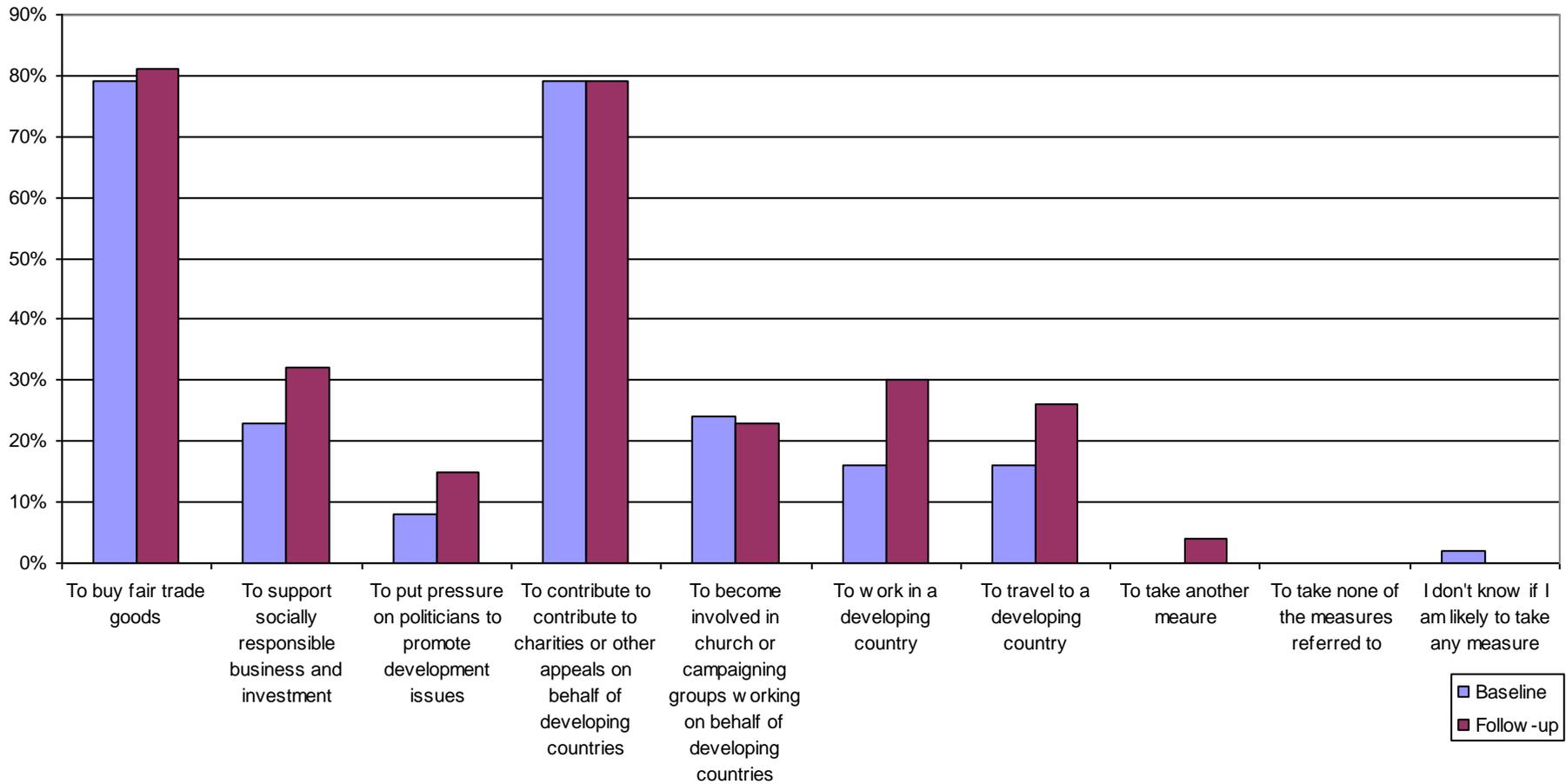


Figure 9 In the next 12 months, I am likely.....



3. Summary and Conclusion

3.1 Summary of Key Findings

Section 2 provided a detailed analysis of the findings from both the Baseline and Follow-up Surveys from both courses. As outlined in Section 1, the research aimed to answer a number of key questions in relation to the DICE modules and its impact on the students who completed them. This section provides an overview of the findings in relation to each key question.

