

CLASSIFICATION OF PEDAGOGICAL METHODS USED BY HUMAN RIGHTS EDUCATORS

Activity-Centered Methods

Draw out students' experiences and knowledge through participatory activities.

- dramatizations: role-playing, simulations, mock trials, hearings and tribunals
- creative expression
- storytelling
- games
- use of community resource people
- speaking from experience
- presentations and reporting back

Problem-Based Methods

Challenge students' prior knowledge and ask them to solve problems.

- brainstorming
- defining and ranking exercises
- discussion
- debates

Analytical Methods

Students think about why things are and how they came to be.

Encourage collective efforts to clarify concepts and analyze themes.

- case studies
- discussions
- active listening
- jigsaw activities
- webbing activities
- research projects
- debates
- interpreting images
- film and media analysis

Action-Oriented Methods

Students directly engage with abstract human rights laws, principles, and strategies through deliberative, participatory human rights experiences in their local community.

- research studies: investigate HR issues through surveys, interviews, and observations
- civic action projects
- service learning

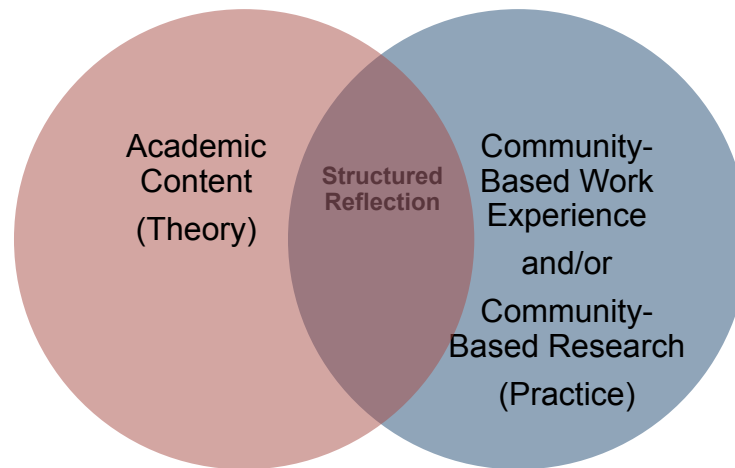
Healing Methods

Use intrapersonal and interpersonal relations to promote human rights.

- creating a safe space
- journal writing
- creative expression
- role-playing

SERVICE-LEARNING PEDAGOGICAL FRAMEWORK

Bridging the Gap Between Theory and Practice Using Structured Reflection



PRINCIPLES FOR INTEGRATING SERVICE LEARNING & HUMAN RIGHTS EDUCATION

Connecting International Human Rights Concepts to Local Human Rights Practice
(Shackford-Bradley, 2013; Avila-Linn, Rice & Akin, 2012)

COLLABORATION: The college establishes on-going partnerships with community-based organizations so that students can directly learn about how abstract human rights values and principles relate to specific community needs.

COMMON GOALS: Faculty members and community partners work together to develop courses on human rights that fulfill course goals and the needs of community organizations at the same time. Students realize they have a common cause with community members by re-envisioning them as fellow rights-bearers.

RECIPROCITY: Students are active learners, not just volunteers, who play the role of “server” and “served.” Students mutually and collectively realize rights with community members, especially through community-based research projects or research dissemination.

LOCAL/GLOBAL DIALECTIC: Students rigorously investigate and analyze how local and global institutional structures and policies play a role in causing and supporting local human rights issues that students witness while performing service.

DISCUSSION QUESTIONS

HOW CAN WE TEACH INTERNATIONAL HUMAN RIGHTS THROUGH SERVICE LEARNING IN THE LOCAL COMMUNITY?

1. Please share the reasons why you would choose community-based work and/or community-based research for community college students who are studying international human rights.
2. What is your opinion about whether it is appropriate for students who are participating in service learning in human rights organizations to go a step further than learning about social, economic and political inequalities (critical analysis) to advocating for change (critical service learning)?
3. What are the various ways that community-based service learning can be integrated into courses that cover human rights at community colleges?
 - optional or required
 - student choice or teacher choice
 - stand-alone course or integrated with an existing course
 - duration
4. What are some of the ways that instructors can assess service learning and connect it back to the classroom?
5. How do we prepare community organizations to work with students?
6. What factors would you consider in deciding which human rights categories to associate with your course for students' service learning experiences?
 - Children, Civil Rights, Disabilities, Education, Environment, Human Rights Law, LGBTQI, Mental Health, Prisons, Public Health, Socio-Economic Inequalities (homelessness & hunger), Women, Workers
7. What are the greatest successes and challenges that you have encountered when you have integrated service learning into your courses?