

Unmute Yourself!

Communication and Education in Response to Crises

 #SPHEConf21

Friday 12th of November 2021

Book of Abstracts

 Recording...

TOPICS

Social Media, Relationships
and Wellbeing



Teaching and Learning
Online



Media and Digital Literacy



Digital Citizenship:
Rights, Agency, Responsibilites
and Safety Online



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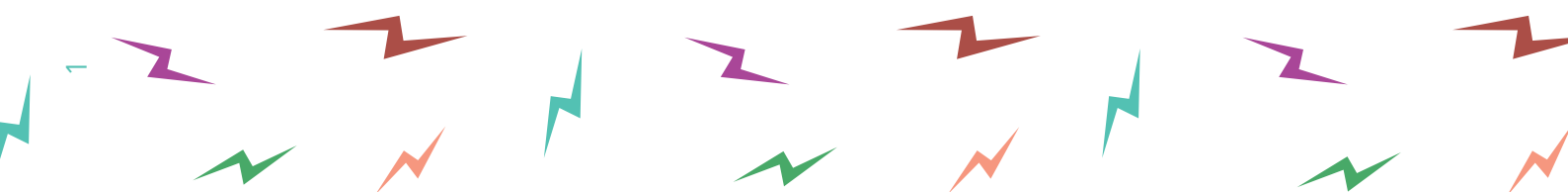
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Social media, learning and wellbeing: Opportunities and responsibilities for educators

How is digital technology, now occupying the eyes and ears, pockets and pillows of so many children, shaping children's personal, social and learning lives. Does it bring the wellbeing benefits often hoped for? And what of the role and responsibilities of educators? These questions guided my recent year-long ethnography of a multi-ethnic, socio-economically diverse class of 13-14-year-olds, 'The Class: Living and learning in the digital age. We found that parents are often hopeful yet unclear about the possible benefits on offer, so they tend to follow the lead of their child's school. Meanwhile, as found in both this project and my next one, 'Parenting for a Digital Future: How hopes and fears about technology shape children's lives,' schools face difficult pressures - to use technologies to measure, standardise and individualize students' experiences, yet to reach beyond the boundaries of the school while also containing the flow of parental expectations. Both projects contrast everyday experiences of digitally-mediated learning from the perspectives of students, parents and teachers. This highlights contrasts and tensions centred on technology but also reveals potentially productive synergies that could be built on in future policy and practice.



Prof. Sonia Livingstone (London School of Economics)

Sonia Livingstone DPhil (Oxon), OBE, FBA, FBPS, FAcSS, FRSA, is a professor in the Department of Media and Communications at the London School of Economics and Political Science. Taking a comparative, critical and contextualised approach, her research examines how the changing conditions of mediation are reshaping everyday practices and possibilities for action. Sonia has published 20 books on media audiences, especially children and young people's risks and opportunities, media literacy and rights in the digital environment, including *The Class: Living and Learning in the Digital Age* (New York University Press, with Julian Sefton-Green) ([view here](#)). Her recent books include *The Class: Living and learning in the digital age* and *Parenting for a Digital Future: How hopes and fears about technology shape children's lives*. Sonia has advised the UK government, European Commission, European Parliament, UN Committee on the Rights of the Child, OECD, ITU and UNICEF, among others, on children's internet safety and rights in the digital environment. Sonia currently directs the [Digital Futures Commission \(with the 5Rights Foundation\)](#) and the [Global Kids Online](#) project (with UNICEF). She blogs at www.parenting.digital and tweets [@Livingstone_S](#).

SPHE and the #DigitalDecade: What this means for Digital Citizenship

Recent discussions of evolving technology point to a new phase of digital transformation on society that will disrupt patterns of connecting, communicating and engaging at all levels culture, economy and society. The shift towards new immersive experiences, data intensive environments for business and government will likely have profound impacts on all citizens including children and young people. At a European Union level, this transition has been captured in the concept of the Path to the Digital Decade, underpinned by a set of digital principles will help promote and uphold EU values in the digital space. But what might this mean for digital citizenship and citizenship education? And what are the potential pitfalls? This paper will examine the possibilities that SPHE might offer in this space and how through models of co-creation and co-design, young people can be mobilised to lead the development of the #DigitalDecade towards a more positive, participatory future.



Prof. Brian O'Neill (Technological University Dublin)

Brian O'Neill is emeritus Professor at TU Dublin and formerly Director of Research, Enterprise & Innovation at the university. His research focuses on young people's use of digital technologies, online safety and policy for the digital environment. He has undertaken research for the European Commission, UNICEF, the Council of Europe, the Ombudsman for Children's Office and the Broadcasting Authority of Ireland on various topics associated with media literacy, child rights and information society technologies. He is a member of the CO:RE Children Online: Research and Evidence consortium funded under Horizon 2020 and leads the work package on Policies. He is a member of Ireland's National Advisory Council for Online Safety and chaired the Irish government's task force on Internet Content Governance. He also chairs the Steering Group for Media Literacy Ireland, a multi-stakeholder initiative supported by the Broadcasting Authority of Ireland. Jointly with Stephan Dreyer, Leibniz Institute for Media Research Hans Bredow Institute and Thuy Dinh, TU Dublin he coordinates the implementation of the Better Internet for Kids Policy Mapping project.

The Crisis of Gender Abuse Online: Shifting the Educational Focus from Individual (Re)action to a Discourse of Social Justice

Online hate, abuse and violence have become an urgent global problem. Given that, for young people, digital spaces are key sites of communication, identity formation, self-expression and sexual interaction, the risks associated with this hypermediated world have become a major concern for parents, educators and policy-makers. This paper considers the various ways in which this problem has been framed by different stakeholders and in different interventions, and argues that we need to rethink communication and education in response to this crisis. Specifically, I argue for a move away from protectionist, individualist models towards a framework of digital citizenship and ethics, which prioritises young people's rights, agency, consent and responsibility.



Dr. Debbie Ging (Dublin City University)

Debbie Ging is an Associate Professor in the School of Communications. She teaches and researches on gender, sexuality and digital culture, with a focus on digital hate, online anti-feminist men's rights politics and the incel phenomenon. Debbie is co-editor of *Gender Hate Online: Understanding the New Antifeminism* (Palgrave, 2019). She is Ireland Corresponding Editor of the journal *Men and Masculinities* (<http://jmm.sagepub.com/>) and is a member of the Editorial Board of *New Media and Society* (<https://journals.sagepub.com/home/nms>). She is also a member of the National Anti-Bullying Research and Resource Centre and of the Institute for Future Media and Journalism (FuJo).

Emerging Adults' Experiences and Perceptions of Social Media: Impact on Wellbeing

The migration of everyday social interactions to online environments has consequences for the socialisation and well-being of young people that are still not fully understood. This presentation draws on findings from focus groups involving Irish emerging adults' experiences and perceptions of social media. Analysed from a critical feminist perspective using thematic analysis, a number of themes were identified. Key themes which emerged included "Body image and gender dynamics", "Psychological functioning", "The cultivation of an ideal self" and "Pervasiveness".

The findings revealed social media as an integral part of young people's lives and the complex implications of its use for well-being, relationships, body image and identity. Social media contribute to the development of societal norms by documenting and highlighting values of a society. This was exemplified by participants' discourse on social comparison and the policing of online content. In particular, the findings shed light on existing social scripts regarding gender roles and dynamics and how social media can reinforce or exacerbate existing stereotypes and norms. Participants discussed that images of idealised bodies are prevalent online and that an inability to attain these ideals was associated with lack of control, weakness of will and shame. Consistently participants spoke about comparing themselves with others online and the negative consequences of this behaviour for their well-being.

