



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

Supporting Learner Agency in Religious Education

Learning Intentions for Session 1



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We will ...



Explore how facilitating learner agency encourages students to become actively engaged in RE.



Consider how Universal Design for Learning (UDL) supports all learners to be agentic in RE.



Learner Agency



What does learner
agency mean to me?



What is Learner Agency?

... agency implies a sense of **responsibility** as students participate in society and aim to **influence** people, events and circumstances for the better. Agency requires the ability to frame a guiding **purpose** and identify actions to achieve a goal. It is about **acting** rather than being acted upon; shaping rather than being shaped; and making responsible **decisions** and choices rather than accepting those determined by others.

OECD Future of Education and Skills, Student Agency for 2030, Concept Note, (2016)

 OECD Future of
Education and Skills 2030

Conceptual learning
framework

—
**STUDENT AGENCY
FOR 2030**



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How do I
like to
learn?

Our Different Learners



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Learner Agency Discussion



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"Allowing learners to explore their own interests in RE leads to more meaningful and relevant learning experiences."



Strongly Agree?

Agree?

Unsure?

Disagree?

Strongly Disagree?



Learner Agency Discussion

"Allowing students to choose what they learn in RE could lead to incomplete understanding of different faiths and beliefs."



Strongly Agree?

Agree?

Unsure?

Disagree?

Strongly Disagree?

Learner Agency Discussion



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"Certain aspects of the learning outcomes in RE lend themselves more readily to learner agency than others."



Strongly Agree?

Agree?

Unsure?

Disagree?

Strongly Disagree?

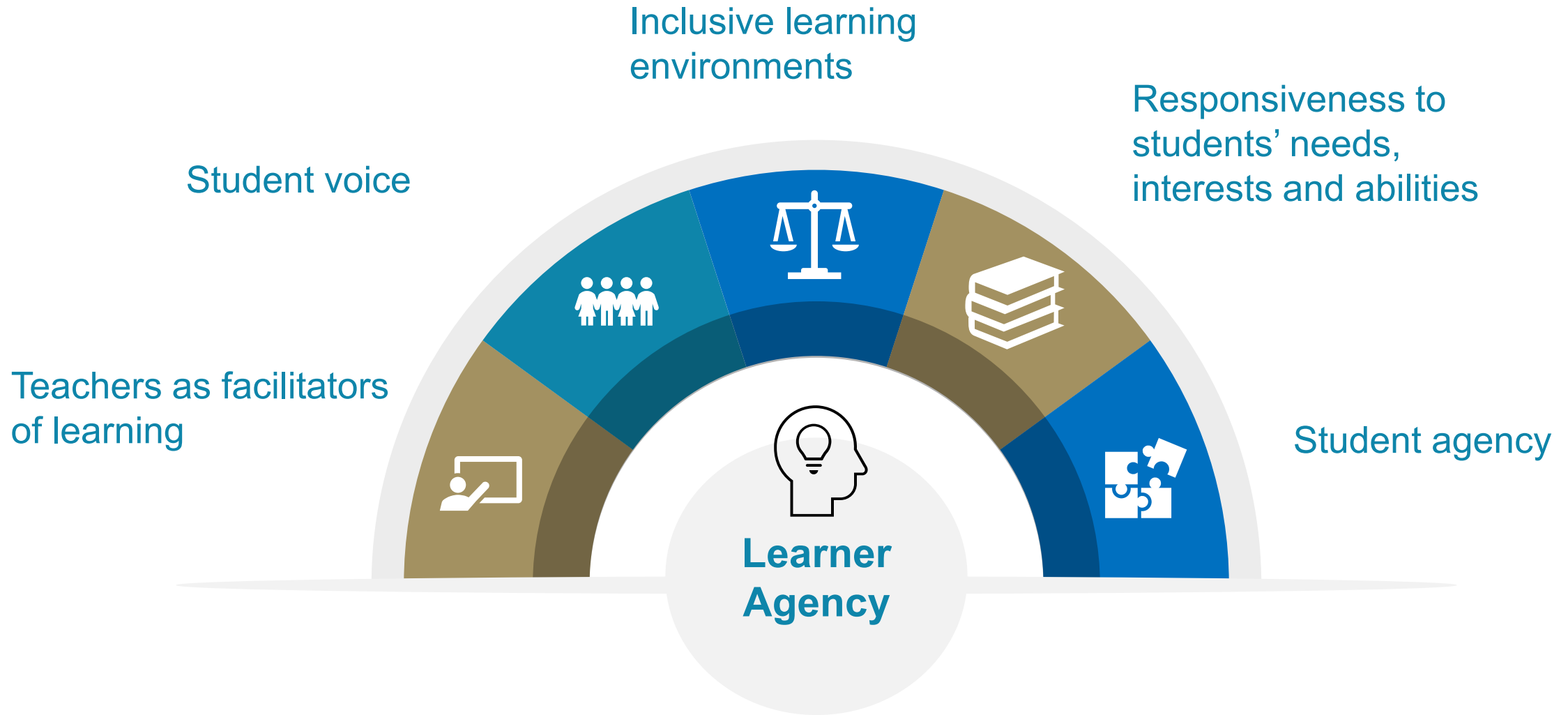
Margaret Vaughn: Learner Agency | Oide



Elements of Learner Agency



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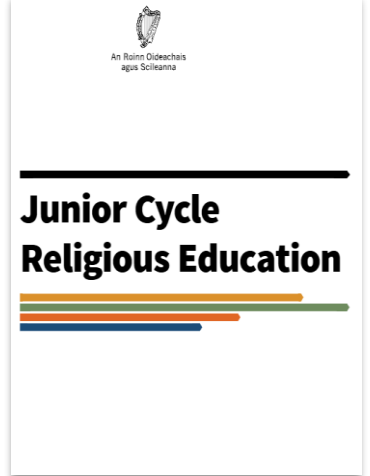
Agency in the JCRE Specification



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The specification affords freedom for teachers to facilitate learning in a way that reflects students' individual curiosity, choices and convictions.