Perceived Importance of the Global Dimension

Overall, students from both courses were already largely convinced of the importance of the global dimension in both initial teacher education and primary education before they commenced their respective DICE modules. The effect of the module strengthened this belief. However, the level of importance assigned to the global dimension in both initial teacher education and primary education, in both the Baseline and Follow-up Surveys, was greater among students from Course A – something that could possibly be indicative of the fact that students on Course A chose to undertake the module, therefore implying a possible prior appreciation of the role of the global dimension, and of the fact that Course A was much longer in duration. On a positive note though for Course B, the *increase* in the percentage of students, who thought that the inclusion of the global dimension in primary schools was ‘Very Important’, was much greater than for the students of Course A, although this was largely due to the fact that a greater majority of students from Course A already perceived it to be ‘Very Important’ to begin with.

Knowledge of Concepts

The percentage of students who stated that they did not know of any concepts relevant to the global dimension fell from 34% to 2% between the two surveys, indicating that both courses are having an impact in terms of students’ knowledge of concepts related to the global dimension.

Both groups of students also listed a more concise range of concepts and themes, which they believed to be relevant to the global dimension, in the Follow-up Survey. Indeed, much of what had been listed in the Baseline Survey could more accurately be described as ‘values’ rather than themes. Moreover, the themes or concepts that were listed or referred to most often in the Baseline survey related to cultural and ethnic diversity, indicating that students’ initial focus in this area was on more ‘local’ concerns such as diversity in the classroom, rather than on broader, global issues.

However, as the range of identified concepts and themes became more refined in the Follow-up Survey, particularly by students from Course A, there was also an increase in the consistency of themes identified by both courses, with more acknowledgement now being given to what could be described as more ‘global’ themes as concepts such as ‘Human Rights’, ‘Diversity’, ‘Sustainable Development’, ‘Equality’, and ‘Interdependence’ were all identified more often in the Follow-up Survey.

Students on Course A listed the theme of ‘Sustainable Development’ most often in the Follow-Up survey (it had not been mentioned at all in the Baseline Survey), while Course B students listed the theme of ‘Human Rights’ most often in the Follow-up

Survey (it had only been mentioned once in the Baseline Survey), thereby indicating that these two particular themes had a particular impact on the students.

The percentage of students who reported that they felt confident enough to teach concepts relevant to the global dimension increased from just under a quarter to over three-quarters between the two surveys – although the level of confidence remained higher among students from Course A who had completed the longer, optional module.

Knowledge of Values

There was also a significant increase between the Baseline and Follow-up Surveys in terms of the percentage of students who stated that they were aware that the global dimension implied specific values – rising from 35% to 87%. The increase was greater among students from Course B, mainly due to the lower starting point recorded by Course B students in the Baseline Survey. Values such as ‘Respect’, ‘Equality’, and ‘Inclusion’ were identified most often by the students in the Follow-up Survey, while the percentage of students who said they didn’t know of *any* specific values fell from 75% to 25% - all but one of whom was from Course B.

Knowledge of Methodologies

Likewise, the Follow-up Survey revealed an improvement in students’ knowledge of the methodologies associated with the global dimension, with methodologies such as ‘Group Work’, ‘Debate’, ‘Games’, and ‘Role-play’ being identified most often. Interestingly, the gap in knowledge between the two groups was not as great in relation to this issue as it had been in relation to concepts and values.

Knowledge of Aspects of the Global Dimension in the Curriculum

The percentage of students who stated that they were aware of aspects of the global dimension in the curriculum increased significantly between the Baseline and the Follow-up Surveys. While overall, a greater percentage of students from Course A reported that they were knowledgeable in this area, the rate of improvement was greater among students from Course B, but again this must be qualified by the fact that they were coming from a different starting point than students from Course A, and so had more scope for improvement.

When asked to identify subject areas in which the global dimension could be included, a wider range of areas was identified in the Follow-up Survey than in the Baseline Survey (although not all were actual subject areas). In both surveys, SPHE and Geography were identified most often, but the percentage of students who identified them (particularly SPHE) increased significantly in the Follow-up Survey. The percentage of students who could not list any relevant subject areas fell from 53% in the Baseline Survey to just 9% (all from Course B) in the Follow-up Survey.

Previous Knowledge of the Global Dimension

The Baseline Survey had shown that secondary school was the main source of previous knowledge of the global dimension for students, although just under half did not know if they had previously learned about the global dimension. Not surprisingly, in the Follow-up Survey, i.e., after students had completed the DICE modules, the percentage of students who cited their course as the source of their knowledge in this area rose from 29% to 81%.