The implications of this research will be discussed in relation to Relationships and Sexuality Education (RSE) and Social Personal and Health Education (SPHE). Drawing on the findings, this presentation will advocate for educational support to be provided regarding the potential benefits and risks associated with social media use for psychological well-being and in particular will explore the potential for developing acceptance, respect, and empathy within the curriculum. Future directions regarding research on social media in the context of RSE and SPHE will be considered.



Dr. Aisling Costello (Technological University, Dublin), Dr. Ashling Bourke and Dr. Catherine Maunsell (DCU Institute of Education).

Aisling Costello is an assistant lecturer of psychology at the Technological University of Dublin. Having completed her doctoral thesis on the impact of social media use on body image and well-being and subsequently worked on the 'TEACH RSE: Teacher Professional Development and Relationships and Sexuality Education' research project, she has a keen interest in the intersection between social media use and relationships and sexuality education. Her research interests include developmental psychology, well-being, social media, identity, relationships and sexuality education

Ashling Bourke is an Assistant Professor in Psychology and Human Development at the Institute of Education, Dublin City University. Her research interests include Children's Rights, Wellbeing Across the Lifespan, Adversity, Sexual Violence and Abuse, Family Relationships, Implicit Attitudes, Sexual Health, and Relationships and Sexuality Education.

Catherine (Kay) Maunsell is an Associate Professor of Psychology and Human Development and has been working as an initial teacher educator for almost three decades. She maintains an active research profile focusing on the role of education in addressing inequality and promoting inclusion, and in particular, on the rights of children and young people to holistic, inclusive, comprehensive sexuality education. Most recently, she was the Principal Investigator on an Irish Research Council (Coalesce Award) research project entitled TEACH-RSE: Teacher Professional Development and Relationships and Sexuality Education (2019-2021). She is also an active member of national and international organizations devoted to research on child and adolescent development.



Teachers' attitudes towards and implementation of the primary school SPHE curriculum and wellbeing education in primary schools: A survey of Irish primary school teachers

In the years since SPHE was formally introduced into the primary school curriculum in 1999, emphasis on pupil wellbeing has been steadily increasing. The publication of the Wellbeing Policy Statement and Framework for Practice (DES, 2018) formally highlighted the government's intention to prioritise wellbeing promotion in Irish schools, and since the onset of the Covid-19 pandemic and reports of the negative impact it has had on the mental health of children (e.g. Pietro et al., 2020), the importance of good quality SPHE and wellbeing education has arguably never been greater.

The purpose of this study was to provide a snapshot of primary teachers' attitudes towards and implementation of the SPHE curriculum and wellbeing education in Ireland. A quantitative approach was taken, using a survey research design. One hundred and sixty-two teachers completed an online questionnaire in April 2021, approximately 4 weeks after schools emerged from the most recent period of closures. An overall positive picture of the implementation of SPHE and wellbeing was found. Teachers were confident in their ability to teach the three strands, over half felt the SPHE curriculum is successful in providing for and developing student wellbeing and they placed high emphasis on wellbeing initiatives in their classroom. Findings also highlighted some challenges including a lack of teacher confidence teaching RSE; limited development of the 'Myself and the Wider World' strand; and insufficient time to implement the SPHE curriculum fully. Indeed, time was cited the largest barrier to the successful implementation of wellbeing initiatives.

Implications for the future include a need for teacher CPD in SPHE and wellbeing education. It is suggested that more training and support would increase teacher confidence in implementing RSE and Wellbeing programmes. A need to further explore why 'Myself and the Wider World' is not implemented as fully as the other SPHE strands is also suggested.



Elaine McDonnell, Emma Curran, Catriona Coleman, Marguerite Bradshaw, Lynne McCullagh, Niamh McMahon and Lorraine Cole (DCU Institute of Education)

Elaine McDonnell is a primary school teacher with 3 years teaching experience in a large urban boys' school. She is currently teaching 5th class. She is completing the Master of Education programme in DCU, specialising in the Teaching and Learning module.

Emma Curran is a primary school teacher with over 9 years teaching experience. She has experience in both mainstream and special education settings. She teaches in a large urban vertical co-educational school. This year, she is working as part of the SET team in her school. She is currently completing the Master of Education programme in DCU, specialising in the area of teaching and learning.

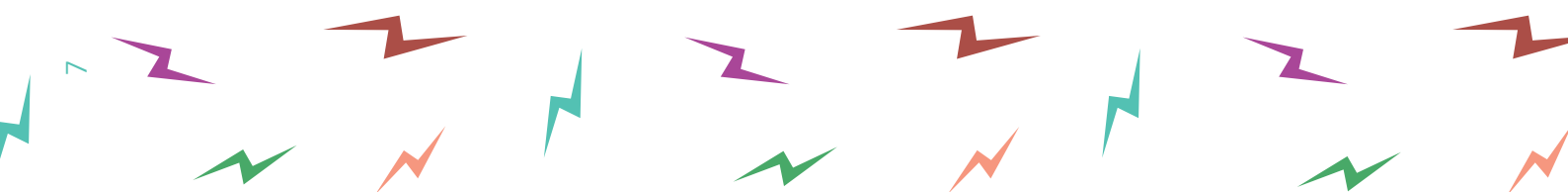
Catriona Coleman is a primary school teacher with 3 years teaching experience. She has experience teaching in large urban and small multi-grade settings. She is currently working as a Supply Teacher covering principal release days. She is completing the Master of Education programme in DCU, specialising in the area of Teaching and Learning.

Marguerite Bradshaw is a primary teacher with 10 years teaching experience. She has experience teaching in diverse settings both in Ireland and abroad ranging from SET to mainstream. She is currently teaching 6th class in a large rural school. She is completing the Master of Education programme in DCU, specialising in the Teaching and Learning module.

Lynne McCullagh has over ten years of teaching experience. She has taught in Spain, the UAE and Ireland, where she is currently teaching Senior Infants in a multi-denominational primary school. She is currently completing her Master of Education with DCU, specialising in Teaching and Learning.

Niamh McMahon is a primary school teacher with over 9 years teaching experience in a variety of settings, ranging from mainstream, special education and SEN. She is currently teaching 2nd class in a large rural school. She is completing the Master of Education programme in DCU, specialising in the Teaching and Learning module.

Lorraine Cole is a primary school teacher with over 10 years teaching experience. She has experience teaching in both mainstream and special education settings. She currently works as a mainstream class teacher in a rural setting. She has previously completed a Graduate Diploma in Inclusive Education, Learning Support and Special Education in Dublin City University (DCU). She is currently completing the Master of Education programme with DCU.



Preliminary Findings from an Evaluation of the A Lust for Life Schools Programme

There are a number of resources and programmes in existence that aim to support primary teachers in providing SPHE and wellbeing education to their pupils. However, it is imperative that these programmes are subject to rigorous evaluations to ensure (i) they are effective, and (ii) that they “comply with the principles of the SPHE curriculum” (SPHE Teacher Guidelines, p. 33).

This paper reports on an evaluation of a pilot rollout of the A Lust For Life (ALFL) Schools Programme, -a new wellbeing education programme for fifth and sixth class pupils in Ireland, developed by a multi-disciplinary team including educators and psychologists. This evaluation focused specifically on the programme’s merits from an educational point of view, i.e. pedagogical quality, curricular alignment, suitability of resources used and general ease of use for primary teachers.