Junior Cycle Religious Education Specification (2019), p.13



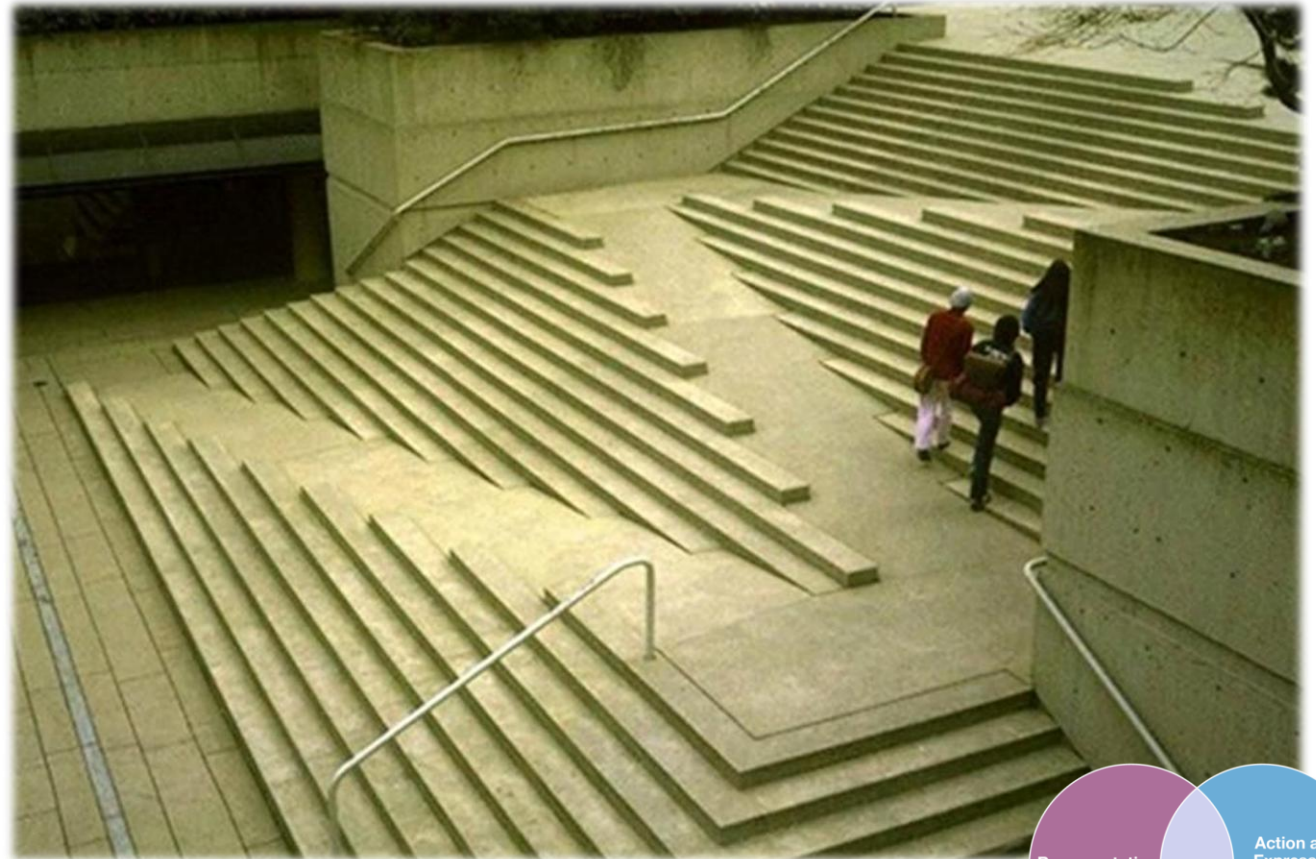
Universal Design



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What is Universal Design?

“Consider the needs of the broadest possible range of users from the beginning”

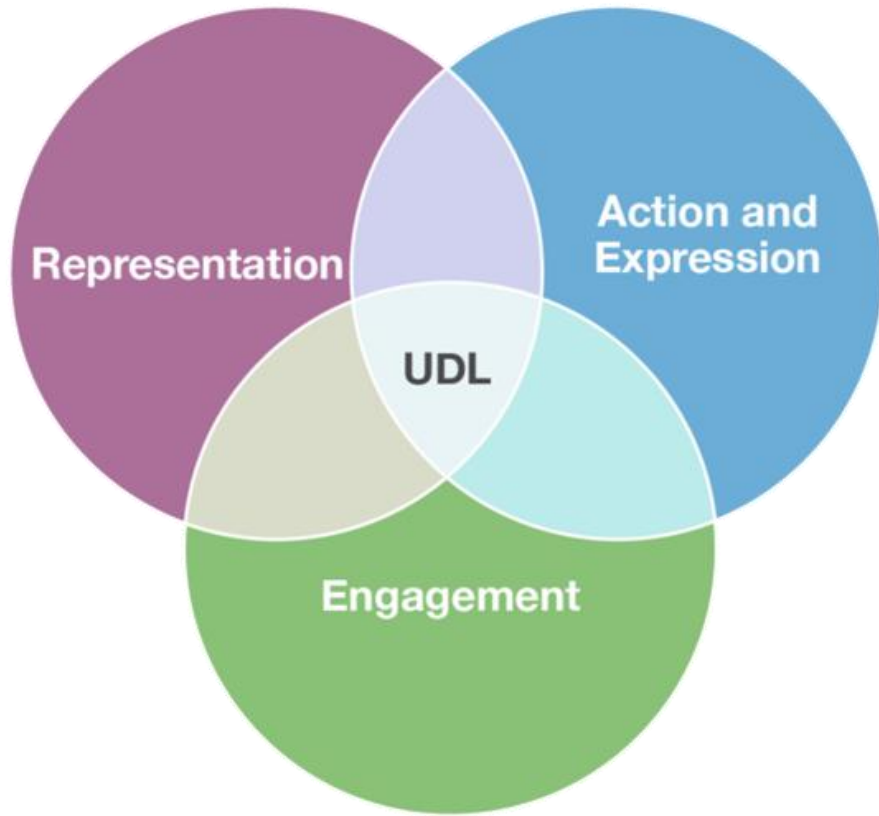


Universal Design for Learning



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UDL is an approach to improve and optimise teaching and learning for all by:



Setting
rigorous
goals



Anticipating
barriers to
learning



Designing to
minimise
these barriers

Adapted from <https://udlguidelines.cast.org/>



UDL: The Three Principles

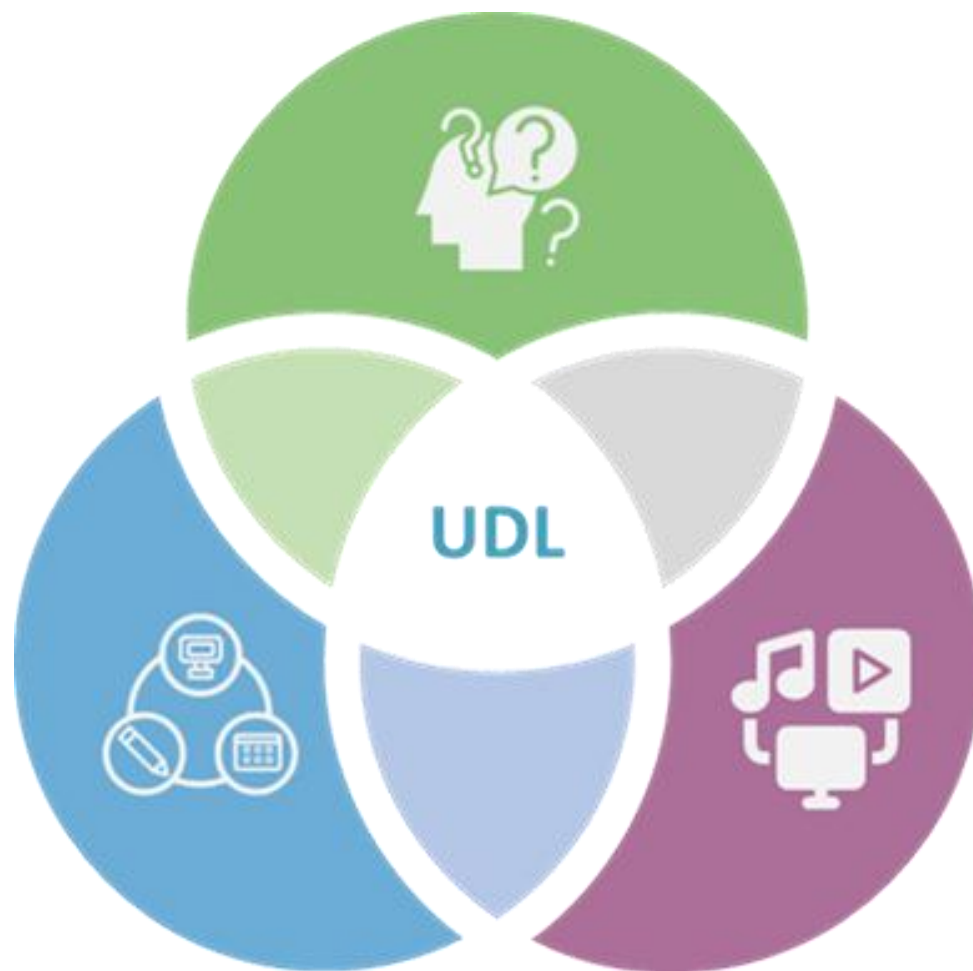


Universal Design for Learning



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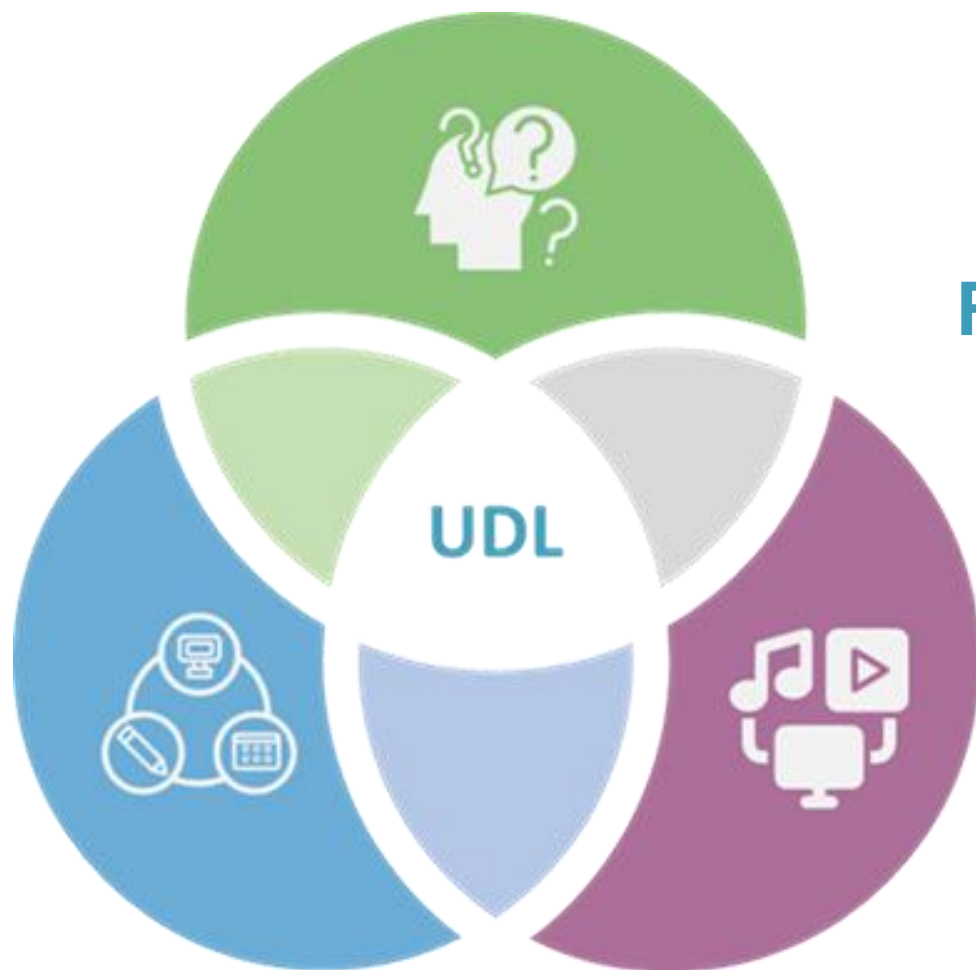
Engagement



