EDUCATION IN HUMAN RIGHTS: A CHALLENGE FOR THE CAREERS OF PEDAGOGY AT THE UNIVERSITY OF PLAYA ANCHA

Alejandro Gallardo Jaque & Daysi Reinoso Salinas***

Due to the weak presence of the issue of human rights in the careers of Pedagogy of the University of Playa Ancha, intends this work, which seeks to implement and evaluate in the curriculum of the careers of Pedagogy, a proposal with thematic, skills, attitudes and values related to Human Rights Education. This is particularly important in the case of pedagogical training, to consider the convergence that exists between the indicators of Human Rights Education, the generic competences in higher education and the foundations of the Curriculum innovation in progress. Taking advantage of the opportunity that as a result of curriculum innovation at the University of Playa Ancha have been updated the modules that are part of the curricula of University careers. In this proposal, we consider the competencies and subcompetencias set forth in the development of three modules, the first of them referred to the Integrated Training Workshop in practice (TIFP 1) of first year, and the module of Educational Guidance for the development of the person of second year. From this proposal are broken down content, strategies and activities in the framework of an education on, through and for Human Rights.

INTRODUCTION.....	188
I. PROPOSAL OR PLAN OF ACTION	190
II. OBJECTIVES OF THE PROPOSAL	191
III. ACTIVITIES OF RELEVANT EVALUATION PRIOR TO THE IMPLEMENTATION	191
IV. THE ACTIVITIES FOR IMPLEMENTATION OF THE PROPOSAL.....	192
A. <i>Examples of Activities</i>	192
B. <i>Approach and Working Model</i>	195
V. PROCESS EVALUATION	195

* Professor of Educational Guidance, Faculty of Education, Universidad de Playa Ancha, Valparaíso, Chile. Research fields: Educational and Vocational Guidance, Emotional Competences, Human Rights Education. E-mail: agallardo@upla.cl.

** Professor of Educational Evaluation and Research Methodology. Research fields: Educational Evaluation, Human Rights Education. E-mail: dreinoso@upla.cl.

VI. ACTIVITIES OF POST-IMPLEMENTATION EVALUATION OF THE PROPOSAL

.....	196
CONCLUSION.....	196

INTRODUCTION

In Chile, article 5 of the Constitution establishes the duty of the organs of the State to the respect and promotion of Human Rights, as well as the General Education Act (2009), in its article 2 defines education as a lifelong learning process that embraces the different stages of the life of people and which is part of the respect and appreciation of human rights and fundamental freedoms.

However, a contradiction appears between the purposes of technical-instrumental and that postulate an integral formation of students in higher education¹, to which is added a weak presence of the Human Rights Issue in the careers of Pedagogy; formative journeys are guided by other logics, such as disciplinary content to teach, and the programming of the pedagogical technical knowledge associated with the curriculum, teaching and assessment; there is not a clear and consistent presence of human rights in the end of the formative processes, considering both organizational visions and missions, such as the graduate profile of the races, nor in the composition of the study plans², by what is required of a initial teacher training that fosters both knowledge and a strong commitment to human rights and to encourage those who exercise the teaching to promote human rights in the exercise of their professional practice³.

It is in this sense that is part of this proposal, as well from the principles and intentions, are indicators of human rights education in the areas in which the training modules in the Faculty of Education Sciences of de University of Playa Ancha, there is a need for further clarification and a change in the approach developed; from the model of values and awareness to promote a critical analysis and the implementation of the human rights approach in the experiences of the class. From the accountability model, it is necessary to promote the future teachers to be involved in the protection of individual and group rights. From the transformation model (as agents of change), it would be necessary to take advantage of the experiences of the

¹ R. López Sánchez, *Education for Citizenship: Who, How and Why*, 11(1) INTERCONTINENTAL JOURNAL OF PSYCHOLOGY AND EDUCATION 37—56 (2009).