A mixed-methods explanatory design was employed, where by a series of questionnaires were administered to participating teachers (n = 40) as they engaged with the programme, followed by in-depth follow-up interviews with two of the teachers upon completion of the programme. As the evaluation coincided with the Covid-19 pandemic, a number of these teachers delivered the programme remotely during periods of school closure, providing interesting findings that speak to the conference theme of teaching and learning online.

Overall, the findings suggest that the programme is a welcome addition for teaching about wellbeing education. Teachers reported that the programme links to all three strands of the SPHE curriculum and provides numerous opportunities for active learning. Some areas for improvement and implications for practice were also identified, such as additional topics to add into the programme and ideas to increase scope for formative assessment during lessons.



Tomás Timmins and Dr. Darina Scully (DCU Institute of Education)

Tomás Timmins is a primary school teacher. He graduated from Dublin City University with a Bachelor of Education and Gaeilge. He then completed an M.Ed. at Dublin City University in Teaching and Learning. His major research interests are in children’s wellbeing and active learning in SPHE.

Darina Scully is an Assistant Professor in Child/Adolescent Learning and Development, Wellbeing and SPHE, in the School of Human Development at Dublin City University’s Institute of Education. She holds a B.A. (hons) and a Ph.D. in psychology, from Trinity College Dublin. Her major research interests are in the area of child development, wellbeing, and the assessment and measurement of complex constructs. She is currently lecturing at both undergraduate and postgraduate level in social, personal and health education (SPHE) and in quantitative research methods.

A Willingness to Listen and Become: The Imperative of Unmuting the Voices of the Other in Primary and Second Level Classrooms

It is an arresting reality that suicide levels among members of the Traveller Community are seven times higher than that of the settled population (AITHS, 2010). Research shows that Travellers are disadvantaged in all of the social determinants of health, from where they live to income levels to access to social supports and health care (AITHS, 2010). Some of the most common factors cited by Travellers as contributing to their poor mental health include, social exclusion and discrimination, low levels of self-esteem and negative experiences within the education system (AITHS, 2010; Boyle, Hanafin, & Flynn 2018).

Factors such as social exclusion and discrimination are legitimised by mainstream and social media platforms, which perpetuate racist discourses and reinforce negative stereotypes about Travellers. These pathologising representations exacerbate racism and directly impact Traveller children's experiences of schooling (Mulcahy, 2020; Twomey, 2017). Research shows that a significant number of Travellers experience discrimination (AITHS, 2010) and racialised bullying at school (DCYA, 2012).

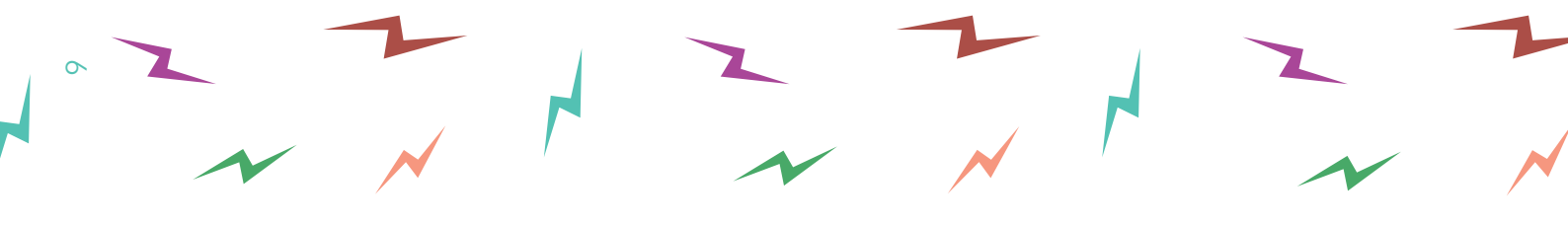
While a multi-pronged approach is required to address the systemic and structural issues which perpetuate racial inequalities, schools and teachers can play an important role. A willingness to listen, learn and become an ally to children from the Traveller Community and other marginalised group is essential. This paper argues that positive and supportive teacher-student relationships can be fostered if teachers adopt a culturally relevant pedagogical approach. This includes opportunities for teachers to confront their own privilege, biases and prejudices (and the impact that these have on both their expectations of and interactions with Traveller children), to foster caring reciprocal relationships with Othered children and to engage in collective reflection and dialogue on how to reform unjust institutional structures within schools (Pirbhai-Illich, Pete, & Martin, 2017).



Dr. Anne Marie Kavanagh (DCU Institute of Education).

Unmute Yourself!

Anne Marie Kavanagh is an Assistant Professor in Ethical and Intercultural Education in the School of Human Development at DCU Institute of Education. She lectures and researches in the areas of ethical education, social justice education and human rights education. In March 2021, a book she co-edited with Prof. Fionnuala Waldron and Dr. Benjamin Mallon, titled 'Teaching for Social Justice and Sustainable Development Across the Primary Curriculum' was published by Routledge



Locked Out: Impact of Covid-19 on School Relationships and Staff Wellbeing in Irish Primary Schools

The Covid-19 pandemic has impacted all our lives over the last 18 months or so. School closures were one strategy used by the Irish Government to contain the spread of the virus. While the primary function of this move was to protect the health of both the school and general population, its impact on all aspects of school lives has become a focus for researchers. The research project outlined in this presentation arose directly from an interest in the impact of school closures on staff wellbeing, an area of research which is under-developed in the literature on school closures.

The overall aim of the study was to provide an opportunity for both principals and teachers to reflect on how Covid-19 impacted on their wellbeing and, by inference, the impact of the increased emotional labour of teaching during a pandemic (O'Toole and Friesen 2016). The small scale study outlined in this presentation had a mixed methods approach. Principals (10) and teachers (12) were interviewed in two phases (Phase 1: June - July 2020; Phase 2: Dec/January 2020/21). Participants were employed in a range of school types which were in a variety of locations (e.g. urban/rural). In addition to the interviews, participants completed two questionnaires: the Emotion Regulation Questionnaire (Gross and John, 2003) and the Copenhagen Burnout Inventory (Milfont et al. 2008) which was adapted for use with teachers and principals. Interview data were analysed using Interpretive Phenomenological Analysis (IPA), while statistical analysis across quantitative and qualitative data allowed for comparison across data sets.

The findings to be presented relate to the impact of school closures on the relationships between teachers and principals; pupils and their teachers; parents and teachers/principals; and teacher/teacher relationships. While there were challenges to the maintenance of relationships during lockdown, there were also opportunities to interact in a different way. The picture that emerges is mixed across all relationship types.

In terms of wellbeing, both principals and teachers reported positive and negative effects of school closure and lockdown. In Phase 2 of the research, while all participants indicated they were happy to be back in school, for some principals, burnout became an issue. As the country moves to a staged return to the "new normal", this research suggests that for some schools, the impact of the pandemic on relationships and wellbeing will be felt for some time to come.