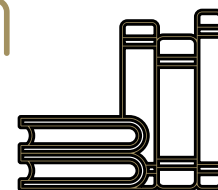
Universal Design for Learning



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Representation

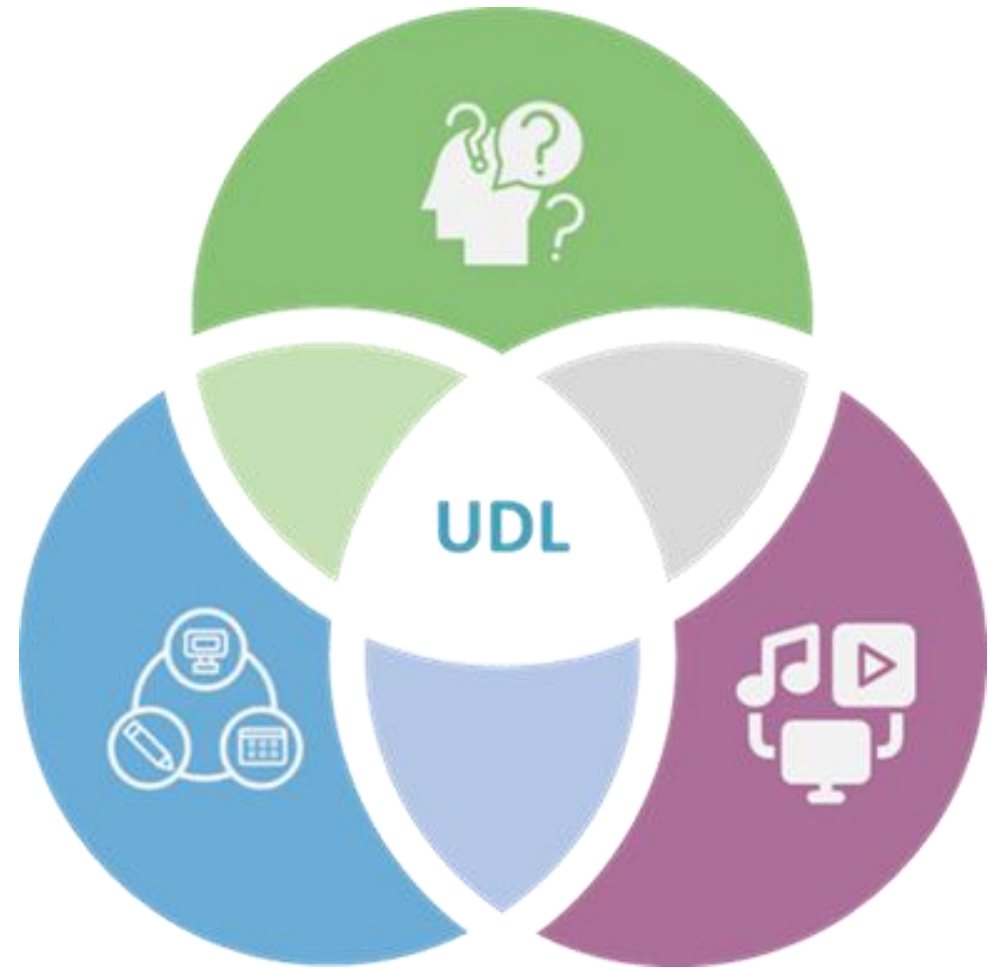


Universal Design for Learning



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Action and Expression

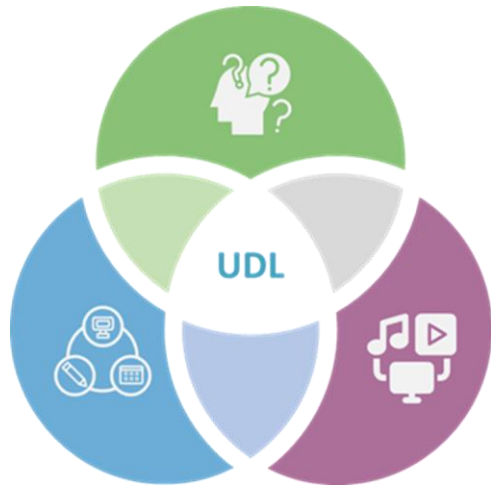


UDL to Support Learner Agency



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What does UDL mean to me?
Where have I used it?





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Supporting the Professional
Learning of School Leaders
and Teachers

Session 2

Learning Intentions for Session 2



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We will ...



Explore collaborative learning and how it can encourage learner agency.



Engage with strategies that facilitate learner agency in collaborative learning.



When students collaborate in a secondary classroom, they build both interpersonal skills and personal agency, as they make decisions, solve problems, and take ownership of their learning within the group.

Harris, A., & De Bruin, L. (2018)

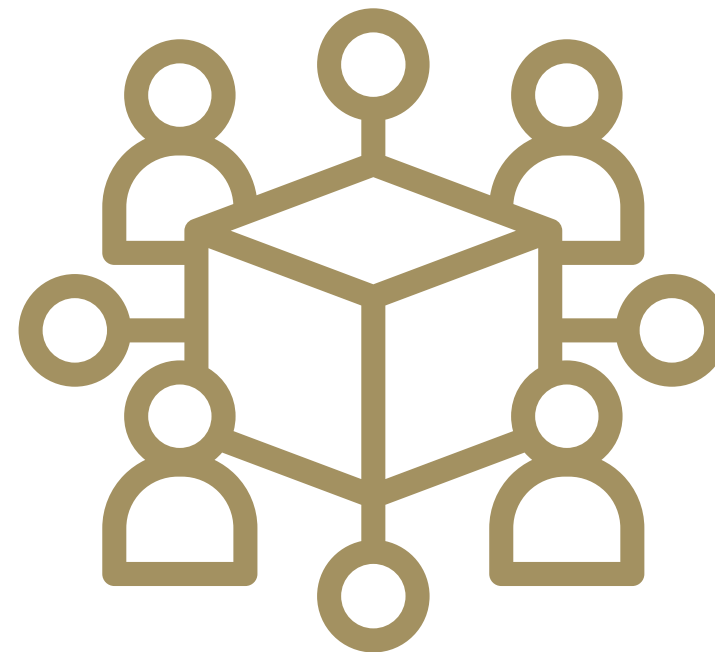




Collaboration in RE

Discussion:

What are the opportunities and challenges associated with students working collaboratively in RE?



What do I like about Collaboration?



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New ideas
It's organised
Talking to others
Support each other
Different ideas
Help from others
Different perspectives
Creative
Get to work together
Sharing ideas
Other opinions
Communication
Less pressure
Project work
You can ask others
More interesting
More encouraging
Different views
Collaborative