² C. Jorquera, *Initial Teacher Training and Human Rights: Diagnosis of the Careers of Pedagogy* in INTERNATIONAL SEMINAR PROCEEDINGS UNIVERSITY AND HUMAN RIGHTS (NHRIS 2011).

³ UNESCO. PLAN OF ACTION THE WORLD PROGRAM FOR HUMAN RIGHTS EDUCATION: FIRST STAGE (New York, Geneva 2006).

students, to examine the role played in such situations, to develop skills that allow them to the coping of future events and a commitment to address them and prevent them.

In addition, it is necessary to consider one of the important elements of the curriculum that we could collaborate, how is the assessment, but one of the most significant at the time to address the training of learning, as it is the diagnostic evaluation, which is responsible to see the beginning of the teaching-learning process of the student, considering the previous knowledge, as well as the prerequisites and thereby give the teacher a profile of each of their students to address their learning process. Hence the importance of considering this item, since many times there is an abuse against Human Rights Education (HRE) since the beginning of the learning process of the student, not to regard it as a person of rights, on the basis of the diversity and not in spite of the diversity. From this perspective, the evaluation should become a process, being the first phase of the initial evaluation⁴. This kind of evaluation has a diagnostic function (exploratory) and serves precisely to assess the characteristics that students bring to the learning process, as are their prior knowledge, which are related to the learning⁵, the skills and competencies, interests, motivations, and provision for the study of the contents in question. To this end, the evaluation must be understood as an instrument of adjustment and learning resource that is integrated into the process of teaching and learning⁶. The diagnosis, guides the intervention of the teacher in various aspects, for example, in terms of the time devoted to the themes, that is to say, the teaching practice. The diagnostic evaluation, such as decision-didactic bet to a better achievement of the competencies of students and to strengthen their learning processes. Most of the authors concerning value the diagnostic evaluation^{7 8 9 10}.

⁴ A. ZABALA, *THE EDUCATIONAL PRACTICE, HOW TO TEACH* (Barcelona: Grao 2000).

⁵ D. Gijbels, G. Van de Watering, F. Dochy & P. Van den Bossche, Effects of Prior Knowledge State Assessment and Progress Assessment on Study Results in Independent Learning, 20 (4) *EUROPEAN JOURNAL OF PSYCHOLOGY OF EDUCATION* 327—341 (2005).

⁶ C. COLL, *PSYCHOLOGY AND CURRICULUM*, Notebooks of Pedagogy (Paidós, Barcelona 1991).

⁷ M. Scriven, *The Methodology of Evaluation* in *PERSPECTIVES OF CURRICULUM EVALUATION* 39—83 (AERA Monograph 1. Chicago: Rand McNally and Company 1967).

⁸ B. S. BLOOM, T. HASTINGS & G. MADAUS, *ASSESSMENT OF LEARNING* (Troquel, Buenos Aires 1975).

⁹ J. L. Rodríguez Dieguez (dir), R. Beltran De Tena, A. Bolivar, M. J. Rodríguez Conde & S. Sánchez Sánchez, *Evaluation of the Leadership Role in the Educational Centers Supported with Public Funds*. Final Report. Madrid, National Institute for Quality and Evaluation. Ministry of Education, Culture and Sport (Spain 2002).

¹⁰ D. L. Stufflebeam, *The CIPP Model for Evaluation* in *EVALUATION MODELS* 117—141 (G. F. Madaus, M. Scriven & D. L. Stufflebeam (Eds.), Norwell, M.A: Kluwer 1983).

Despite knowing their profits and to be a practice highly recommended¹¹, within the university context, rarely exists and this is due in part to the fact that involves logistics, takes time and requires rapid conversion of a planning of the process of teaching and learning. As well as at the university level, there is a belief that teachers should ensure objective standards, and not conform to the input levels of the students to the system.