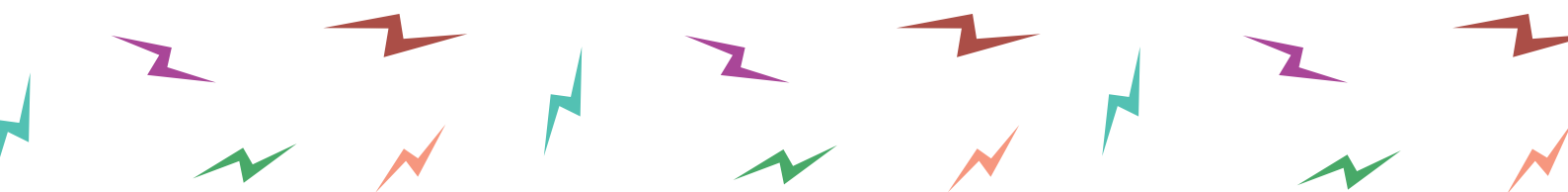
Dr. Margaret Nohilly (Mary Immaculate College, UL), Dr. Bernie Collins (DCU Institute of Education) and Dr. Veronica O'Toole (University of Canterbury)

Margaret Nohilly is a Lecturer in SPHE and Wellbeing at Mary Immaculate College. She teaches at both undergraduate and postgraduate level and co-ordinates the Professional Master of Education (PME) programme. Prior to working in Mary Immaculate, Margaret worked with the Professional Development Service for Teachers (PDST) as both advisor to schools and as Team Leader for the Health and Wellbeing team. Her research interests include Child Protection, SPHE, Wellbeing and Policy in Education.

Bernie Collins is a former assistant professor in Dublin City University (DCU) who lectured in Social, Personal and Health Education (SPHE). Her research interests include children's voice, Relationships and Sexuality Education (RSE), and LGBT+ student lives, and she has published in each of these areas. One of Bernie's most recent projects (2018-21) was as researcher, trainer and co-author of classroom materials in the Gender Equality Matters (GEM) project,

funded by the EU (see genderequalitymatters.eu). She is also conducting research on principal and teacher wellbeing in the midst of the current pandemic (2020-21) with partners in MIC and University of Canterbury (NZ).

Veronica O'Toole is a Senior Lecturer and Researcher in Educational Studies and Leadership at the University of Canterbury, New Zealand, and was a Visiting Scholar to the University of Limerick in 2019. Her teaching and research focuses on teachers' emotions and emotional wellbeing, including post-disaster.



Unmuting Pupil Voice in Response to Wellbeing

In recent years in the Irish education, wellbeing has become a much debated and indeed much contested topic. Wellbeing can be considered a 'wicked' problem, which, according to Bache et al. (2016), is a problem that lacks definition and a definitive objective answer. This paper considers a brief exploration and definition of wellbeing to ensure a shared understanding and outlines challenges faced by schools. These include; its current place in the primary school curriculum, rising rates of anxiety of young people, and the many subsets which relate to wellbeing such as emotional, social and psychological wellbeing (Nohilly and Tynan 2019; Svane et al., 2019).

The recently published Draft Primary School Curriculum Framework (NCCA, 2020) proposes wellbeing as one of five key areas of learning in the next iteration of the curriculum. In addition, the 'Wellbeing Policy Statement and Framework for Practice' requires all schools to undertaking a review of wellbeing through the school self-evaluation process (Department of Education and Skills, 2018). In the aftermath of the Coronavirus pandemic, a focus on wellbeing has become particularly important. The 'Covid 19 Practice in Primary Schools in Ireland Report' highlights concerns raised by teaching staff in relation to pupil wellbeing resulting from the pandemic (Burke and Dempsey, 2020).

While the concept of wellbeing extends to the whole school community, the wellbeing of pupils takes centre-stage. In the discourse around wellbeing, the voice and views of pupils on wellbeing developments in the school context, which relate specifically to them, has the potential to be influential. Findings of a wellbeing study undertaken with a number of primary schools in Ireland are presented. As part of the study, the pupils' voice was sought to ascertain their understanding of wellbeing; the facilitators and barriers to their wellbeing in school and their suggestions for enhancing wellbeing in their school context. Focus groups and whole- class discussion were undertaken with primary-school pupils. The Lundy Model of child participation (2007) was used as it provides a way of conceptualising a child's right to participation, as laid down in Article 12 of the UN Convention on the Rights of the Child.

The findings highlight that the inclusion of pupil voice in the cultivation of wellbeing policy development in schools is convincing as it considers the opinions of the main benefactors of the policy in the school community. Unmuting pupil voice in relation to wellbeing post pandemic may influence school practice in a very meaningful way.



Dr. Fionnuala Tynan and Dr. Margaret Nohilly (Mary Immaculate College, UL)

Fionnuala Tynan is a lecturer in educational methodology in Mary Immaculate College. Her research interests include inclusive and special educational methodologies, Williams Syndrome, anxiety and learner voice and self-perceptions of learners with SEN.

Margaret Nohilly is a lecturer in SPHE and Wellbeing in Mary Immaculate College. She co-ordinates the PME programme. Her research interests include Child Protection, Wellbeing, SPHE and related areas.



Gender Equality Matters (GEM): Clicking “Unmute” on the Gender Stereotyping, Gender-based Bullying and Gender-based Violence Crises in Ireland

Achieving gender equality is widely considered as an ambitious but universal goal in most developed countries in the world. All member countries of the United Nations (UN) are bound to acknowledge and recognise the UN Declaration of Human Rights (1968) in which the principle of gender equality is enshrined and protected. Ireland ranks 7th amongst all European Union (EU) countries for gender equality. This position indicates that there is still some work to be done to actualise gender equality in Ireland. While there have been many efforts to promote gender equality domestically, including legislative and policy changes, school-based educational initiatives like the Gender Equality Matters (GEM) project can play a positive and enduring role.

The GEM programme was EU funded and led by Dr. Seline Keating who was assisted by Dr. Bernie Collins and Mr. Derek Laffan. The EU partner countries were Greece, Italy, Spain and The Netherlands. Across partner countries, over 1500 children, 650 teachers and 300 parents were involved in the initial pilot. GEM empowers whole-school communities and wider society to “unmute” and challenge attitudes and behaviours which undermine gender equality. It focusses specifically on tackling gender stereotyping, gender-based bullying and GBV. The project outputs include primary and post-primary classroom materials, training modules (teachers; parents; trainers), a school self-evaluation tool and a MOOC.

A mixed methods data collection approach was adopted through the use of pre/post questionnaires, interviews, focus groups, visual cues, and lesson/training evaluations. Data findings indicate that **pupils** reported a significantly better understanding of gender equality relevant terminology and increased confidence levels were they to be a victim of, or witness to, gender stereotyping, gender-based bullying and GBV. **Teacher** awareness levels of the aforementioned topics all increased post GEM training, along with increased capacity levels in dealing with incidents of these behaviours; in particular, GBV. GEM also had a positive impact on **parents** who participated in the training sessions. They reported increased confidence levels in dealing with future incidents of bullying and gender-based bullying with their child.

The GEM project encourages school communities and wider society to reflect on their own behaviours and attitudes as well as the role that they can play in shifting the narrative around gender equality. The GEM project positively promotes the active involvement and voices of children, their parents, teachers and principals. The inclusion of these key players is integral to achieving the goals of GEM as it is they who have the power and ability to make societal change a lived reality for future generations.

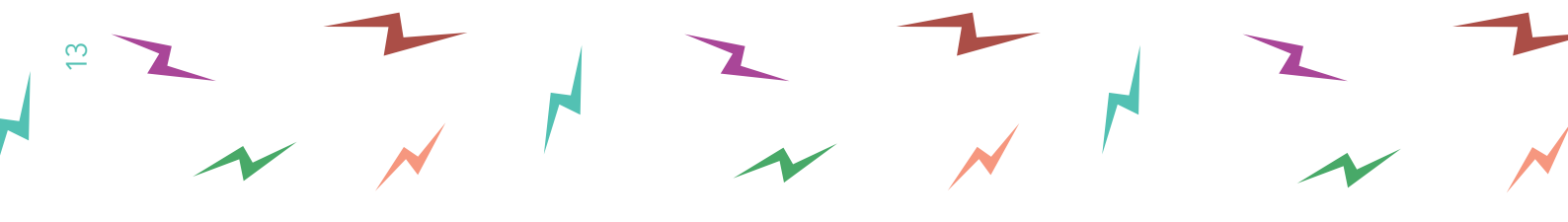


Dr. Seline Keating and Dr. Bernie Collins (DCU Institute of Education), Derek Laffan (DCU National Anti-Bullying Research and Resource Centre).