Think, Pair, Share, Square



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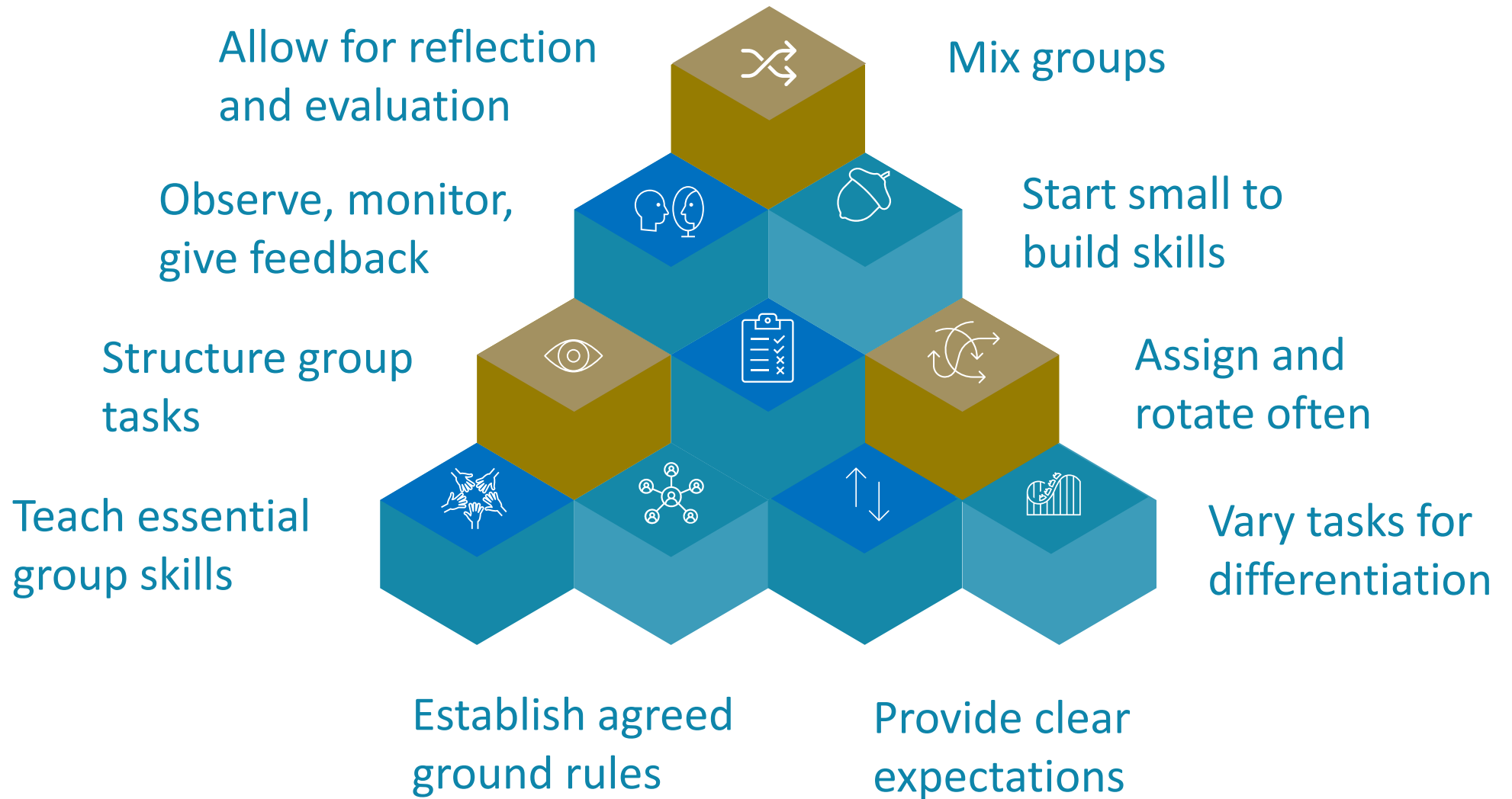
How do you facilitate collaborative learning?

What enables effective collaborative learning?

Effective Collaboration



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Key Skills of Junior Cycle

Working with Others

Peace, Dialogue and Reconciliation



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Padlet

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Peace, Dialogue and Reconciliation
LOs 1.10, 1.11, 2.1, 2.7, 3.7

1. Take 10 minutes to consider and explore the locations, monuments, organisations and people of commitment that shaped peace, dialogue and reconciliation efforts worldwide.

2. Click the purple button on the right of your screen to share a topic you've explored recently in your RE class, or which has recently come to your attention, and which could be investigated through the lens of peace, dialogue and reconciliation as it links to learning outcomes 1.10, 1.11, 2.1, 2.7, 3.7.

United Nations Headquarters, New York
December 10, 1948: Universal ...

Stormont Parliament Buildings, Belfast
April 10, 1998: Good Friday ...

Drakenstein Correctional Centre (form...
February 11, 1990: Nelson ...

Brandenburg Gate, Berlin
November 9, 1989: Fall of Berlin ...

Wright-Patterson Air Force Base, Dayton...
December 14, 1995: Dayton ...

Peace House, Panmunjom
April 27, 2018: Panmunjom



Using Different Learning Opportunities for Agency and Collaboration



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The quality framework views students as active agents in their learning who engage purposefully in a **wide range of learning activities**, who **respond in a variety of ways to different learning opportunities** and who are afforded the opportunity to engage in meaningful discussions with teachers to inform learning and teaching.

Looking at Our School 2022: A Quality Framework for Post-Primary Schools, p. 9





Enquiry-based, experiential engagement in the local outdoor environment gives pupils the opportunity to become active agents in their own learning, converting abstract concepts to concrete realities.

P. O' Donnell, *Ireland's Education Yearbook 2022*, p. 115

Ireland's Education Yearbook 2022

Information, Commentary, and Insights on Education
in Ireland in 2022

- INTRODUCTION
- EARLY CHILDHOOD
- PRIMARY
- SECOND LEVEL
- FURTHER EDUCATION & TRAINING
- HIGHER EDUCATION
- RESEARCH

Benefits of Experiential Learning ...



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Personal
engagement
through
activities



Witness lived
experience
of faiths and
worldviews



Enhanced
understanding
of community



Cross-
curricular
links



Engage with
local charities
or organisations

Activating Agency: Photovoice



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The area to be explored is chosen-
by teacher, students or both

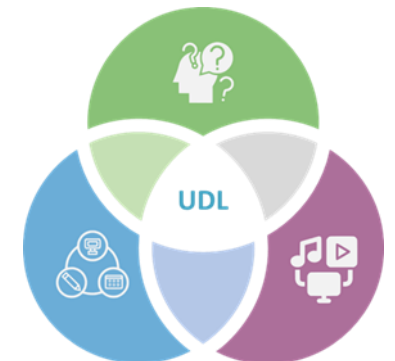
They present the image(s)
to the class which
supports further dialogue

They prepare a
presentation of their
image(s)



The student captures
image(s) that connect
to their life

The student selects
their chosen image(s)



Photovoice and Collaboration



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Where and how Photovoice could be used to support experiential learning with your RE class?

How might we engage students collaboratively in this strategy?

Extending Photovoice through Collaboration



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Shared Projects



Group Exhibitions
or Presentations



Co-designing an
Action Plan



Community Involvement



Reflection



Create a Shared Platform



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Supporting the Professional
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and Teachers

Session 3

Learning Intentions for Session 3



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We will ...



Consider our use of AI tools in RE and deepen thinking around the ethical use of AI in RE.



Explore a prompt framework (RASE) to enhance student agency in learning activities through the development of a choice board using AI.

AI in the RE Classroom



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What is AI?



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AI refers to **machine-based** systems that can, given a set of **human-defined objectives**, make predictions, recommendations, or **decisions** that influence real or virtual environments. AI systems interact with us and act on our environment, either directly or indirectly. Often, they appear to operate **autonomously** and can **adapt** their behaviour by learning about the context.

UNICEF, *Policy Guidance on AI for Children* (2021), p.16





Generative AI / LLMs



LLMs are an AI tool that have been trained on vast amounts of text to predict responses to requests and questions one word at a time.

AI Explained: What is AI? www.webwise.ie



Discussion Activity: Walking Debate



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"AI will result in a decline in students' critical thinking skills in the RE classroom."



Strongly Agree?

Agree?

Unsure?

Disagree?

Strongly Disagree?

Discussion Activity: Walking Debate



Oide

"AI enhances learner agency in the RE classroom."



Strongly Agree?