The first university teaching need to be able to respond to the following questions¹²: What students know in relation to what they want to teach?, what experiences have you had?, are they able to learn?, what are your interests?, what are their learning styles?, as each student arrives at the university with this body of knowledge and knowledge based on their experiences, according to the socio-cultural environment and family, and thus conditioned by their personal characteristics, these experiential experiences give the basis of any learning, and so by applying the models for Education in Human Rights, university teachers should take this diversity into account in the processes of learning and, therefore, the need for their educational processes, and especially the evaluative, not only contemplate this diversity, but also take as the backbone of their educational practices.

I. PROPOSAL OR PLAN OF ACTION

The proposal involves a modification of the approach developed and tested two new modules in the curricula of the careers of Pedagogy, which depend on three teacher teams belonging to the Faculty of Education Sciences of University of Playa Ancha, and are aimed at students of first year of these races, to give continuity and follow-up of the initiative, with the evaluative look at the time, to verify achievements.

In a previous work at the institutional level have been updated these spaces (modules) to fit the curriculum innovation that is under development. For the purposes of this proposal, it is a question of taking competencies and subcompetencies already set out in the first part of its development, for from them breaking down content, strategies, activities and evaluation in the framework of an education for human rights.

Also, from the perspective of the strengthening of the teaching teams, it is necessary to modify the pedagogical practices of teachers, incorporating a

¹¹ M. A. Santos Guerra, Evaluate is to Understand. The Technical Design to the Critical Dimension. Research in the School No. 30, 1996.

¹² A. Zabala, *The Evaluation, this Great Unknown: Classroom Community*, 13 SUPPLEMENT N 1 OF CLASSROOM EDUCATIONAL INNOVATION 10—13 (1993).

look of the evaluation from the human rights, beginning with the diagnostic evaluation. As the continuing reflection on their own practice will allow compliance with the affirmation Evaluating is to know to help¹³. This, coupled with an authentic assessment approach, based on the results of significant learning and concrete according to the level of qualification, which is then fully reflects on the tasks that students must take to prove their competence¹⁴.

In addition, the teacher considers on the basis of this diagnostic evaluation process is very important as is the metacognition (relationship that must exist between the student and what is done in the learning process), to do this, contemplate the metacognition as a self-regulatory process of learning, which can be enhanced thanks to an appropriate intervention teacher. This aspect is primarily based on the theory of Vygotsky, especially when taking into account the mediation of the “experts”.

II. OBJECTIVES OF THE PROPOSAL

Incorporate themes and activities related to human rights education in the curriculum of the careers of Pedagogy at the University of Playa Ancha;

To promote students' awareness of the importance of human rights education in the educational endeavor;

Develop values and attitudes in students, consistent with a human rights education;

Develop, validate and implement a diagnostic assessment from human rights to first-year students of pedagogy, of the Faculty of Education Sciences of the University of Playa Ancha.

III. ACTIVITIES OF RELEVANT EVALUATION PRIOR TO THE IMPLEMENTATION

(1) Activity N 1

Awareness Workshop in the Diagnostic Evaluation from Human Rights, for teachers of the faculty to conduct classes in the Integrated Training Workshop in practice in the first year and in the module of educational guidance for the development of the person in the second year of the careers of Pedagogy linked to the Faculty of Education.

(2) Activity N 2

Submit Tool Box with evaluative tools from Human Rights, for your

¹³ A. Zabala & L. Arnau, *11 Key Ideas: How to Learn and Teach Skills* (Barcelona Grao (ed.), Spain 2008).

¹⁴ S. Brown, *Authentic Assessment: The Use of the Assessment to Help Students Learn*, 21(2) RELIEVE (2015).

selection, followed by the invitation to create and implement similar instruments in each curricular activity (training programs).