Seline Keating is an assistant professor in SPHE and Wellbeing in DCU Institute of Education. She is a Research Fellow in DCU's National Anti-Bullying Research and Resource Centre and a member of the NCCA's SPHE/RSE Developmental Group. In 2020 and 2021 Seline presented to the Houses of the Oireachtas on school-based bullying. Her research interests include bullying prevention and intervention, Relationships and Sexuality Education (RSE), gender equality, children's rights, wellbeing, media education and SPHE policy.

Bernie Collins is a former assistant professor from Dublin City University (DCU) who lectured in Social, Personal and Health Education (SPHE). Her research interests include children's voice, Relationships and Sexuality Education (RSE), and LGBT+ student lives, and she has published in each of these areas. One of Bernie's most recent projects (2018-21) was as researcher, trainer and co-author of classroom materials in the Gender Equality Matters (GEM) project, funded by the EU (see genderequalitymatters.eu). She is also conducting research on principal and teacher wellbeing in the midst of the current pandemic (2020-21) with partners in MIC and University of Canterbury (NZ).

Derek Laffan currently works in the National Anti-Bullying Research and Resource Centre at Dublin City University as a research assistant. Derek has published some of his research in academic journals and often writes for RTÉ, national and international media about the psychological and societal impact of videogames and other technologies.



FUSE Anti-Bullying and Online Safety Programme

The proposed paper is looking to present FUSE which is an Anti-Bullying and Online Safety programme that aims to educate students, teachers and parents to interpret bullying as a critical event that should not be ignored. The resources are designed so participants can acquire confidence in their ability to tackle these incidents in a safe way.

This particular paper focuses on the role of the bystander, the lack of reporting, and the phenomenon of diffusion of responsibility which indicates that when bullying happens, the person who witnesses it is less likely to take action. (Delaney and Letane 1971). In fact, our research shows that when bullying happens 65% of students do not tell teachers or responsible adults. In considering this, in 2020 120 post-primary schools engaged with the FUSE programme, where specific workshops were dedicated to the bystander and to tackle diffusion of responsibility.

In order to measure the efficiency of the FUSE programme, FUSE researchers designed an instrument and conducted an online survey run with students who participated in the programme. Results show that by participating in the FUSE programme, 77.2% of students who witnessed bullying offline were more confident in their ability to support the victim and tackle the incident. Similarly, when bullying occurs online, 72.2% of bystanders knew what to do when witnessing bullying online.

In considering these findings, the paper discusses the need to continue implementing prevention and intervention programmes in Ireland to tackle bullying and how an educational approach at a national level can address bullying and online safety issues in Irish schools.



Dr. Paloma Viejo Otero (DCU National Anti-Bullying Research and Resource Centre)

Paloma Viejo Otero is a post-doctoral research assistant for FUSE. Paloma's doctorate explores the notion of hate speech, models of hate speech regulation, and how social media governs hate speech. he obtained her MPhil in Race, Ethnicity and Conflict from Trinity College Dublin. Paloma also has extensive professional experience in the public and not-for-profit sector such as; the Spanish Ministry of Foreign Affairs in Sudan and Guatemala; UNESCO, Migrants Right Center Dublin; and the Peter McVerry Trust, Dublin.

Designing for Inclusion: Learner Engagement and Support Strategies for Adult Learners with Intellectual Disability in the Online Classroom

The growing recognition that people with intellectual disability (ID) have a fundamental human right to further their educational goals is providing HEIs with an important ethical mandate to bring about meaningful change in the sector. The Certificate in General Learning and Personal Development (CGLPD) at MIC is one programme that aims to support the inclusion of adult learners with ID and support their holistic learning development. One of the main aims of the CGLPD is to empower people with ID to become active citizens and to develop enhanced social skills through peer engagement in an inclusive college-based setting.

During the Covid pandemic, the transition to online learning presented both opportunities and challenges to the continued engagement and learning development of students with ID. The Pathways to Engagement through Technologically Enhanced Learning [PETEL] project was introduced to give students 'voice' and 'choice' which is at the heart of innovative learning.

This paper charts the developments associated with the PETEL project and focuses on the strategies and e-learning models which were employed to create meaningful contexts for student engagement for this group of learners in the online classroom. There will be a particular emphasis on barrier removal and innovative curriculum design through the implementation of the Universal Design for Learning framework.

By harnessing the power of everyday technology we are supporting our students learning creativity and knowledge acquisition. We will consider how students with ID can be empowered to become more effective and independent learners through the use of technology. We will also reflect on some of the key transferrable lessons which have emerged and how these lessons may be harnessed to support the development of an inclusive blended learning strategy designed to enhance online learner engagement.



Dr. Orla Slattery, Jean Reale and Dr. Anne O'Byrne (Mary Immaculate College, UL)

Orla Slattery is an inclusion coordinator for adults with intellectual disability in MIC. She is a lecturer in the department of Educational Psychology, Inclusive and Special Education and course leader of the Certificate in General Learning and personal development (CGLPD), which is a level 4 QQI programme dedicated to supporting the holistic learning development of persons with ID in higher Education. She is a member of the Inclusive National Higher Education forum (INHEF) and her research interests include the philosophy of education, inclusive education and technologically enhanced learning and digital pedagogies.

Jean Reale has over 20 years' experience as a teacher and educational technologist in both the public and private sector in Ireland with a specific focus on creating inclusive learning environments. Jean is a member of the Mary Immaculate College Learning Enhancement and Academic Development Centre; she works as a Technology Enhanced Learning Designer, where through a Universal Design for Learning (UDL) lens she champions and drives institutional technology-enhanced learning and teaching innovations. Jean is currently a PhD candidate in Trinity College Dublin researching the effectiveness of UDL in primary and post primary education.

Anne O'Byrne is a lecturer in Inclusive Education for Children with Special Educational Needs at Mary Immaculate College (MIC), Limerick. Anne began her career as a primary school teacher teaching children with additional educational needs and also worked as a mainstream class teacher. Since joining Mary Immaculate College, Anne has taught on the Bachelor of Education (B.Ed.), B.Ed. and Psychology, Early Childhood Care and Education, Graduate Diploma in Education (Primary Teaching), Masters and Structured PhD programmes. She also supervises research from undergraduate to doctorate levels. Anne's research interests include inclusive education for children with additional educational needs, initial teacher education, health-education partnership, universal design for learning, and parent-teacher engagement.



Cyberbullying and Content Moderation: Examining Current Practices, Reflecting on Meaningful Solutions

The recent pandemic has resulted in an exponential growth of the scope and volume of children's activity online. This reality has exacerbated existing challenges related to children's wellbeing online including cyberbullying (Lobe et al., 2021; Milosevic et al., 2021). The diversity and scale of user-generated content and contact online has highlighted the insufficiency of human capacity to curate the quality of online spaces, necessitating the deployment of automated moderation tools. However, the increasing reliance on automation -including filtering processes, and AI-driven moderation- for tackling cyberbullying and the evidence about the limitations of AI to deliver pertinent and fair outcomes requires the scrutiny of its efficiency, potential to safeguard and the implications for children's rights to privacy and participation (Livingstone, 2021).