Previous Practical Experience

Less than a third of the students had any previous practical experience that they would consider relevant to the global dimension, although almost three-quarters had links with or had used the resources of one particular organisation working in this area, i.e., Trócaire.

Future Action

The students were asked in both the Baseline and Follow-up Surveys to select (from a list of possible actions) which ones they believed would have an impact on people's lives in developing countries. 'Buying fair trade goods', 'Contributing to charities and appeals', and 'Working in a developing country' emerged as the most popular actions. However, there wasn't a significant difference between the Baseline and the Follow-up Surveys, (or between the courses). This would indicate that the students' perceptions on appropriate actions did not change considerably as a result of taking the DICE module.

When asked which of the listed actions they were likely to take in the following 12 months, 'Buying fair trade goods' and 'Contributing to charities' were by far the most popular options. Once more there was very little difference in the response to this question between the Baseline and Follow-up Survey.

3.2 Conclusion

While almost all of the students who completed the DICE modules in both courses were already convinced of the importance of the global dimension in initial teacher education and primary education, the DICE modules served to cement this conviction. Crucially, for some students, it also equipped them with new knowledge and skills to incorporate the relevant themes, values, and methodologies into their teaching. For others, it enhanced their existing knowledge and skills.

Despite the obvious positive impact of the DICE module on the knowledge and skill base of the students in terms of incorporating global and social justice perspectives into their teaching, it did not translate into actions outside of teaching. The students were not any more likely to engage in activities (aside from teaching) in relation to 'developing' countries than they were beforehand. However, this should not be taken as a criticism of the DICE modules as this remains one of the unresolved challenges of development education in general.

The differences between the students in both courses were particularly interesting. It would appear that the level of knowledge among Course A students in relation to the global dimension was greater both before and after the students completed the DICE module. The fact that the module was an elective, and was longer and more in-depth, and that the students were in their final year, as opposed to second year, would appear to be significant. On the other hand, in many cases, the impact of the DICE module on the students from Course B (who commenced the compulsory DICE module with a smaller knowledge base in relation to the global dimension) was greater. Overall, students from Course B showed a *greater rate of improvement* in their knowledge and skill levels.

The findings from this study would therefore indicate that a compulsory global dimension module (such as Course B) can play a key role in supporting students with limited prior awareness of the global dimension to become more knowledgeable in terms of the role, themes, values, and methodologies of the global dimension within education. Such a module should ideally be delivered in either the first or second year of a student's course of study. As this study showed, such a module has the potential to greatly increase students' knowledge of the global dimension. This knowledge could then be further enhanced by the delivery of an elective and more in-depth module, such as that provided in Course A, in a subsequent academic year, which would aim to build on students' existing knowledge in order to enable students to eventually become 'champions' of development education and intercultural education within primary education in Ireland.

4. Appendices

Appendix 1

BASELINE SURVEY/FOLLOW-UP SURVEY: The Global Dimension

Results of this survey will not be used without first seeking your permission to do so. Please respond according to your initial reaction and there are no right and wrong answers, we are just interested in your opinions.

To enable us to identify matching baseline and follow-up surveys while maintaining your anonymity, please specify your date of birth and house/flat number (if applicable).

Date of birth: _____

House/flat no: _____

Gender: Male Female

Academic subject area (please specify): _____

1. In your opinion is the delivery of the global dimension in Initial Teacher Education (please tick one)

Very important Important Unimportant Very unimportant Don't know

2. Do you believe the global dimension should be addressed in Initial Teacher Education?

Yes No Don't know

3. In your opinion is the inclusion of the global dimension in Primary Schools

Very important Important Unimportant Very unimportant Don't know

4. Do you believe the global dimension should be engaged with in Primary Schools?

Yes No Don't know

5. Please write down up to three key concepts/themes relating to the global dimension

a)

b)

c)

Don't know of any concepts/themes

6. How confident would you feel to teach these key concepts/themes?

Very confident Quite confident Not very confident Not confident at all

Don't Know

7. Are you aware of any aspects of the global dimension in the Primary Curriculum?

Yes No Don't know

If yes please specify up to three subject areas in which the global dimension could be included

- a)
- b)
- c)

Don't know

8. Does the content of the global dimension imply specific values?

Yes No Don't know

If yes, please write down up to three specific values included in the global dimension

