

# Education for democratic culture and human rights: learning through practice

Preparing Future Teachers in the  
Western Balkans:  
Educating for Democracy and  
Human Rights  
2019-2022

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**EDUCATION FOR DEMOCRATIC CULTURE AND HUMAN RIGHTS:  
LEARNING THROUGH PRACTICE**

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**University of Mostar**



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## Introduction

In front of us is a detailed module entitled „Education for democratic culture and human rights“, written for master level students that are schooled to be future teachers. This publication is a result of the project Preparing Future Teachers in the Western Balkans: Educating for Democracy & Human Rights 2019 – 2022, led by the European Wergeland Centre. Funded by the Norwegian Ministry of Foreign Affairs and developed in close cooperation with the Department IPE of the Zurich University of Teacher Education. The project provides support for higher education institutions and universities in Albania, Bosnia and Herzegovina, Kosovo\*<sup>1</sup>, Montenegro, North Macedonia and Serbia, that are interested in modernizing their teacher education courses, with an aim to improve the quality of teacher education for future teachers in the region.<sup>2</sup> The project is implemented together with 12 universities from the region and in cooperation with the Institute for Development of Education (Albania), the Foundation Education in Action (Bosnia and Herzegovina), the Kosovo Education Centre (Kosovo\*), the Bureau for Education Services (Montenegro), the Bureau for Development of Education (North Macedonia) and the Institute for Improvement of Education (Serbia). Through mutual sharing of experiences, it was seen that all of the countries share similar problems in education of future teachers that surpass the authorities of the universities. Also, it has been shown, as expected, that many universities have their specific educational needs along with the general needs which all of the universities share.

This module was made over the course of two years of training, webinars, live and online consultations between team members from the University of Mostar, experts from the European Wergeland Centre and renown experts they included. Many fruitful comments were also received from other university teams that were part of the project. The basic purpose of the module was to focus on future teachers and help them develop competences related to democratic culture and human rights through a contemporary approach to democracy, democratic participation and all other issues which are the result of a pluralistic model of society.

The main emphasis of the module is on active participation of the students, their individual and group work being the most important part of the module. This includes teaching practice in partner's schools with a supervision by a mentor from the partner school, but also mock and model teaching inside the university classrooms.

The module was successfully implemented at the University of Mostar as a pilot project in the spring semester of the academic year 2020-2021 in the form of a joint elective course.

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<sup>1</sup> \*All references to Kosovo, whether to the territory, institution or population in the text shall be understood in full compliance with the UN Security Council Resolution 1244 and without prejudice of the status of Kosovo.

<sup>2</sup> The latest materials in the field of citizenship and human rights education developed by the Council of Europe and Zurich University is used as resources within the project. Examples of these materials are: Living Democracy Volumes I – VI: [www.living-democracy.com](http://www.living-democracy.com), Reference Framework of Competence for a Democratic Culture (RFCDC): <https://rm.coe.int/CoERMPublicCommonSearchServices/DisplayDCTMContent?documentId=09000016806ccc07>, and Teaching Controversial Issues: <https://rm.coe.int/16806948b6>

# 1. ABOUT THE MODULE

## 1.1. Importance of the module

For those who live in a democratic society, its value is often underestimated and taken for granted. People sometimes forget that the values they enjoy are not something that is self-evident and unproblematic, but something that had to be accomplished. This is best seen when we compare democratic societies with ones in which society is set up in a different manner (e.g., totalitarian or theocratic societies). Understanding social phenomenon through contradictions is not a new idea, it is known in Heraclitus famous dictum that we would not know what justice is if we were not acquainted with injustice. This contradiction is best evident in societies that have had a turbulent past, being under various authoritarian regimes until 30 years ago, as is the case with Bosnia and Herzegovina. It would be expected that in such a society democracy is greatly appreciated and understood, but this is mostly not the case and some people go so far as to claim that our people are not fit for a democratic society as they are used to living under oppression. This is, of course, as far from truth as anything can be because the notion that some nations or ethnic groups are more suitable for democratic society than others is impossible to verify. As nobody is born with knowledge about the optimal political system (or with any other knowledge for that matter), education plays a crucial role here, because people need to learn what democracy is and how it works in order to start appreciating it.