This paper draws on literature reviews and empirical evidence related to existing moderation tools, practices and corporate ethos driving efforts to tackle bullying online. Based on the authors' fieldwork in progress, we discuss the potential of automation to moderate harmful behaviours and content, while ensuring respect for children's rights. We share evidence from state-of-the-art practice of human and AI moderation and present the pragmatic and philosophical challenges behind effective and fair moderation that ensures safe, democratic and accountable online environments. We highlight gaps and reflect on solutions in specific areas that can improve children's civic, educational and leisure recreational activities online promoting their agency, safety and freedom of speech.

Specifically, we are discussing the need for homegrown solutions and inclusive design to address cultural and linguistic diversity; the importance of children's participation in the process of procedural and technological design; the attention to moderator wellbeing; the critical role of triage technologies for children's safety; the importance of quality assurance processes, including human reviews and spot-checks that will monitor and improve the efficiency of AI; and the role of meaningful customer care that focuses on the improvement of pathways to redress.

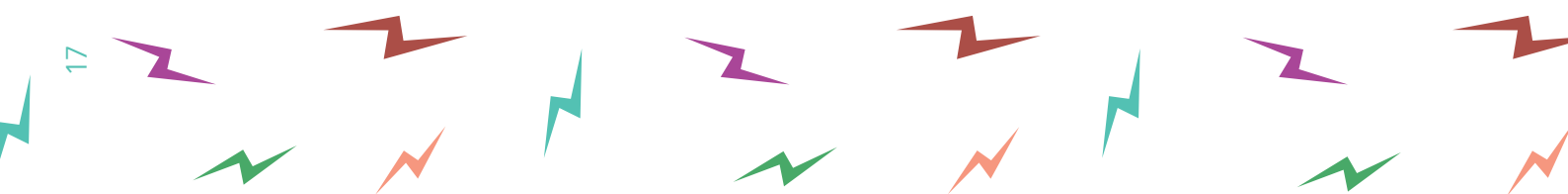


Dr. Ioanna Noula (Internet Commission), Dr. Tijana Milosevic and Prof. James O'Higgins-Norman (DCU National Anti-Bullying Research and Resource Centre).

Ioanna Noula is the Head of Research and Development and co-founder of the Internet Commission, a non-profit organisation focusing on advancing digital responsibility. As Director of Research at the Internet Commission, she led research in the area of corporate digital responsibility, supported the development of the "Evaluation Framework for Digital Responsibility" and co-authored the Internet Commission's "Accountability Report 1.0", the first independent review of five organisations (BBC, Sony Interactive Entertainment Europe, Popjam, Tinder and Meetic) exploring how they take decisions about content, contact and conduct online. She has conducted research for award winning projects on global citizenship education and active citizenship in the UCL Institute of Education and LSE's Department of Media and Communications. Her current research focuses on citizenship, critical literacy and digital responsibility.

Tijana Milosevic is a Marie Skłodowska-Curie Elite-S Post-Doctoral Research Fellow, jointly appointed with ABC and ADAPT SFI, focusing on social media policies and digital media use among children and youth. She is a member of the EU Kids Online research network and has coordinated data collection for the EU Kids Online project in Serbia. Her first monograph; "Protecting Children Online? Cyberbullying Policies of Social Media Companies" was published in The MIT Press Information Society Series. She's published research in New Media & Society, Journal of Children and Media and the International Journal of Communication, among others.

James O' Higgins-Norman is a Professor of Sociology and holds the prestigious UNESCO Chair on Tackling Bullying in Schools and Cyberspace at Dublin City University where he is also Director of the National Anti-Bullying Research and Resource Centre. James is a co-founding Editor-in-Chief of the International Journal on Bullying Prevention and in 2019 he was Chair of the World Anti-Bullying Forum. He is widely consulted by the media and Government on educational and social issues and in 2018 he was appointed as a member of the Government of Ireland's National Advisory Council on Online Safety. He has also led a number of large scale national and international funded research projects on bullying, cyberbullying, and migration.



Media and Digital Literacy relevant to RSE in ITE: Some Lessons from the TEACH-RSE Research Study

Initial teacher education (ITE) is central to the development of a better-qualified teaching profession able to educate their students for their 21st century lives (OECD, 2005). Competence in media and digital literacy is unequivocally central for all and likely to become increasingly so with further technological and societal change and development. In 2009, the OECD called for educators to make more effective use of information and communication technologies while a decade later, given the global turn of education systems to online provision as a consequence of the crisis/es wrought by the Covid-19 pandemic, the salience of this call for teacher professional development is only further amplified. In the national context, recent and ongoing curricular reform in respect of both digital media literacy and Relationships and Sexuality Education RSE, also have concomitant implications for ITE and continuing teacher professional development.

The theme of this SPHE Network conference offers the opportunity to explore how ITE can support the media and digital literacy needs of future teachers of Social Personal and Health Education SPHE and more specifically, Relationships and Sexuality Education RSE, a core element of the SPHE curriculum across primary and post-primary school contexts. Understanding sexuality education preparation for student teachers in ITE is crucial to the quality of its implementation in schools (WHO-BZgA, 2017). Of relevance to media and digital literacy, a recent analysis of sexuality education across 25 countries in the WHO European Region Area reported that ITE programmes, do not commonly include material pertaining to, for example, the use of online media sources (Ketting et al., 2018, p. 88-89).

This presentation will focus on student teachers' media and digital literacy needs relevant to RSE, and will draw on relevant findings from the TEACH-RSE research study, the first of its kind in an Irish context, to explore teacher professional development in relation to RSE. The potential for further integration of media and digital literacy skills relevant to RSE in ITE will be examined in relation to student teachers' knowledge and skills development, and the potential implications for enhancement of student teachers' competence and confidence to teach RSE once qualified. Aligned with the theme of the conference, the key issue to be considered in this presentation is how might enhancements in digital and media literacy knowledge and skills input at ITE further empower student teachers' to 'unmute' themselves in respect of their future teaching of RSE?



Dr. Catherine Maunsell and Dr. Ashling Bourke (DCU Institute of Education), Dr. Aisling Costello (Technological University, Dublin), Dr. Claire Cullen and Dr. Malgosia Machowska-Kosciak (DCU Institute of Education)

Catherine (Kay) Maunsell is an Associate Professor of Psychology and Human Development and has been working as an initial teacher educator for almost three decades. She maintains an active research profile focusing on the role of education in addressing inequality and promoting inclusion, and in particular, on the rights of children and young people to holistic, inclusive, comprehensive sexuality education. Most recently, she was the Principal Investigator on an Irish Research Council (Coalesce Award) research project entitled TEACH-

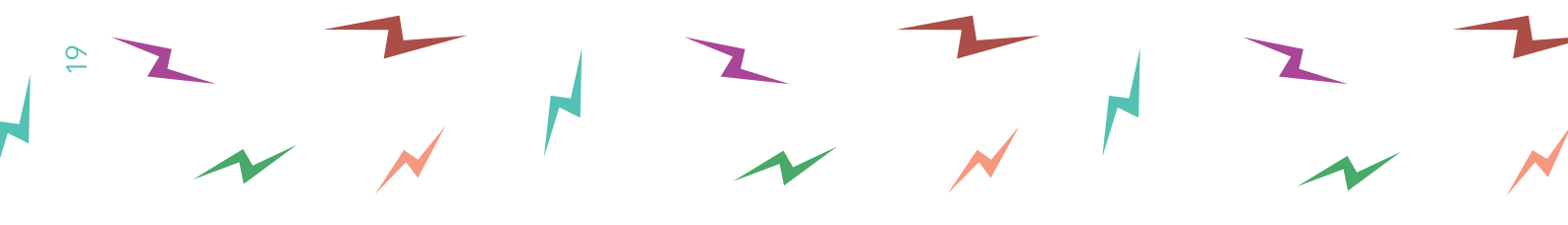
RSE: Teacher Professional Development and Relationships and Sexuality Education (2019-2021). She is also an active member of national and international organizations devoted to research on child and adolescent development.

