

M.Ed Special Option in Human Rights Education and Citizenship Education

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Aims of the course:

1. To enable participants to develop their understanding of human rights and citizenship education.
2. To enable participants to examine the theory and research underpinning human rights and citizenship education and to facilitate them in applying that theoretical and research-based body of knowledge to their practice, research and policy development.
3. To promote the development of post-graduate research in human rights and citizenship education in an Irish context.

Objectives of the course:

1. To develop critical understanding of the underpinning principles of citizenship and human rights education in local and global contexts
2. To explore the theoretical and conceptual framework pertaining to citizenship and human rights education
3. To explore contemporary educational and political challenges in diverse contexts, local and global
4. To apply principles of human rights and citizenship education to policy, practice and pedagogy in a range of educational settings
5. To engage critically with and contribute to national and international research in human rights education, citizenship education and related areas
6. To examine and develop research approaches and methodologies that are informed by human rights principles
7. To enable the participants to engage in research in human rights and citizenship education and to develop the research base of these areas of education in an Irish context.
8. To enable the participants to explore and develop leadership styles that are informed by human rights and citizenship-based approaches.

Taught Module Descriptors

Module One: Understanding the conceptual and theoretical bases of citizenship and human rights education

Module Aims:

- Critical understanding of the relationships between citizenship, human rights and education in local and global contexts.
- Explore the theoretical and conceptual frameworks and research methodologies pertaining to citizenship and human rights education.
- Develop knowledge and understanding of the impact of international standards in human rights in national and global contexts

Learning Outcomes:

Participants will be able to:

1. Articulate the rationales for human rights and citizenship education from personal and societal perspectives
2. Demonstrate an understanding of the basis for human rights practice in international and national law
3. Recognise and discuss the implications of different models of citizenship
4. Critically address the relationship between human rights and citizenship
5. Critique research methodologies within citizenship and human rights research
6. Critique the implementation of international law on the right to education in national and global contexts
7. Critique the impact of the Convention on the Rights of the Child in national and global contexts

Module Content

- Human rights and citizenship education – personal and wider perspectives
- Human rights and international law
- Historical development and conceptual underpinnings of human rights
- Concepts of citizenship
- Citizenship and human rights
- Emancipatory and democratic research approaches
- Case study: the Right to Education
- Case study: the Convention on the Rights of the Child

Time:

20 hours (lectures and seminars)

Assessment

Essay (5,000 words)

Module Two:

Challenges and Contexts

Module Aims:

- Explore contemporary educational and political challenges in diverse contexts, local and global
- To examine the implications of ethnic, religious, gender, sexuality, disability and class based diversity for citizenship and education
- To explore the potential of human rights to inform citizenship and engage with issues of diversity
- To examine national and international policy and practice in conflict resolution
- To examine national and international policy and practice on participation and sustainability

Learning Outcomes:

Participants will be able to:

1. Discuss the implications of diversity (ethnic, religious, gender, sexuality, disability, social class) for citizenship and education
2. Evaluate the potential of human rights to inform policy and practice in relation to diversity
3. Critique national and international policy and practice in conflict resolution
4. Critique national and international policy and practice in participation
5. Critique national and international policy and practice on sustainability

Module Content:

- Identifying the issues: human rights education, citizenship education and the challenge of diversity
- Diversity: Ethnic and religious
- Diversity: Gender and sexuality
- Diversity: Disability and special needs
- Diversity: Cross-cutting issues: Class and community
- Case study: National and international policy and practice: conflict resolution
- Case study: National and international policy and practice: the ideas of participation and sustainability

Time:

20 hours (lectures and seminars)

Assessment

Essay (5,000 words)

Module Three: From Policy to Practice

Module Aims:

- Application of the principles of human rights and citizenship education to policy, practice and pedagogy in a range of educational settings
- Understanding how human rights and citizenship education inform curriculum and whole school planning
- Developing expertise in pedagogical strategies and approaches associated with human rights and citizenship education
- Exploring the relationship between school and community in the light of human rights and citizenship education

Learning Outcomes:

Participants will be able to:

1. Translate the principles, values and content of human rights and citizenship education into models of curriculum planning at whole school and classroom level
2. Develop and resource a wide range of pedagogical strategies and approaches in human rights and citizenship education in a cross-curricular context
3. Demonstrate understanding of the potential of informal educational settings for the development of rights-based approaches and participatory citizenship

Module Content:

This module will be seminar and workshop based with a high level of participative and practical activities in curriculum planning and pedagogy. The role of technology will be addressed as an integrated theme. The following themes will be addressed through the workshops:

- Child citizenship and participation in school and community, local and global.
- Education for sustainable development in a curricular and whole school context
- Conflict resolution strategies in classroom and whole school practice
- Teaching for global justice: integrating development education into the curriculum
- Developing whole school practice: curriculum planning and models of leadership

Time:

20 hours (lectures and seminars)

This module will take the form of a summer course of one week's duration.

Assessment:

Essay / project (5,000 words)

Indicative reading list

Apple M.W., Kenway J., and Singh M (Eds.) (2005) *Globalising Education*, London: Continuum.

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Chawla, L. (2002) *Growing up in an urbanizing world* London: UNESCO

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Davies, I. & Issitt, J. (2005). Reflections on citizenship education in Australia, Canada and England. *Comparative Education*, 41, 4, 389-410.

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- Dunne, J. (2002) Citizenship and Education: a Crisis of the Republic? In P. Kirby, M. Cronin and L. Gibbons eds. *Reinventing Ireland: Culture, Society and the Global Economy*. London: Polity Press.
- Dunne, J. (2002) Culture, Citizenship and the Global Market: Challenges to Education in the New Europe. In F. Crawley, P. Smeyers, and P. Standish eds. *Universities Remembering Europe: Nations, Cultures and Higher Education*. New York and Oxford, Berghahn Press.
- Freire, P. (1972) *Pedagogy of the Oppressed* Harmondsworth: Penguin
- Devine, D. (2003). *Children, power and schooling*. Stoke on Trent: Trentham Press
- Freire, P. (1985). *The politics of education: Culture, power and liberation*. Boston, MA: Bergin and Garvey.
- Gearon, L. (2003). *The Human Rights Handbook: A global perspective for education*. Stoke-on-Trent: Trentham Books
- Halstead, J.M. & Pike, M.A. (2006). *Citizenship and moral education: Values in action*. London: Routledge
- Hammond, J. & Looney, A. (2000). Re-visioning citizenship education: The Irish experience. In D. Lawton, J. Cairns, & R. Gardner (Eds). *Education for Citizenship*. London: Continuum
- Hart, R. (1992) *Children's Participation: From Tokenism to Citizenship*. Florence, Italy: UNICEF International Child Development Centre, 1992.
- Heater, D. (2002) *World Citizenship: Cosmopolitan Thinking And Its Opponents* London: Continuum.
- Heater, D. (2004) *A History Of Education For Citizenship* London: Routledge Falmer.
- Hicks, D. (2003) Thirty years of global education: a reminder of key principles and precedents, *Educational Review*, 55(3), 265-275.
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Westheimer, J. & Kahne, J. (2004). Educating the 'good' citizen: Political choices and pedagogical goals. American Political Science Association. Political Science Online. Pp. 1-7. Sourced at: www.apsanet.org

Zadja, J.I. (2005). *International Handbook on Globalisation, Education and Policy Research: Global Pedagogies and Policies*. New York: Springer.