Taking all this into consideration, the importance of this module is very clear, as democratic culture and human rights are some of the basic tenets of democracy. Education for democracy and democratic values have subsequently become an inherent part of the philosophy of education, as most of the ideas discussed within this discipline are discussed from a democratic point of view, either explicitly or implicitly. The key concept here is critical thinking and the best way to describe it would be to say that it includes the ability of consistent rational reason and a disposition to do so. "Attempts to foster critical thinking aim, then, at the promotion of active learning, independent thinking, personal autonomy, and reasoned judgement in thought and action, and these particular goals are grounded in broader views regarding knowledge, reason and the person."<sup>3</sup> Its importance in education is best stressed by Siegel and Bailin<sup>4</sup> They stress four reasons that make critical thinking something of utmost importance. Firstly, if we want to respect students as persons, we have to nurture their ability to think critically. That is, we have to see them as individuals of equal moral value that are competent to decide by themselves how to live and who to be. Secondly, the task of education is to prepare students for adulthood and this preparation cannot be understood as preparation for a predefined role, but a preparation for self-determination and self-sufficiency. Furthermore, critical thinking plays a pivotal role in education, in every aspect of it and for all included subjects of educational processes. And finally, careful planning and rational decisions play a large role in democratic life. If we value democracy, then education needs to be dedicated to nurturing the ability of critical thinking and the disposition to do so. Democracy can prosper only to the extent its citizens are willing and able to think rationally about political issues and issues related to public policies.<sup>5</sup>

Subsequently, the aim of the team is to foster critical thinking by implementing RFCDC in the module and offering needed competences to future teachers that will enable them to teach in a democratic manner, taking into consideration all the main aspects of teaching for a democratic culture and human rights. All of this makes such competences of utmost importance to our society that is ripe for changes and the team sees this module as a great opportunity to be a part of those changes.

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<sup>3</sup> Bailin, Sharon, „Education, knowledge and critical thinking“, Carr, David, (ur.), *Education, Knowledge and Truth. Beyond the postmodern impasse*, Taylor & Francis e-Library, 2003., pp. 204.

<sup>4</sup> Bailin, Sharon & Siegel, Harvey, „Critical thinking“, Blake, Nigel et. al. (eds.), *The Blackwell guide to the Philosophy of Education*, Blackwell publishing, Oxford, 2003., pp. 181-193.

<sup>5</sup> Bailin, Sharon & Siegel, Harvey, „Critical thinking“, Blake, Nigel et. al. (eds.), *The Blackwell guide to the Philosophy of Education*, Blackwell publishing, Oxford, 2003., pp. 189.

## 1.2. General information

Title of the Module: Education for Democratic Culture and Human Rights: Learning Through Practice

Name of University: University of Mostar

Name of Faculty: Faculty of Humanities and Social Sciences

Development Team: Dražen Barbarić, Ana-Mari Bošnjak, Mate Penava

Implementing Lecturer: Ana-Mari Bošnjak

Department / Group: Joint elective course at the Master level

Target study groups: future subject teachers from study groups: English language, German language, Croatian language, History, Philosophy and Psychology

Academic year: 2020/2021

Number of classes per week: 1 class (2 teaching hours)

Partner schools: United World College Mostar, High School fra Grga Martić Mostar

### 1.3. Main aims of the module

Students will:

- gain and show knowledge and understanding of basic concepts of democracy as a tool for resolving problems of common good
- classify and recognize different dimensions of political culture within domestic political context
- identify and interpret issues and violations of basic human rights and suggest models for their recovering and protection
- evaluate school pupils' competences for the participation in the intercultural classroom context
- construct and apply creative solutions for a teaching of controversial topics, such as ethical political and human rights dilemmas
- estimate level of media literacy within pupils and suggest methods for distinguishing information from propaganda
- select, classify and compare materials from the website [living-democracy.com](http://living-democracy.com) and Reference Framework on Competences for Democratic Culture (RFCDC) to build meaningful year and daily planning

### 1.4. Short description of the contents of the module

This module encompasses a series of topics all dealing with EDC/HRE. The main goals are to familiarize future teachers with basic concepts inside the area of EDC/HRE with a large emphasis on practical work. A greater emphasis will be put on learning by doing as opposed to classical modes of teaching. The key areas that will be explored are types of democracy, types of political culture, human rights with a large emphasis on rights of children, political participation, intercultural understanding and media literacy. The target groups are master level students trained to be future subject teachers in these fields: English language, German language, Croatian language, History, Philosophy and Psychology. We will employ methods of model teaching, group and individual work, mock teaching and practical student work in schools. Also, we will use textbooks from the webpage [Living-democracy.com](http://Living-democracy.com), prepared PPT presentations and handouts with case studies for group and individual work.



## 1.5. Basic terminological framework of the module

### Democracy

Democracy within this module is conceptualized as a wide spectrum of processes and methods for resolving collective problems. It is not perceived as theoretic ideal type which must be grasp as an obligatory model of the political structure. On contrary, it is understood as a model of the structuration of societal plural dynamics and their influences on the understanding of common problems, alternatives offer and selection of obligatory optimal solution.

### Human rights

Human rights are within democratic societies understood as a fuel but also protection barrier to the mentioned plural societal dynamics. They insure that every individual feels protected against majority opinions, political decisions and administrative actions. Human rights are generator of contemporary democratic societies and the main point of every democratic process, their preservation and perpetual protection.