Ashling Bourke is an Assistant Professor in Psychology and Human Development at the Institute of Education, Dublin City University. Her research interests include Children's Rights, Wellbeing Across the Lifespan, Adversity, Sexual Violence and Abuse, Family Relationships, Implicit Attitudes, Sexual Health, and Relationships and Sexuality Education.

Aisling Costello is an assistant lecturer of psychology at the Technological University of Dublin. Having completed her doctoral thesis on the impact of social media use on body image and well-being and subsequently worked on the 'TEACH RSE: Teacher Professional Development and Relationships and Sexuality Education' research project, she has a keen interest in the intersection between social media use and relationships and sexuality education. Her research interests include developmental psychology, well-being, social media, identity, relationships and sexuality education

Claire Cullen was a researcher on the TEACH-RSE project. Previously, Claire has conducted postdoctoral research on behaviour-change intervention development and evaluation in a range of areas, including sexual prejudice, inter-professional collaboration, inclusive practice, and mental health. She has extensive lecturing and facilitation experience in the area of sexual diversity & gender issues for professional practice. Her PhD research constituted the first systematic study of implicit and explicit homo-negativity and involved the development and subsequent refinement of the Implicit Relational Assessment Procedure for the assessment of implicit homo-negativity; and the development and testing of a sensitive multidimensional measure for screening research participant sexual orientation. Claire was the founding and first elected Chair of the Sexual Diversity and Gender Issues Special Interest Group (SDGISIG) of the Psychological Society of Ireland (PSI; 2007) and served as the first elected PSI co-representative to the International Network of Lesbian, Gay, Bisexual, & Transgender Issues in Psychology (INET).

Malgosia Machowska-Kosciak was a researcher on the TEACH-RSE project. She possesses a strong skillset as a qualitative researcher and joined the Centre for Human Rights and Citizenship Education in the DCU Institute of Education as a postdoctoral researcher and project officer on the research study entitled 'Strengthening the practice of intercultural education in primary schools' (SPIEPS). That project was funded by the Office for the Promotion of Migrant Integration and sought to promote and support the positive integration of migrants within Irish primary schools, through effective intercultural education for all children, which engages the wider school community, contributes to an alternative narrative on migration and fosters global citizenship.



Exploring Media Literacy Theories and Practices to Enhance the Communication Aspect of the SPHE Curriculum

Media Literacy is a broad field of studies that promotes a set knowledge, skills and practices to help people make sense of and act upon the world around them through mediated communication. Scholars and practitioners in the field have long supported the inclusion of Media Literacy Education in the school's curriculum as part of the basic education for children, especially after the emergence of the internet and the digital media technologies. In a digitally mediated world whereby young people are constantly consuming information and expressing their ideas through various media forms, it has increasingly become common sense among stakeholders from different sectors in the society that students need to develop basic skills to navigate in this environment in a safe, productive and responsible manner.

However, despite some progress over the past few years, the subject is still at the margins of the curriculum in most countries and it is generally poorly understood by educators and policymakers. In the absence of a formal school subject, one alternative is to embed media literacy theories and practices in subjects already present in the curriculum, such as Social, Personal and Health Education (SPHE).

In this paper, I will analyse the intersections between media literacy and SPHE, showing the many ways in which these two subjects can complement each other. Drawing on my research on Media Literacy with Transition Year students and two workshops I designed for an anti-bullying and online safety programme aimed at SPHE students in Junior Cycle, I will examine how communication and cultural practices from Media Literacy studies can contribute to the personal development and wellbeing of young students. I will explore ideas and concepts around language, meaning making, storytelling and representation to suggest that the communication aspect of the SPHE curriculum can be further enhanced by Media Literacy theories and practices, helping students to make informed decisions, engage in healthy relationships and develop the necessary knowledge and skills to become responsible and active citizens.



Dr. Ricardo Castellini da Silva (DCU National Anti-Bullying Research and Resource Centre)

Ricardo Castellini da Silva is a Post-Doctoral Researcher in the National Anti-Bullying Research and Resource Centre. Ricardo is a media literacy educator with an interest in studies and practices at the interface between education and communications, especially in relation to digital media, disinformation, multimodal learning and new literacy studies. His research has investigated the many ways in which new digital media technologies can be used to promote media literacy for secondary students and enhance teachers' practices in the use of technology in the classroom. Since 2015, Ricardo has been teaching on undergraduate and graduate programmes at both Dublin City University and Trinity College Dublin.

Digital Playgrounds: A Snapshot of Irish Tweens Media Literacy Skills in Navigating Social Media Influencers' Landscape

Debates on the impact of digital technologies and the Internet on children's lives have been ongoing for many years (Supa & Trültzsch-Wijnen, 2020) but Covid-19 and online teaching have further demonstrated that their lives have become digital by default (Livingstone, 2021). Studies have shown that there are both significant benefits and risks to children from digital opportunities (Byrne et al., 2016; Helsper, et al., 2013; Livingstone et al., 2015; O'Neill, 2015; O'Neill et al., 2011). Similarly, research suggests that viewing video content has become one of their most popular activities (Martínez & Olsson, 2019; Ofcom, 2019; Pew Research Center, 2018; Ramos-Serrano & Herrero-Diz, 2016), and among videos viewed by children, social media influencers dominate (De Veirman et al., 2019; Martínez & Olsson, 2019).

Social media influencers, seen as regular people have emerged as significant online content generators attaining large following (De Jans et al., 2018; Lou & Yuan, 2019), some achieving a status of online celebrities (Gamson, 2011; Marwick 2015), in spheres such as gaming, entertainment, fashion and beauty (WARC, 2018). Due to their perceived ordinary background and relatedness (Abidin, 2015, 2016; Munnukka et al., 2016) they are often appreciated as trusted and credible sources of information (Djafarova & Rushworth, 2017), despite their frequent commercial motivation (Colliander & Dahlén, 2011; Martinez, 2017; Ramos-Serrano & HerreroDiz, 2016).

In light of this, the question is do children have the competencies to fully discern commercial and other messages hidden amongst such content (De Veirman et al., 2019; Evans et al., 2018)? This qualitative study focuses on the under-explored experiences of children 12 and younger (Ólafsson et al., 2013; Staksrud et al., 2007, 2009; Staksrud, 2013) and examines 1) what digital literacy skills children aged 9 – 12 employ while engaging in their daily online activities, and 2) their understanding of the influencers content.

The findings of the phase one of the study, conducted during autumn 2020 will be presented, including data from six focus groups of 30 Irish child participants. The potential impact and relevance of the study for the existing SPHE curriculum in Irish primary education will also be outlined.



Fardus Sultan and Dr. Valerie Gannon (Technological University, Dublin).

Fardus Sultan is a PhD Researcher at TU Dublin with MSc in Cyberpsychology and BA (Hons) in Politics and languages. Fardus regularly delivers digital literacy workshops for primary-aged children, parents and professionals working with children. Fardus also lectures in Marketing and Business Computing in TU Dublin and Trinity Business School and is a Managing Director of an IT and Digital marketing company she co-founded in 2008.

