Teaching experiences from online human rights education: inspiring the EU CONVINCe MOOC

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Presente/Passato

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You have to begin to lose your memory,
if only in bits and pieces, to realize that
memory is what makes our lives.

Filippo Andreotta
Hearing the noise, feeling the pain

Life without is no life at all
Inspiration - I
Outline

• Introduction

• Benefits and challenges of online HRE

• Initial suggestions for the EU CONVINCE MOOC

• Concluding remarks
Benefits and challenges

Online teaching (and learning) is...

• flexible
• useful
• practical
• the world in one place

But also...

• demanding
• technical
Experience
1. Exclusively online

- **Target audience**
  - general + practitioners

- **Components**
  - lectures
  - reading materials
  - webinars, interviews
  - discussion forum
  - quizzes, exercise

- **Modality of delivery**
  - written inputs/exchanges
  - webinar only ‘live’ interaction
2. Blended academic

• Target audience
  • post-graduate students

• Components
  • academic readings/lectures
  • webinars
  • discussion+group work
  • submission and presentation of final report/essay/thesis

• Modality of delivery
  • online: preparation
  • on-site: in depth content, feedback and assessment
3. Blended professional

• Target audience
  • practitioners

• Components
  • readings, video lectures,
  • exercises, discussions,
  • project
  • report on project progress

• Modality of delivery
  • on-site preparation,
  • handbook, participation
  • online+on-site project
  • coach
What works and what doesn’t

• Engagement
  • regular flow of inputs and variety of options

• Quality and variety of materials
  • content
  • means

• Community
  • hubs, group work, virtual ‘meetings’, residential component

• Risks and Constraints
  • ensure moderation+verification measures
  • technical, human and time-related
Inspiration - II
EU CONVINCE MOOC

• 29 Apr-9 Jun 2019

• Some considerations:
  
  • content, skills, capability and know-how
  
  • insert practice-based teaching/learning
  
  • create an enjoyable and meaningful experience for both lecturers and participants
## MODULE 1 – DEFINITIONS AND FRAMEWORKS

<table>
<thead>
<tr>
<th>Week 1</th>
<th>29/4-5/5</th>
<th>Concept and understanding of human rights education</th>
<th>Read materials and glossary Watch 2 videos Take introductory quiz</th>
<th>Prof. Nowak Prof. Ulrich</th>
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<tbody>
<tr>
<td>Week 2</td>
<td>6-12/5</td>
<td>Teaching in multicultural learning environments, both formal and informal</td>
<td>Read materials Watch 2 videos Participate in discussion Take quiz</td>
<td>Prof. Bekemans (FR) Dr. Celermajer</td>
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<tr>
<td>Week</td>
<td>Date</td>
<td>Title</td>
<td>Learning Activities</td>
<td>Expert</td>
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<td>Week 3</td>
<td>13-19/5</td>
<td>Teaching controversial and sensitive issues  • migration  • LGBTI  • gender equality</td>
<td>Read materials  Watch 3 videos  Participate in working groups for case-study  Take quiz</td>
<td>Prof. De Stefani  Prof. Viljoen (interview)  Prof. Kalliope Agapiou-Josephides (FR - interview)</td>
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<td>Week 4</td>
<td>20-26/5</td>
<td>Inclusive educational approaches  • inclusive education against violence and extremism  • inclusion of minorities  • disability rights</td>
<td>Read materials  Watch 2 videos  Participate in discussion  Take quiz</td>
<td>Dr. De Perini  Prof. Bénoît-Rohmer (FR)</td>
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<td>Week 5</td>
<td>27/5-2/6</td>
<td>Education and ICT challenges  • human rights and cyberspace  • e-safety issues  • fake news and post-truths  • digital citizenship and social media</td>
<td>Read materials  Watch 3 videos  Participate in role-play  Take quiz</td>
<td>Prof. Mihr  Prof. Benedek  Dr. Lamer (interview)</td>
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<tr>
<td>Week 6 2-9/6</td>
<td>School leadership and “the whole-school” principle</td>
<td>Read materials Watch 2 videos Take quiz Take final test</td>
<td>Prof. Lowry-O’Neill Dr. Melchiorre</td>
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**MODULE 3 – THE WHOLE SCHOOL AND A RIGHTS-BASED APPROACH TO EDUCATION**
Thank you

any questions?