### Political culture

Easiest way to define concept of political culture is describing it as relation or perception of individuals or groups toward key political actors and institutions. Political science developed systematized models for the recognition of types of political culture and their variations. This module pleads for the participative political culture which generates among citizens high level of the understanding of their domestic political system, but also competences for the participation in it and its critical evaluation.

### Interculturalism

Term interculturalism is quite often controversial because it does not always include same things. This concept is before all prescriptive, which means that it is not pure definition of multicultural reality in specific society. Interculturalism requires mutual interpenetration of these cultural social segments and creation of common public framework for coexistence. That does not mean assimilation or annulment of cultural differences but structuration of their common societal denominator.

### Media literacy

Media literacy in 21st century is becoming one of the fundamental civic competences. Without it, participative political culture or intercultural permeation are reduced to theoretical utopias. Informed citizens are the ground of democratic society so as protection of human rights. Distinction of propaganda, fake or selective information from the real ones is the basis of rational citizens.

### Learning through practice

This whole module is based on the principle learning through practice. This place emphasizes on active participation of students in class process through perpetual forms of individual or group work and mutual evaluation of class results. Focus on the practice of the students is extremely important aspect of the module. Using mock teaching models and practice in partner schools students will have opportunity to directly apply their acquired knowledge and competences. During the module, supervision of mentor teachers will enable students to modify their performance in class and improve their teaching skills.

### Toleration and responsibility

Concepts of toleration and responsibility are interwoven within the whole module. Those are two crucial competences in relations with teacher, mentor and other students that every student need to adopt at the very beginning of the module. Through group work and confrontation with controversial topics students will necessarily have to learn to recognize stereotypes and prejudice, debate within reasonable democratic forms and respect attitudes and values that they themselves do not advocate. Accommodation to work with students that do not belong to their collective identities require high level of patience, respect of differences and self-criticism to be able to adjust own initial attitudes and values.

Responsibility is inevitable competence in every of mentioned class processes and situations. It requires constant dynamic work and high concentration to manage all topics, processes and tasks that are integral component of the module.

### Common good

Basic term of every democratic society is common good. Students will learn how to recognise common good, how to approach to the issues of the common good, especially those of so-called tragedies of the common good and how to enable other individuals to participate in it without problems of over consumption or pollution. Models of resolving those problems are important theoretical part of political socialization and the main part of education of rational citizens for the democratic society.

## 1.6. Competences for Democratic Culture (CDC) represented in the module

General Competences addressed in the module:

<b>Values</b>	Valuing human dignity and human rights Valuing cultural diversity Valuing democracy, justice, fairness, equality and the rule of law
<b>Skills</b>	Analytical and critical thinking skills Empathy Flexibility and adaptability Co-operation skills Conflict-resolution skills
<b>Attitudes</b>	Openness to cultural otherness and to other beliefs, world views and practices Respect Responsibility Tolerance of ambiguity
<b>Knowledge and critical understanding</b>	Knowledge and critical understanding of the self Knowledge and critical understanding of the world: politics, law, human rights, cultures, religions, history and media

Specific competences with descriptors addressed in the sessions

	<b>Competences</b>	<b>Descriptors</b>
<b>Values</b>	<b>C1 Valuing human dignity and human rights</b>	<p>D 1 Arguing that human rights should always be protected and respected</p> <p>D 2 Arguing that specific rights of children should be respected and protected by society</p> <p>D 3 Defending the view that no one shall be subjected to torture or to inhuman or degrading treatment or punishment</p> <p>D4 Arguing that all public institutions should respect, protect and implement human rights</p> <p>D 4 Arguing that everyone should recognise the fundamental freedoms of each human being</p>

	<b>C2 Valuing cultural diversity</b>	<p>D 8 Promoting the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be 'different' from one another</p> <p>D 11 Arguing that intercultural dialogue should be used to develop respect and a culture of 'living together'</p>
	<b>C3 Valuing democracy, justice, fairness, equality and the rule of law</b>	<p>D 12 Arguing that school should teach students about democracy and how to act as a democratic citizen</p> <p>D 13 Expressing the view that all citizens should be treated equally and impartially under the law</p> <p>D 17 Arguing that democracy should always be protected and respected as an essential foundation for acting together with others in society</p> <p>D 19 Expressing the view that information on public policies and their implementation should be made available to the public</p>
	<b>C4 Openness to cultural otherness</b>	<p>D 24 Enjoying in having discussion with people whose ideas and values are different from his/her own</p> <p>D 24 Expressing an appreciation of the opportunity to have experience of other cultures backgrounds</p>
	<b>C5 Respect</b>	<p>D 30 Expressing respectful attitudes towards the beliefs, practices and way of life adopted by other people unless they violate human rights</p> <p>D 30 Expressing respect for gender differences</p> <p>D31 Expressing respect for religious differences</p> <p>D 35 Expressing respect toward people who are of a different socio-economic status from himself/herself</p>