IV. THE ACTIVITIES FOR IMPLEMENTATION OF THE PROPOSAL

Integrated Training Workshop in Practice	Educational Guidance module	Evaluation (cross)
Key instruments of human rights: - “the fundamental rights of authentic human beings”. The fundamental democratic values: experience and reflection: - “the Other Guy” Human dignity and respect for human rights: - Role play “I, you, us” - Discrimination, prejudice and stereotypes - “labels”	Human Rights Instruments in the Curricular Bases. Self-esteem and dignity of the people. Interpersonal relations: assertiveness, empathy and conflict resolution. The class as a community of human rights: proposal for work in the school reality.	The judgments and evaluation: - Judgments. - Relationship between judgments and evaluation. - Judgments and Human Rights

A. *Examples of Activities*

(1) Video Forum: **Same and different, all we build our rights.**

After watching the following video:
<https://www.youtube.com/watch?v=lvHmCJByoJI>

Questions for reflection:

- What do I think with regard to the observed?
- How address “differences” and “equality” in my role as a teacher?
- How to project this to a rights-based education?

(2) Text to reflect

The fundamental human rights of the authentic human beings.

An authentic human being, only by the fact of being, you have the following rights.

- To think in a proper and different to all the others.
- To act differently to how others do it.
- To be sad or angry.
- To commend and receiving praise.
- To make mistakes, to forget something.
- To make things imperfectly.
- Ignoring or not understanding something.
- To decide the importance of things.
- To be happy when you get a success.
- To change your mind.

In addition, and for this reason, it also has the obligation to “TAKE

RESPONSIBILITY FOR THEIR DECISIONS!’’

Questions for reflection:

- What do you think about these rights?
- What right is out of the list?
- What right do you add to the list?

.....

(3) Text to reflect: **The Other Guy**

When “the other” is delayed, it is slow. When I took I am careful.

When “the other” does not do something, it is loose. When I don't do something, I'm very busy.

When “the other” does something without being asked, gets into what does not matter. When I do something without being asked, I have initiative.

When “the other” defends its point of view, it is stubborn. When I defend my point of view, I have personality.

When “the other” is pleased to a superior, it is flattering. When I am pleased to a superior, I am cooperating.

When “the other” does not meet a standard of courtesy, it is rude. When I do not meet a few rules, I am original.

When “the other” stands out and it arises, it is luck. When I get arise, it is hard work.

Questions for reflection:

- What do you think of the text?
- What rights, values and attitudes derive from what is being read?
- What can I propose in this regard? (Be careful with the chaff in the eye of the other and not the beam in their own).

(4) Activity: **The Labels**

This dynamic can be done in any situation in which the entire group is developing, in the same space, a particular activity (discussing a topic, preparing a proposal, etc.). You can also perform as a specific activity.

Form 6 groups of people and explained to the participants that they are going to be placed a label in the forehead. Not allows everyone to read its label, or read aloud what the labels say of others.

The participants, continuing with the activity raised, treat each other as if it were true what it says its label. **DO NOT TRY TO GUESS THAT THEY HAVE PUT ON THE LABEL, OR TELL ANYONE WHAT YOU HAVE WRITTEN ON HIS FOREHEAD.**

Suggestions of labels:

- I am a liar, DISTRUSTFUL
- I am shy, HELP ME
- I am powerful, PRAISE ME

- I am funny, LAUGH
- I am not very smart, DON'T PAY ATTENTION
- I am aggressive, SHOW FEAR

After the activity, discussed on the basis of the following questions.

Questions for reflection:

How do we make sense?

How we have been treated?

How do you change your behavior in the course of the activity? How do you change your attitude? What you caused?

What other situations have you felt labelling (a) or with a stereotype?

(5) Empathy, a right or a duty?

After watching the following video:

https://www.youtube.com/watch?v=Wl2_knlv_xw.

Questions for reflection:

- What do I think with regard to the observed?
- How to project this to my role as a teacher?

(6) Activity: **Assertiveness: I exercise my rights and respect yours**

Each student is given a card with a situation in which you must exercise their assertive rights through effective communication.

Neighbor A

You're next door neighbor (B) is having a wild party, music is so loud that other neighbors have called you to ask him/her to turn it down.

You try to be calmed and very respectful, and explain that you have to get up early to go on a trip. Even if your neighbor says no, you have to convince him/her in anyway.