Agree?

Unsure?

Disagree?

Strongly Disagree?

Discussion Activity: Walking Debate



Oide

"AI could help students discover their passions and interests in RE."



Strongly Agree?

Agree?

Unsure?

Disagree?

Strongly Disagree?

Discussion Activity: Walking Debate



Oide

"AI could ultimately replace RE teachers."



Strongly Agree?

Agree?

Unsure?

Disagree?

Strongly Disagree?

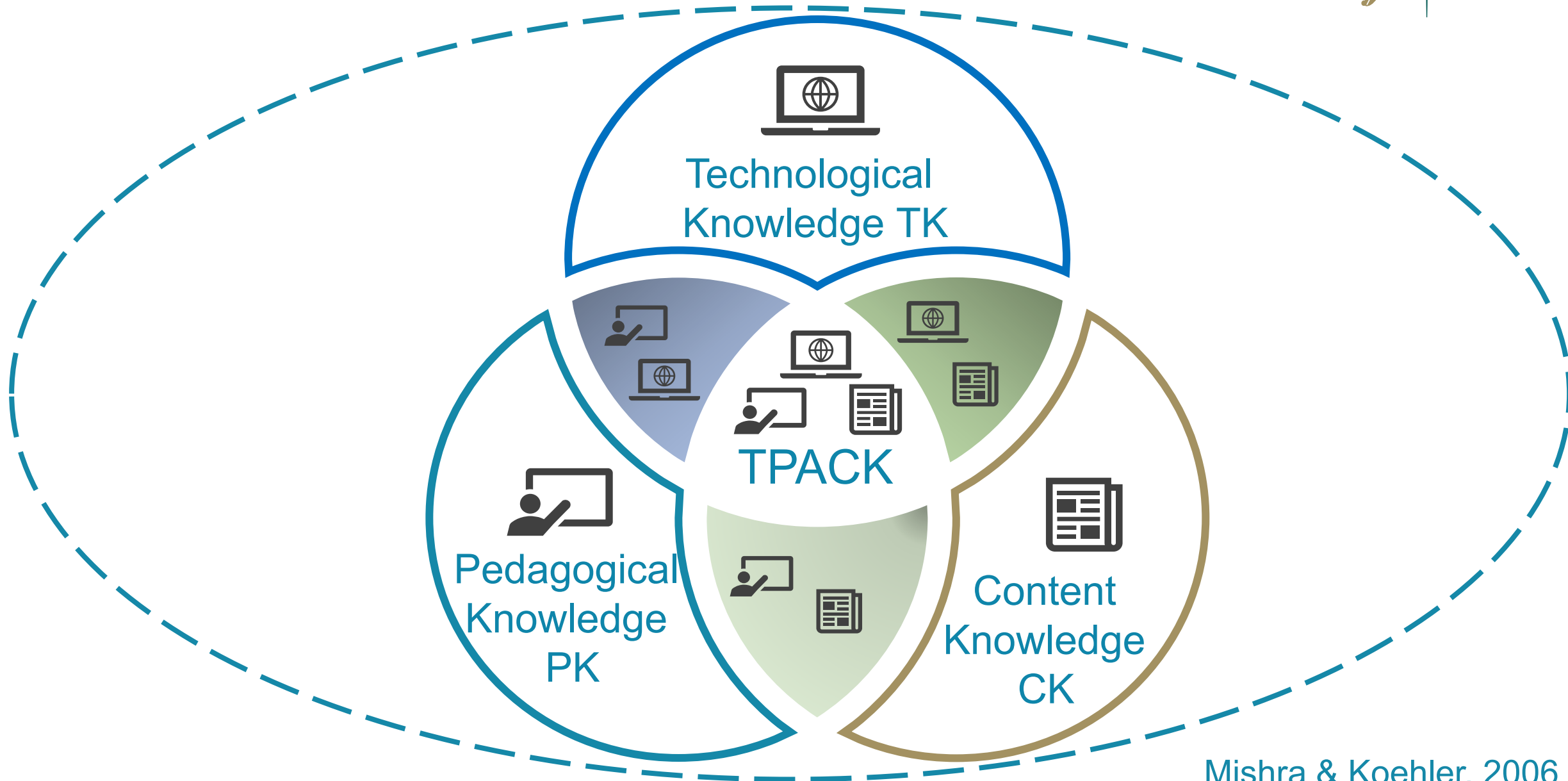
Acceptable Use Policy (AUP)



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... a document which addresses all rights, privileges, responsibilities and sanctions associated with the use of the internet and digital technologies within the school, including online and offline usage.