	<b>C6 Civic-mindedness</b>	<p>D 36 Participating in decision-making process regarding the affairs, concerns and common good of the community</p> <p>D 36 Expressing an interest in public affairs and issues</p> <p>D 38 Taking action to stay informed about civic issues</p>
	<b>C7 Responsibility</b>	<p>D 42 Showing that he/she takes responsibility for own mistakes</p> <p>D 42 Demonstrating punctuality</p>
	<b>C8 Self-efficacy</b>	<p>D 45 Expressing the belief that he/she can carry out activities that he/she has planned</p> <p>D 47 Expressing belief in his/her own ability to select appropriate methods for accomplishing tasks</p> <p>D 47 Showing confidence that he/she can perform high quality work</p>
	<b>C9 Tolerance of ambiguity</b>	<p>D 51 Expressing a willingness to consider contradictory or incomplete information without automatically rejecting it or jumping to premature conclusion</p>
<b>Skills</b>	<b>C10 Autonomous learning skills</b>	<p>D 59 Demonstrating the ability to seek out information independently</p> <p>D 61 Can assess the quality of his/her own work</p> <p>D 62 Can select the most reliable sources of information or advice from the range available</p> <p>D 63 Monitoring own progress in learning new information</p>

	<b>C11 Analytical and critical thinking skills</b>	<p>D 65 Can analyse alternative point of view</p> <p>D 65 Can evaluate arguments, claims and beliefs</p> <p>D 67 Can evaluate critically the actions of those who have responsibilities to respect, promote and realise human rights</p> <p>D 69 Can analyse the motives, intentions and agendas of the people who produce propaganda, stereotypes, intolerance and hate speech in the mass media</p> <p>D 69 Can draw the results of an analysis together in an organised and coherent manner to construct logical and defensible conclusions</p>
	<b>C12 Skills of listening and observing</b>	<p>D 70 Listening carefully to differing opinions</p> <p>D 71 Paying close attention to the behaviour of other people</p>
	<b>C13 Empathy</b>	<p>D 79 When talking to someone, trying to understand what they are feeling</p> <p>D 79 Showing ability to put himself/herself in the shoes of those who are in discomfort</p>
	<b>C14 Flexibility and adaptability</b>	<p>D 82 Modifies his/her opinions if he/she is shown through rational argument that is required</p> <p>D 83 Adapts his/her behaviour in new situations by taking account of lessons learnt in previous situations</p>
	<b>C15 Linguistic, communicative and plurilingual skills</b>	<p>D 89 Asking speakers to repeat what they said if it wasn't clear to him/her</p> <p>D 91 Can communicate efficiently and effectively in an intercultural setting</p>

	<b>C16 Co-operation skills</b>	<p>D96 Working to build consensus to achieve group goals</p> <p>D 97 When working as a member of a group, keeps others informed about any relevant or useful information</p> <p>D 99 Can persuade other group members to share their relevant and useful knowledge, experience or expertise</p>
	<b>C17 Conflict resolution skills</b>	<p>D 103 Can encourage the parties involved in conflict to actively listen to each other and share their issues and concerns</p> <p>D 105 Can refine possible compromises or solutions to conflicts</p>
<b>Attitudes</b>	<b>C5 Respect</b>	D 32 Expressing respect for people who hold different political opinions
	<b>C6 Civic-mindedness</b>	D 36 Discussing what can be done to help make the community a better place
	<b>C8 Self-Efficacy</b>	D 45 Shows confidence that he/she can get good results when undertaking a task
	<b>C9 Tolerance of ambiguity</b>	<p>D 45 Shows confidence that he/she can work effectively</p> <p>D 51 Seeking out discussion with people whose ideas and values are different from his/her own</p>
<b>Knowledge and critical understanding</b>	<b>C18 Knowledge and critical understanding the self</b>	<p>D 108 Can reflect critically on his/her own values and beliefs</p> <p>D 110 Can reflect critically on his/her own prejudices and stereotypes and what lies behind them</p> <p>D 111 Can reflect critically on the factors that have influenced his/her own intercultural development</p>
	<b>C19 Knowledge and critical understanding of language and communication</b>	D 114 Can reflect critically on how intercultural communication can affect relationships between people who have different cultural affiliations