Neighbor B

You just graduated, so you invited ALL your friends from college to your empty house and got a famous DJ for the party. There is plenty of beer, vodka and tequila. You are having a GREAT time dancing and drinking, so when you're neighbor A knocks on the door to ask you to turn the volume down, there is NO way he/she will ruin your party.

Neighbor C

Your neighbor's garden is a mess. They're never home, so they never clean it, it has trash, leaves, and dog's poop. It stinks so bad you can smell it in your backyard. Tell your neighbor that she has to clean it or you will report her to the authorities.

Be very angry and aggressive, because she is famous for her rudeness.

Neighbor D

The crazy neighbor next door is complaining about the smell of your garden. You have 4 dogs and 6 cats, and 2 children, so it's almost impossible to keep it clean.

Explain to him/ her very serious and calmed that if she wants you to clean the garden, HE/SHE should help you do it.

Questions for reflection:

- How did I feel to exercise my assertiveness?
- How do I find it easier to communicate my assertiveness or listen to someone assertive (a)?
- How to project this to my role as a teacher?

.....

B. Approach and Working Model

The activities of the program correspond to the socio-affective method, widely used in contexts of education in values, education for peace and education for coexistence^{15 16}. This method involves the person globally: emotional, cognitive, attitudinal and action, causing a reflection on the lived experience and the emotions that this has generated, which eventually leads to changes in attitudes and behaviors.

The methodologies developed in this work allow a cognitive learning, procedural, attitudinal and emotional, with the active participation of students in lifelong learning.

Through the exchange and questioning of ideas, it is expected that the development of values and attitudes conducive to an effective human rights education, integrating concepts and skills, in first place in their everyday events and in the second place, projecting them in their future professional performance. In this sense, the respectful communication, assertiveness, empathy and active listening, are at the basis of all activities in this proposal.

Some of the techniques to be used are: paired dialogs and exchange of ideas, forums and debates, simulations and role plays, case studies, problem-based learning, projects inside and outside of the course, individual and group reflections, the development of campaigns and proposals of dissemination, etc.

V. PROCESS EVALUATION

For the assessment of the development of this work, consistent with the complexity and multidimensionality of aspects involved, strategies and instruments such as: patterns of incidental and critical observation, questionnaires and coevaluation, analysis of products obtained, guidelines for discussions and exchanges, checklists, scales of assessment, rubrics, etc.

¹⁵ X. Jares, *Education for Peace. Its Theory and Its Practice* (Madrid, Spain: Popular 1999).

¹⁶ A. Fernández Herrera & M. Lopez Lopez, *The Inclusion of the Emotional Component in the Initial Training of Teachers*. An experience for the development of sensory awareness, 43 *IBEROAMERICAN JOURNAL OF EDUCATION* 3—25 (2007).

The relationship between these modules, located at different times of the curriculum (between first and third year), would make it possible to establish a permanent monitoring and follow-up, in order to promote the necessary adaptations in the plan.

VI. ACTIVITIES OF POST-IMPLEMENTATION EVALUATION OF THE PROPOSAL

To participate in a Colloquium by sharing experiences with evaluation from the teachers and students of first and third year of the careers of Pedagogy linked to the Faculty of Education.

Published in a scientific journal the experience and validation of the evaluative tools from the human rights applied in the first year of the careers of Pedagogy.

The duration of the proposal is permanent, subject to semi-annual reviews and adjustments, from a look of Action Research.

How to projection, to develop this work, from the reflection and analysis, is to bring students to take an active role in the promotion and protection of human rights.

CONCLUSION

Through this work we have been able to achieve the proposed objectives, so as to respond to the weak presence of the theme of Human Rights in the curriculum of the careers of Pedagogy at the University of Playa Ancha.

It has managed to incorporate content and activities related to human rights education in the curriculum of these careers, promoting students' awareness of the importance of this issue in the pedagogical work, showing the development of values and attitudes in students, consistent with a human rights education.