Keeping Your School's AUP Updated, webwise.ie

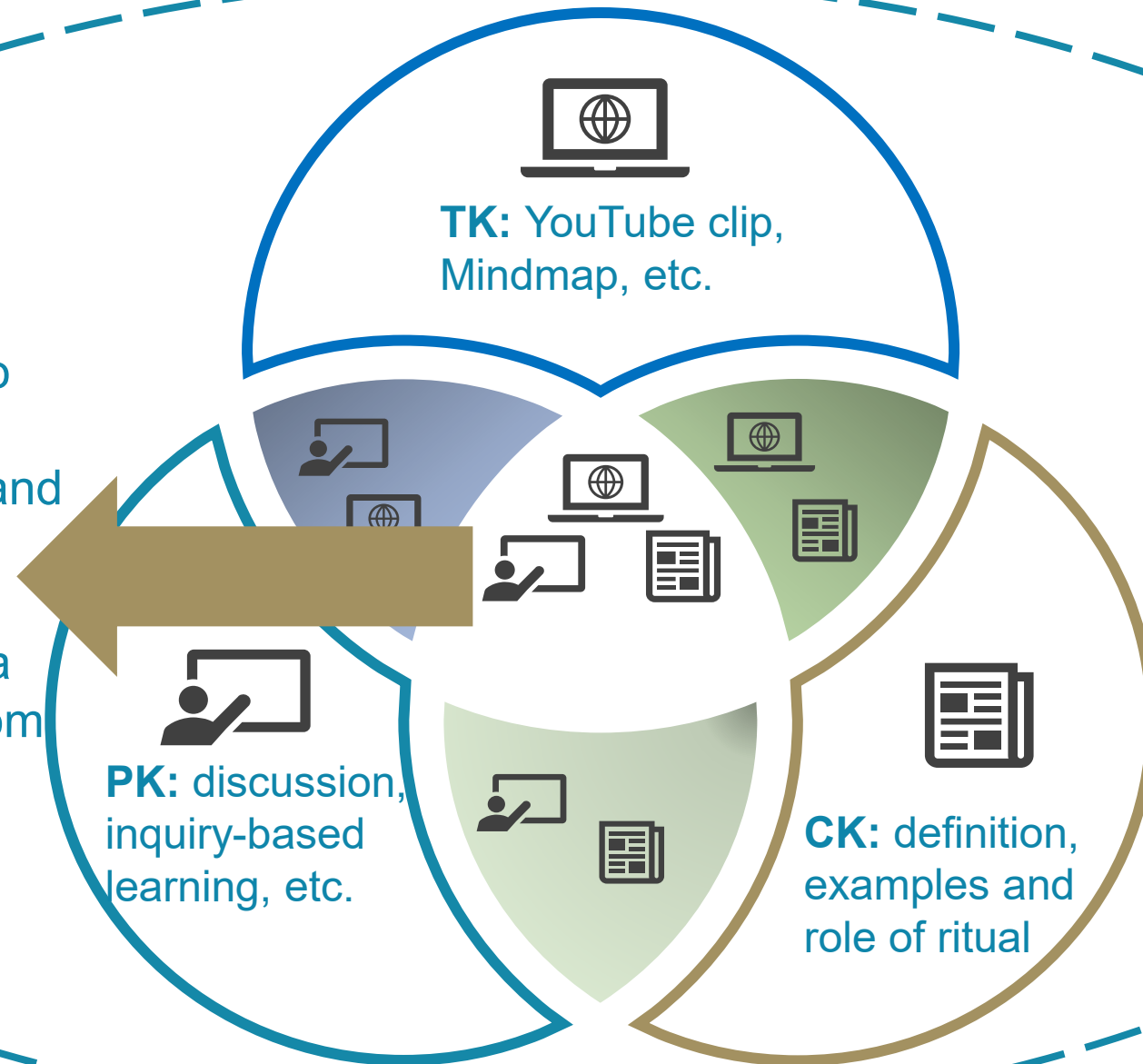


TPACK Example: Non-Religious Rituals



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TPACK: student creates a short video clip/infographic exploring elements and role of ritual with examples. This clip is used as a stimulus for classroom discussion.



Mishra & Koehler, 2006

Using Prompt Frameworks in the RE Classroom



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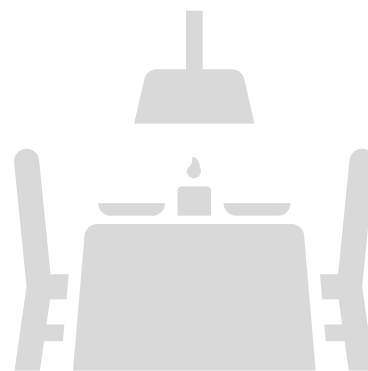
Which prompt is more effective? Why?



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Ordering in a restaurant ...

“I’d like food.”



“I’d like a vegetarian burrito with no onions and extra guacamole.”

Prompt A?

or

Prompt B?



“Help me teach religious moral codes.”



“I am a Religious Education teacher teaching the junior cycle Religious Education specification. Suggest strategies to introduce moral codes in the major world religions to a group of 1st year students with an average reading age of 13.”

Prompt A?

or

Prompt B?



RASE Framework



ROLE

Give the Gen AI/LLM a role and provide a context

ASK

Define the task you want it to perform

SPECIFIC

Be specific about format, length, style, etc. required

EXPERIMENT

Refine your prompt; ask Gen AI/LLM for suggestions



Choice Boards

Founder of a MWR: Abraham (Judaism)

Linked LOs: 1.1, 2.5, 2.6, 3.3

Worked
Example



Virtual visit and interview with a representative from the Jewish faith. Draft a set of questions to ask and write a summary of your findings.



Create a poster with a glossary of illustrations and key words and terms associated with Abraham



Watch a short documentary on Abraham and give a short presentation to your class.

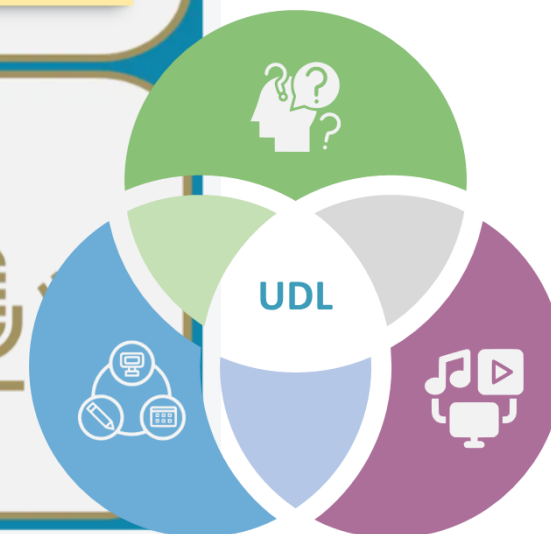
Select a set of photographs/ images connected to Abraham and his role in the foundations of Judaism



Using a Venn diagram, compare Abraham to another figure from the Jewish faith



Create a podcast, detailing the work of Abraham and his background.



Feedback



Founder of a MWR: Abraham (Judaism)
Linked LOs: 1.1, 2.5, 2.6, 3.3

Worked
Example

 <p>Virtual visit and interview with a representative from the Jewish faith. Draft a set of questions to ask and write a summary of your findings.</p>	 <p>Create a poster with a glossary of illustrations and key words and terms associated with Abraham</p>	 <p>Watch a short documentary on Abraham and give a short presentation to your class.</p>
<p>Select a set of photographs/images connected to Abraham and his role in the foundations of Judaism</p> 	<p>Using a Venn diagram, compare Abraham to another figure from the Jewish faith</p> 	<p>Create a podcast, detailing the work of Abraham and his background.</p> 

What Worked Well?



Even Better If...



AI: Considerations for Teacher Use



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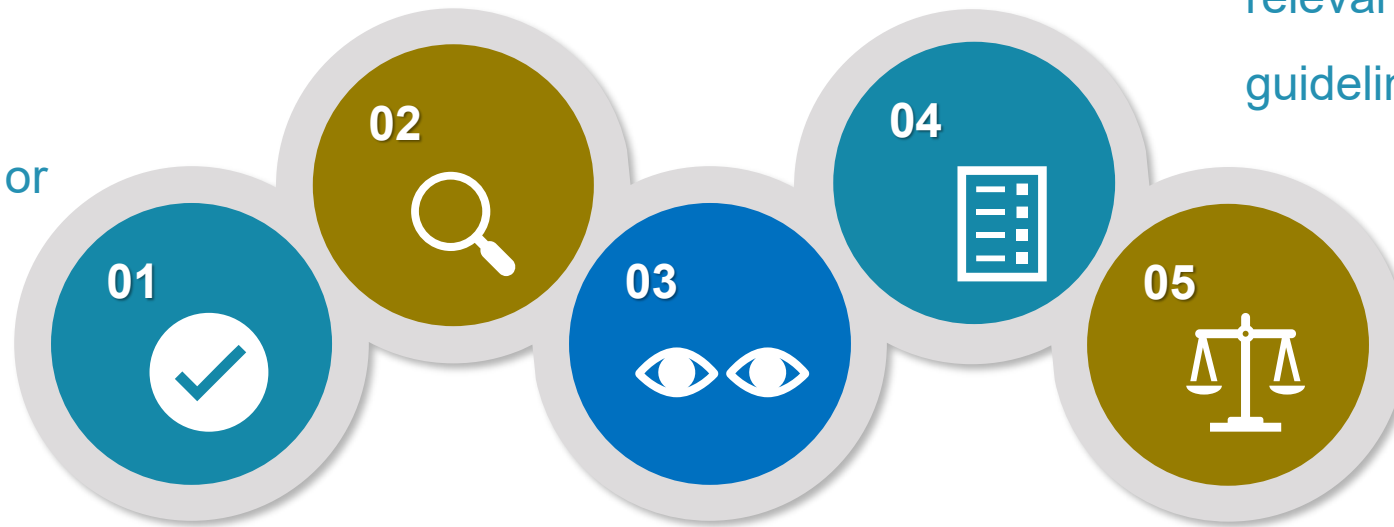
Evidence of Impact