	<b>C20 Knowledge and critical understanding of politics, law and human rights</b>	<p>D 117 Can explain the meaning of basic political concepts, including democracy, freedom, citizenship, rights and responsibilities</p> <p>D 118 Can explain why everybody has a responsibility to respect the human rights of others</p> <p>D 118 Can describe the obligations of states in relation to human rights</p> <p>D 125 Can reflect critically on the root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses</p> <p>D 125 Can reflect critically on the human rights challenges that exist in his/her own country</p> <p>D 130 Can describe the diverse ways in which citizens can influence policy</p>
	<b>C 20B Knowledge and critical understanding of culture, cultures and religions</b>	<p>D 120 Can reflect critically on how his/her own world view is just one of many world views</p> <p>D 120 Can describe several different cultures, especially the values, customs and practices which are common in those cultures</p> <p>D 120 Can reflect critically on how intercultural interactions can influence situations and events</p>
	<b>C20C Knowledge and critical understanding of history, media, economies, environment and sustainability</b>	<p>D 122 Can reflect critically on global inequalities</p> <p>D 129 Can explain how people can guard and protect themselves against propaganda</p> <p>D 135 Can explain national economies and how economic and financial processes affect the functioning of society</p>

Remark: The above list does not imply that through the module all the listed competencies can be represented, but shows the possible competencies that the teacher can include in his own constellation of the module.



## 1.7. Structure of the module

Session No.& Date	Topic	Activities	Methods	Resources	Percentages of activities	Notes
1.	Introduction to the course: EDC/HRE	<p>Introduction to the aims of course: their expectations</p> <p>Topics and sessions; models and methods of work</p> <p>Explaining the concept of RFCDC and division of students in evaluation group</p>	<p>Exploration of website</p> <p>Guideline instructions</p> <p>Short model lesson by lecturer</p> <p>Students will get precise schedule of their activities through course</p>	<p>PPT presentation</p> <p>web browsing</p> <p>Student handout</p> <p>6.2 Schmitt's dilemma (Unit 6 – Responsibility; vol 3)</p> <p>RFCDC list</p>	<p>Listening 45 %</p> <p>Active participation (individual or group work) 55 %</p> <p>Teaching practice 0 %</p>	
2.	Theories and models of democracy	<ul style="list-style-type: none"> <li>Introducing learning diaries</li> <li>Why democracy as a method (collective problem solving)</li> <li>3 types of democracy</li> <li>Comparison of outcomes and theoretical background.</li> <li>RFCDC short evaluation of lecture</li> </ul>	<p>Presentation</p> <p>Group work</p>	<p>Learning diary</p> <p>Handouts</p> <p>Chapter 7 – Taking part in politics</p> <p>7.8-Ways of participating in democracy</p> <p>7.9. The policy cycle (vol 6)</p>	<p>Listening 33 %</p> <p>Active participation (individual or group work) 66 %</p> <p>Teaching practice 0 %</p>	Diary entries
3.	Three dimensions of education for a democratic culture & HR	<ul style="list-style-type: none"> <li>Moral dilemma, problem solving in 3 types of political culture: parochial; subject and participative</li> <li>Teacher – 3 dimensions of EDC/HR</li> <li>RFCDC short evaluation of lecture</li> </ul>	<p>Group work</p> <p>Presentation</p>	<p>Handouts</p> <p>PPT presentation</p> <p>Unit 2- 2. Political culture (vol 1)</p> <p>Unit 3- 1. The three dimensions of EDC/HRE. (vol 1)</p>	<p>Listening 33 %</p> <p>Active participation (individual or group work) 66 %</p> <p>Teaching practice 0 %</p>	Diary entries
4.	Democratic participation and the common good	<ul style="list-style-type: none"> <li>Discussions on common good</li> <li>Teacher – Introducing the concept of the common good</li> <li>RFCDC short evaluation of lecture</li> </ul>	<p>Individual and group work</p> <p>Presentation</p> <p>Model lesson by teacher</p>	<p>Handouts</p> <p>PPT presentation</p> <p>Student handouts 3.1-3.4.</p> <p>Materials for teachers 3B. (Unit 3 vol 4)</p>	<p>Listening 33 %</p> <p>Active participation (individual or group work) 66 %</p> <p>Teaching practice 0 %</p>	Diary entries