- a)
- b)
- c)

Don't know any specific values

9. Does teaching the global dimension involve any specific methods?

Yes No Don't know

If yes please write down up to three distinct methods for teaching the global dimension

- a)
- b)
- c)

Don't know of any specific methods

10. Did you learn about aspects of the global dimension at (tick as many as appropriate)
Primary School Secondary School College/University

Other (please specify) _____

Don't know

11. Have you ever had any practical experience e.g. as a volunteer with an organisation, that you consider relevant to the global dimension at (tick as many as appropriate)

Local level

National level

International level

Don't know

12a) How do you think you can help people in 'developing' countries, if at all (tick as many as appropriate)

Buying fair trade goods

Supporting socially responsible business and investment

Putting pressure on politicians to promote development issues

Contributing to charities or other appeals on behalf of developing countries

Becoming involved in church or campaigning groups working on behalf of developing countries

Working in a developing country to promote development

Travelling to a developing country as tourist

Other (please specify)

I don't think I can help

I Don't know how I can help

12b) Which, if any, measure are you likely to take in the next 12 months?

Buying fair trade goods

Supporting socially responsible business and investment

Putting pressure on politicians to promote development issues

Contributing to charities or other appeals on behalf of developing countries

Becoming involved in church or campaigning groups working on behalf of developing countries

Working in a developing country to promote development

Travelling to a developing country as tourist

Other (please specify)

None of these

Don't know

13. Have you had links or used resources/personnel from any of the following organisations: (tick as many as appropriate)

Amnesty International

Trócaire

Concern Worldwide

Christian Aid

Oxfam

Pavee Point

EcoUNESCO

Other (please specify)

Appendix 2

Sample Outline Long Course (Course A)

Session 1: Introduction

This session looks at the relevance of a intercultural and development education perspective in the classroom and at cultural diversity in Ireland today. It also introduces what it means to bring a global perspective into the classroom.

Session 2: Culture

This session explores the meaning, perceptions and characteristics of culture. It aims to explore the notion of different worldviews and how this impacts on schools, the classroom and teaching strategies.

Session 3: Development

The purpose of this session is to explore the diverse definitions and measures of development. It encourages self reflection, debate and critical thinking. Southern perspectives are explored as well as methods and ideas to use in the classroom.

Session 4: Sustainable Development

Through transferable active learning activities, this session links development and the environment. It considers the carrying capacity of the Earth, its natural resources and the competition for these leading to inequality and poverty. Self reflection is encouraged by exploring personal / collective needs and wants.

Session 5: Teaching Methods I: *Themes: teaching about current events*

(SESE – Geography, and Science focus on 5th-6th class) This session focuses on ‘natural disasters’ and uses the hurricanes as a case study. It explores the science of this phenomenon as well as its effects on people in various parts of the world. Critical engagement with media produced images is an important part of this session

Session 6: Teaching Methods II: *Approaches: Story*

This session focuses on the use of story to explore the global and intercultural dimension with younger children (focus on fiction books). It aims to equip students to select ‘global’ story books (e.g. History and Geography) and to develop learning activities with them.

Session 7: Human Rights Education

This session focuses on the centrality of Human Rights (HR) to development education and intercultural education. They are exposed to the Universal Declaration of HR while learning HR based approaches, instruments, classroom activities and terminology for teaching

Session 8: Intercultural Classroom/Whole School

The focus of this session is to look at the elements that make education inclusive. It focuses on the intercultural guidelines and discusses whole school approaches to development education and intercultural education. It also evaluates the course.

Sample Outline Short Course (Course B)

Session	Aim
Session 1: Setting the Scene	To introduce student teachers in an active and participative way to the rationale for and practice of development education and intercultural education.
Session 2: Culture and Interculturalism	To engage students in an exploration of the concept of culture and how this concept influences the intercultural practice of teachers and therefore what children learn.
Session 3: Human Rights and Human Rights Education	To develop among students the capacity to introduce concepts of human rights and responsibilities in their curriculum
Session 4: Specific subject area - Geography Topic: Teaching about 'Natural Disasters'	To give students the practical experience of using a specific subject area as a medium for development education and intercultural education.
Session 5: Introducing the Millennium Development Goals/ Review of Course	To ensure that students have the opportunity to revisit some of the core ideas presented in the module through an exploration of the Millennium Development Goals and to evaluate the module as a whole.