Will the AI tool improve learner outcomes or experiences?

Are there examples or case studies?

Policies and Guidelines

Does the tool adhere to the relevant policies and guidelines of your school?



Ethical Data Use

Is the tool GDPR compliant? Do not use personal or student data.

Accuracy of Output

Have you checked the output against other sources before sharing with students?

Bias and Awareness

What steps are you taking to identify and mitigate biases in your AI tools?

<https://www.webwise.ie/ai-hub/>

AI: Key Documents



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Policies, Guidelines and Frameworks + ...

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a month ago

An Roinn Oideachais
Department of Education

Digital Strategy for Schools to 2027

PDF

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Riailtas na hÉireann
Government of Ireland

Ireland's Literacy, Numeracy and Digital Literacy Strategy 2024-2033: Every Learner from Birth to Young Adulthood

www

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Looking at Our School 2022: A Quality Framework for Post-Primary Schools
Inspectorate
Updated January 2024

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Riailtas na hÉireann
Government of Ireland

ESD to 2030: Second National Strategy on Education for Sustainable Development

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An Roinn Gníomhaíochta Phoblaithe
Ministère de l'Énergie, du Climat et des Infrastructures
Department of Public Expenditure
NSD Delivery and Reform

Interim Guidelines for Use of AI in the Public Service February 2024

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Digital Learning Planning

PDF

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Digital Learning Framework PLANNING RESOURCES

To access the interactive Digital Learning Framework select an option below

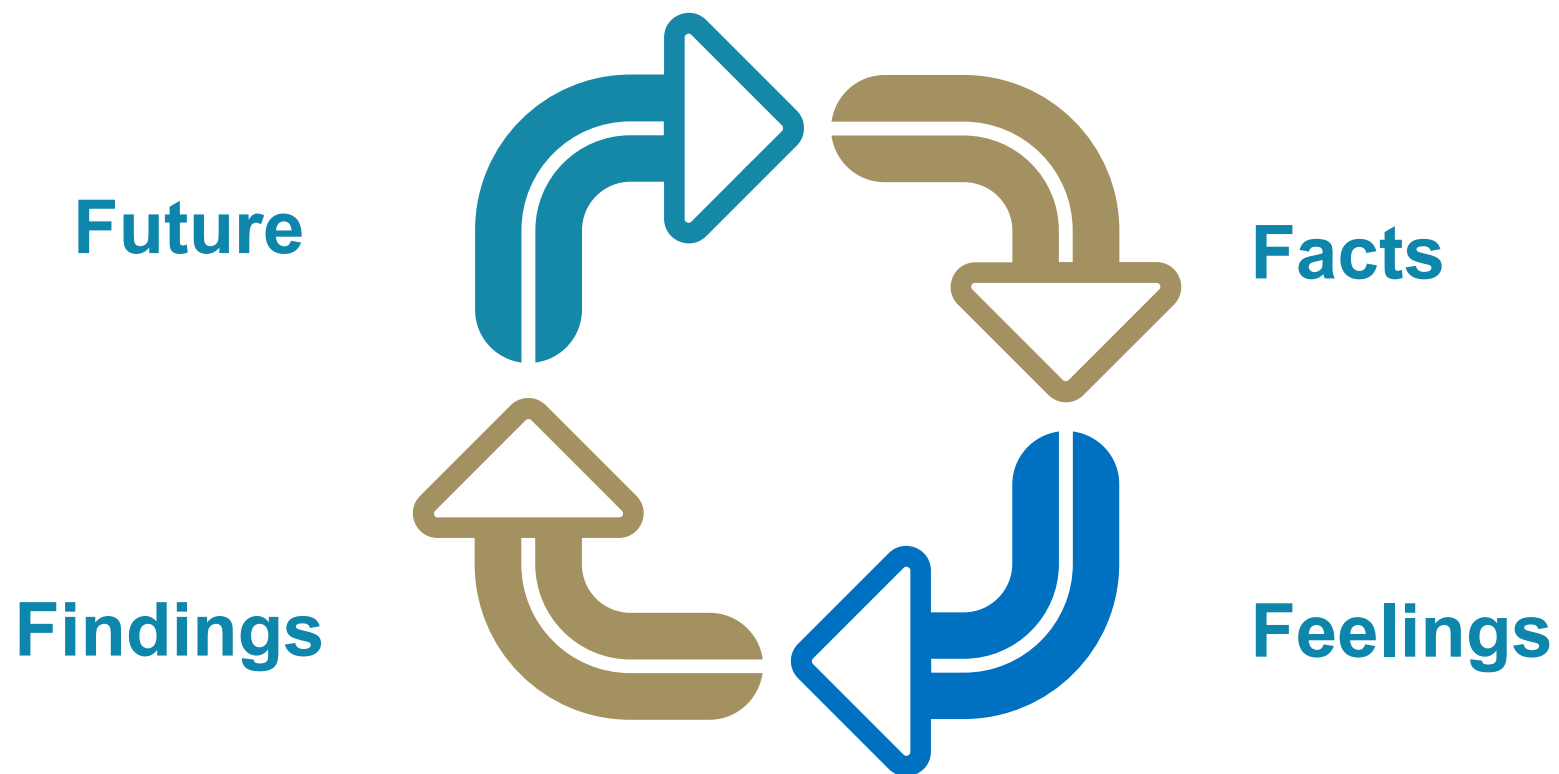
Primary Post-Primary

dlplanning.ie

Reflection



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Reflection Rucksack



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After today, what will I/we take with me/us?

What will I/we leave behind?

What is one thing I/we want to focus on as I/we continue my/our journey?