5.	Assessments in EDC/HRE; training lesson no. 1	<ul style="list-style-type: none"> <li>Teacher-dimensions of assessment</li> <li>Self-assessment</li> <li>Conclusion and observation</li> <li>RFCDL short evaluation of lecture</li> </ul>	Presentation Model lesson by students	Handouts PPT presentation Self-assessment sheets Unit 5- Task and key questions for assessment of students, teachers and schools Work file 1-17 (vol 1)	Listening 17 % Active participation (individual or group work) 33 % Teaching practice 50 %	Diary entries Self-assessment sheet entries Preparations for school visit
6.	EDC/HRE in practice: visit to partner school (observing)	<ul style="list-style-type: none"> <li>Observing classes of teachers from partner schools</li> <li>Reports from the school visit</li> <li>Teachers feedback</li> <li>Debate about evaluation parameters and preparation for the next school visit</li> <li>Proposal of observation/ assessment sheet</li> </ul>	Presentation Group work Individual work	Handouts PPT presentation Self-assessment sheets Unit 5-Work file 1-17 (vol 1)	Listening 17 % Active participation (individual or group work) 33 % Teaching practice 50 %	Diary entries
7.	Teaching controversial issues; training lesson no. 2	<ul style="list-style-type: none"> <li>Teacher: introduction to nine key concepts in EDC/HRE</li> <li>Controversial issues) abortion, euthanasia...)</li> <li>Evaluation of critical/problematic moments in teaching process</li> <li>RFCDL short evaluation of lecture</li> </ul>	Presentation Model lesson by students (they will prepare lectures about controversial moral and political issues)	Handouts PPT presentation PART.1- 6. Key concepts in EDC/ HRE (VOL 1) The puzzle of the nine key concepts-vol 2 Two opinions – a debate	Listening 56 % Active participation (individual or group work) 11 % Teaching practice 33 %	Diary entries
8.	Intercultural understanding	<ul style="list-style-type: none"> <li>Introduction: concepts of multiculturalism and interculturalism;</li> <li>Stereotypes toward other cultures, religions</li> <li>Visits to different religious facilities</li> <li>RFCDL short evaluation of lecture</li> </ul>	Presentation Individual tasks Practical work	Self-assessment sheets PPT presentation Chapter 4 – Perceiving others Exercise 4.3. – True and false (vol 6) Exercise 4.5. – We all have prejudices (vol 6)	Listening 23 % Active participation (individual or group work) 77 % Teaching practice 0 %	Diary entries and tasks for self-assessment

9.	Marginal groups in societies	<ul style="list-style-type: none"> <li>Consequences of marginalization</li> <li>Teacher – sources of marginalization, the concept of tolerance (meaning and significance)</li> <li>RF CDC short evaluation of lecture</li> </ul>	Group work Presentation	Handouts PPT presentation Exercise 8.7. – Minorities (vol 6)	Listening 55 %  Active participation (individual or group work) 45 %  Teaching practice 0 %	Diary entries
10.	Learning about HR with focus on children's rights	<ul style="list-style-type: none"> <li>Self-reflection on prejudice/ stereotypes about other culture (existing lists)</li> <li>Introduction to HR (genesis and key documents)</li> <li>Presentation of the products as art gallery</li> <li>Preparation for school visit</li> <li>RF CDC short evaluation of lecture</li> </ul>	Individual work Presentations Group work	Handouts PPT presentation Self-assessment sheets Pupil's version of the Convention on the Rights of the Child (1), possible groupings of the children's rights into four dimensions (2), the UN Convention on the Rights of the Child of 20 November 1989 (3) (vol 5)	Listening 23 %  Active participation (individual or group work) 77 %  Teaching practice 0 %	Diary entries Preparations for school visit
11.	EDC/HRE in practice: visit to partner school (teaching)	<ul style="list-style-type: none"> <li>Practice in multicultural context (different schools) – UWC</li> <li>Students will teach in partner schools</li> <li>Tasks: short report – self assessment and group assessment of the colleagues</li> </ul>	Practical work Individual and group	Handouts PPT presentation Unit 5-Work file 1-17 (vol 1)	Listening 17 %  Active participation (individual or group work) 33 %  Teaching practice 50 %	Diary entries Self-assessment
12.	Protecting human rights	<ul style="list-style-type: none"> <li>Violation of human rights and how to stop it</li> <li>Mock teaching: studying the cases of violations of human rights</li> <li>Identifying responsibilities for protecting human rights</li> <li>RF CDC short evaluation of lecture</li> </ul>	Mock teaching Presentation	Handouts PPT presentation UNIT 5 Rights, liberties and responsibilities Student handout 5.3. Student handout 5.2. (vol 3)	Listening 23 %  Active participation (individual or group work) 37 %  Teaching practice 40 %	Diary entries

13.	Media literacy	<ul style="list-style-type: none"> <li>• Selection of media, the influence of the source of information on the perception of the message?</li> <li>• Teacher: three dimensions of media literacy, media as gatekeepers</li> <li>• Understanding and debating about quality criteria of media</li> <li>• RFCDC short evaluation of lecture</li> </ul>	Group work Presentation	Handouts PPT presentation UNIT 7: A class newspaper Understanding media by producing media (vol 3)	Listening 33 % Active participation (individual or group work) 67 % Teaching practice 0 %	Diary entries
14.	EDC/HRE in practice: visit to partner school (teaching)	<ul style="list-style-type: none"> <li>• Students will teach in partner schools</li> <li>• School as a factor of socialization</li> <li>• Short report – self assessment and group assessment of the colleagues</li> </ul>	Group work Individual work Presentation	Handouts PPT presentation Unit 5-Work file 1-17 (vol 1)	Listening 17 % Active participation (individual or group work) 33 % Teaching practice 50 %	Diary entries
15.	Debriefing: draft plan for future practice in education for DC/HR	<ul style="list-style-type: none"> <li>• Overview and feedback from teacher based on diary materials</li> <li>• Feedback by the students</li> <li>• Planning EDC/HRE in school; students plan</li> <li>• RFCDC evaluation - summary of course: 1. Evaluation of student work (evaluation of diary entries, model and mock lessons and practical work in schools); 2. Anonymous survey among students; 3. Reports from school teachers</li> </ul>	Individual work Group work Presentation	Handouts PPT presentation Unit 5-Work file 1-17 (vol 1)	Listening 40 % Active participation (individual or group work) 60 % Teaching practice 0 %	Diary entries