Valerie Gannon is a Lecturer in Advertising at the School of Marketing, TU Dublin. Her research has been published in the European Journal of Marketing, the Journal of Marketing Management and the Journal of Customer Behaviour. She has presented at national and international conferences including Consumer Culture Theory (CCT), the International Consumer Brand Relationship Conference, the Academy of Marketing, and the Irish Academy of Management.

Seeing is Believing: Social Media, Algorithms and the Problems of False Information

Helping teens develop critical thinking skills and building resilience online.

This workshop is designed for post-primary teachers and will be facilitated by Webwise; the Irish Internet Safety Awareness initiative of the Department of Education. Webwise will explore the topics of false information, how social media can influence what young people do online, and the role of algorithms in shaping the content we encounter online via their recently launched Junior Cycle resource; Connected. Teachers will gain an understanding of how news and information is created and shared online, and the challenges and problems of false information. The workshop will also explore emerging issues including deep fakes, identify strategies to recognise false information and evaluate content online, and explore resources to address the topic with students. Teachers will gain practical experience in introducing the topic of false information, managing well-being online and helping students develop critical thinking skills.



Jane McGarrigle and Tracy Hogan (Webwise).

Jane McGarrigle is a Project Officer with Webwise - The Irish Internet Safety Awareness Centre. Jane joined Webwise in 2015 as Content Development Officer and has held the position of Project Officer for three years. As Project Coordinator for Webwise, Jane oversees the development and delivery of the online safety initiative of the Department of Education. Jane is a member of the National Advisory Council for Online Safety and has been an active member of the Media Literacy Ireland contributing to a national public Media Literacy Awareness Campaign addressing the topic of false information and is also involved in a European funded media literacy research project.

Tracy Hogan has worked with Webwise, the Irish Internet Safety Awareness Centre, since October 2017. She holds the post of Education Officer which involves the development of educational resources aimed at parents and teachers (both primary and post-primary) while also coordinating the Webwise youth initiatives; the Webwise Youth Advisory Panel and Safer Internet Day Ambassador Programme. Tracy holds a CIPD Diploma in Learning and Development, an Honours Degree in a Bachelor of Religious Education and History (Post-Primary) and a MA in Education (Post-Primary), her thesis explored Twitter's use as an effective platform for continuing teacher's professional development. Prior to joining Webwise she worked as a teacher in both Ireland and New Zealand, where she gained valuable experience engaging in eLearning professional development working groups, resource development along with ICT policy development and implementation.

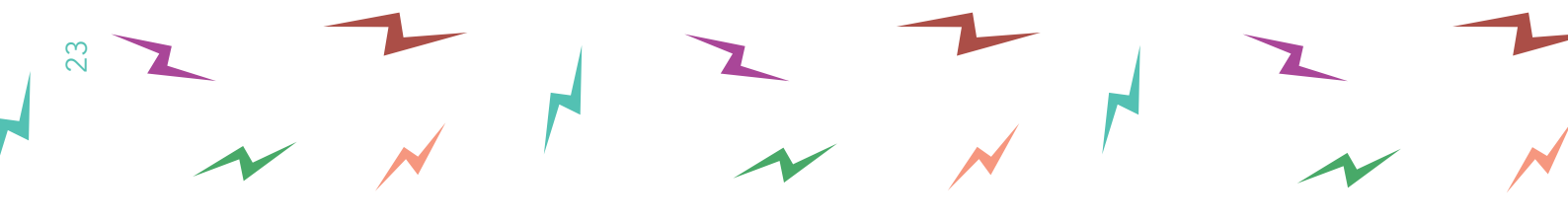
Creative and Critical Digital Pedagogy: Doing Sexuality Education Differently?

This workshop focuses on the potentials of creative and critical pedagogy in the design and implementation of digital based professional learning programmes in sexuality education. Drawing on experiences across the continuum of teacher education the facilitator will open up and expose some of the uncharted dialogues, affirmative disruptions and ethical matterings of their work in this space. In terms of structure, an emphasis will be placed on providing opportunities for participants to actively engage in a series of digital based sexuality education professional learning activities. It is also envisioned that this workshop will facilitate critical and collegial dialogue amongst key stakeholders related to what more digital sexuality education professional learning might be or become.



Dr. Leanne Coll (DCU Institute of Education)

Leanne Coll is an activist, educator and academic from Dublin City University (DCU) with over 10 years experience researching and teaching in the area of sexualities and relationship education (both in Australia and Ireland). Her work with young people and educators focuses on transformative pedagogical approaches to gender, sexualities, social justice and schooling. A key driver in her work is her passion for working with rather than for young people and educators to carve a new order of experience in education.



“What do you think Jessica should do?” An Innovative Tool to Support the Formative Assessment of Junior Cycle Students’ Knowledge and Understanding of Wellbeing

In 2017, well-being was identified as a key curricular area in the new Junior Cycle (JC) curriculum, and there is a need for resources that can support teaching, learning and assessment in this area. As emphasised in the NCCA Guidelines, assessment in this area “is not about where the student is situated on the continuum of wellbeing”, rather it is about “gathering evidence of what the student has learned about wellbeing, i.e. the knowledge, skills and dispositions students have gained (NCCA, 2017, p.72). While there is an abundance of instruments in existence that purport to measure the former, there does not currently exist a tool that specifically targets the latter. To address this shortcoming, we have developed a novel assessment tool, in the format of a “situational judgement test” (see McDaniel & Nguyen, 2001) to support the formative assessment of JC students’ knowledge about wellbeing. It consists of 25 hypothetical scenarios, each depicting a character aged 12-15 years experiencing a situation that could have an impact on their wellbeing. Students are challenged to rank three possible responses to the scenarios from best to worst in terms of promoting the characters’ well-being.

The content of many of the scenarios aligns with some of the conference subthemes (e.g., social media, relationships and wellbeing) and the response options have been developed with reference to the six indicators of wellbeing outlined in the JC curriculum (active, responsible, connected, resilient, respected and aware). In this workshop, we will provide details on how the tool has been developed and tested through interviews with students, consultations with teachers, and in-school piloting. We will also share examples of items from the tool to give the audience an opportunity to engage with it themselves. This practical element will allow attendees to gain a better understanding of how the tool can be used not just to support teachers in making judgements about students’ progress in this area, but also to promote activities such as classroom discussions and debates. We will also outline how we intend to continue its development in the future.



Dr. Darina Scully, Nisha Crosbie, Deirdre O’ Brien and Prof. Michael O’ Leary (Dublin City University: Institute of Education; School of Psychology)

Darina Scully is an Assistant Professor in Child/Adolescent Learning and Development, Wellbeing and SPHE, in the School of Human Development at Dublin City University’s Institute of Education. She holds a B.A. (hons) and a Ph.D. in psychology, from Trinity College Dublin. Her major research interests are in the area of child development, wellbeing, and the assessment and measurement of complex constructs. She is currently lecturing at both undergraduate and postgraduate level in social, personal and health education (SPHE) and in quantitative research methods.

Nisha Crosbie and **Deirdre O’Brien** are final year undergraduate students in DCU’s School of Psychology. Both have expertise in developmental psychology and psychometric test development. In the third year of their degree, they completed their INTRA work experience placement in the Centre for Assessment Research, Policy and Practice in Education (CARPE), where they were centrally involved in the research and development of the JC wellbeing assessment tool.

Michael O’Leary holds the Prometric Chair in Assessment at Dublin City University where he also directs the Centre for Assessment Research, Policy and Practice in Education (CARPE). He leads a programme of research at CARPE focused on assessment across all levels of education an in the workplace.