## 2. SESSION PLANS

### 2.1. Session 1: Introduction to the course

<b>Date: 11.3.2021</b>	<b>Time: 15:00-16:30</b>	<b>Room: 31</b>
<b>Session No. 1</b>		<b>Lecturer(s):</b> Ana-Mari Bošnjak / Dražen Barbarić / Mate Penava

#### Part I – General information

<b>Title of Session:</b>	<b>Introduction to the course: EDC/HRE</b>		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>• Introduction to the aims of the course</li> <li>• Explanation of models and methods of work at the course</li> <li>• Exploration of the website <i>Living in democracy</i></li> <li>• Explanation of the concept of RFCDC</li> </ul>		
<b>Aims and learning outcomes:</b>	Students will be capable to: <ul style="list-style-type: none"> <li>• Identify key descriptors for every session plan</li> <li>• Compare and contrast different sort of descriptors</li> <li>• Interpret teaching activities and outcomes through descriptors</li> <li>• Find suitable content for the teaching activities at the website <i>Living in democracy</i></li> <li>• Choose relevant content from the textbooks for the individual and group tasks</li> </ul>		
<b>Practice teaching elements included:</b>	Class does not include elements of teaching practice.		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning/participation by University Students</b>	<b>Teaching practice</b>
	<b>45%</b>	<b>55 %</b>	<b>0%</b>
<b>Practice teaching format used:</b>	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
<b>RFCDC: Competences (C) and descriptors (D) to be applied or trained:</b>	<b>C8 Self-Efficacy</b> D 45 Shows confidence that he/she can get good results when undertaking a task D 45 Shows confidence that he/she can work effectively D 47 Shows confidence about tackling new challenges <b>C9 Tolerance of ambiguity</b> D 57 Is comfortable when dealing with ambiguous situations <b>C10 Autonomous learning skills</b> D 61 Can locate information relevant to his/her own personal and academic needs and interest D 61 Seeks out new opportunities for learning		

	<b>C14 Flexibility and adaptability</b> D 83 Adjusts way of working when this is necessary D 85 Adapts well to different demands and context <b>C16 Co-operation skills</b> D 94 Builds positive relationship with other people in a group
<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>• LCD Projector</li> <li>• computers</li> <li>• Wi-Fi access</li> <li>• white and green board</li> <li>• board markers in different colours</li> </ul> <b>Rooms settings:</b> <ul style="list-style-type: none"> <li>• seats will be determined by the fact that this session will be organised in computer-classroom</li> </ul>
<b>Materials needed</b>	Board, markers, pencils and notebooks, computers

Part II – Session step by step:

<p>Lecture and group work/discussions: 90 mins</p> <p><b>Part 1: 15 mins</b></p> <p><b>Lecturer:</b></p> <p>The lecturer will present the course to the students by naming and ordering all of the tasks the students will accomplish during the course. All of the activities inside the course will be explained and compared.</p> <p><b>Part 2: 30 mins</b></p> <p><b>Task for students:</b></p> <p>The students will need to browse the site Living-democracy.com and get themselves familiar with its contents and the way in which the site works. This will enable them to use the site further in the course.</p> <p><b>Part 3: 20 mins</b></p> <p><b>3.1. Model lesson by lecturer – 15 mins</b></p> <p>A short model lesson will be held by the teacher in order to introduce the RFCDC. The example used will be “Schmitt’s Dilemma” (vol 3: Unit 6 – Responsibility). This will serve to introduce the notion of competences in a practical way.</p> <p><b>3.2. Students’ feedback – 5 mins</b></p> <p>5 mins</p> <p>The students will give feedback on the concept of the model lesson and try to identify all the key components of this pedagogical tool.</p> <p><b>Part 4: 10 mins</b></p> <p><b>The lecturer</b></p> <p>On the basis of the previous example, the lecturer will present the RFCDC, explaining all the relevant parts of it, comparing and contrasting certain competences and demonstrate the usage of the framework in various occasions.</p> <p><b>Part 5: 15 mins</b></p> <p><b>Task for students:</b></p> <p>The last part of the session will be used for students’ feedback on the overall contents of the course.</p>
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<b>General remarks from students:</b>	After getting acquainted with the content of the course, students showed a strong interest in the topics that will be addressed by the course and the way of working. They immediately highlighted some topics they want to explore in more detail such as gender issues, national identities, minority issues and children's rights. They are especially happy about the interactive way of working as well as the practice in schools because they think that this is exactly what they lacked most in their previous education. After the task Schmitt's dilemma, they said that it was clear to them what was expected of them through the tasks, and praised the layering of the task as well as the communication in the classroom. They noticed that the discussion was a real exchange of opinions in experiences, and they felt safe to express their own moral dilemmas that they encountered.
<b>Debriefing of the subject content</b>	The task Schmitt's dilemma presented a detailed analysis of methods and ways of working with the module. It was also used as an introduction to a more detailed research of living-democracy.com. Students emphasized the usefulness of the content of the website in their further education and work with children.
<b>Debriefing of the Democracy (EDC/HRE) content</b>	Through Schmitt's dilemma, students are introduced to the strong link between the rule of law and stable democracy, legal obligations and the importance of taking on the role of a good citizen, which is not necessarily related to legal obedience.
<b>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</b>	<p><b>C8 Self-Efficacy</b>  D 45 Shows confidence that he/she can get good results when undertaking a task  D 45 Shows confidence that he/she can work effectively  D 47 Shows confidence about tackling new challenges.</p> <p>The elaboration of Schmitt's dilemma was marked by the Democratic style of conducting the debate- additional teacher questions created a pleasant and "inclusive" atmosphere. Trust was upgraded with encouraging comments from teachers as well as a positive feedback from colleagues.  The focus from the loudest students was passed onto the self-deprecating student, making them clear that they will not be ignored.</p> <p><b>C9 Tolerance of ambiguity</b>  The story "Schmitt's Dilemma" as an overture to understanding the balance between legal obligations and moral responsibilities encourages students to express their own opinion on good reasons for breaking the law. Students express conflicting opinions on whether legal obedience is necessarily a sign of a good citizen. The tone of the discussion gives them an incentive to present their own moral dilemmas.</p> <p><b>C16 Co-operation skills</b>  D 94 Builds positive relationship with other people in a group  D 57 Is comfortable when dealing with ambiguous situations  The student introduces her colleagues to a similar dilemma she found herself in due to the sluggishness of the health care system. Her experience encourages colleagues, contributes to sharing similar experiences and builds trust.</p>

	<p><b>C14 Flexibility and adaptability</b></p> <p>D 83 Adjusts way of working when this is necessary</p> <p>D 85 Adapts well to different demands and context</p> <p>The lecturer considers the moment of "acknowledging one's own moral dilemmas" to be the key to achieving successful interpersonal and intrapersonal communication in the module, and directs the discussion to the issue of a good citizen and state laws with which they do not agree. Students show extremely fast adaptation to the new course of discussion.</p> <p><b>C10 Autonomous learning skills</b></p> <p>D 61 Can locate information relevant to his/her own personal and academic needs and interest</p> <p>D 61 Seeks out new opportunities for learning</p>
<b>General remarks by the lecturer:</b>	<p>Exploring the Living in Democracy site opens a treasury of new information and materials for students, which they can use in their future work.</p> <p>Extremely pleasant communication in teaching. The feedback shows that the students welcome this kind of content and approach to teaching, which is an additional motivation for the teacher. Asked questions and comments made it easier for the teacher to put emphasis on topics that the student highlighted which made it easier for them to master the teaching material.</p> <p>The time and content of the group discussion was under the control of the teacher, who used an indirect way of conducting the discussion.</p> <p>The descriptors were conducted only by the teacher because the students had no prior knowledge about them.</p>



## 2.2. Session 2: Theories and models of democracy

<b>Date: 18.3.2021</b>	<b>Time: 15:00-16:30</b>	<b>Room: 31</b>
<b>Session No. 2</b>		Lecturer(s): Ana-Mari Bošnjak / Dražen Barbarić / Mate Penava

### Part I – General information

<b>Title of Session:</b>	<b>Theories and models of democracy</b>		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>• Short theoretical background about the development of democracy</li> <li>• Democracy as a collective problem-solving method</li> <li>• Practical comparison of three ideal types of democracy</li> </ul>		
<b>Aims and learning outcomes:</b>	Students will be capable to: <ul style="list-style-type: none"> <li>• Identify three different types of democratic participation</li> <li>• Compare and contrast democratic procedures of collective problem solving</li> <li>• Compare different alternative solutions in democratic practice</li> <li>• Apply deliberation elements of democratic practice</li> <li>• Measure deliberation index within their class group</li> </ul>		
<b>Practice teaching elements included:</b>	Class does not include elements of teaching practice.		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning/participation by University Students</b>	<b>Teaching practice</b>
	<b>33%</b>	<b>66 %</b>	<b>0%</b>
<b>Practice teaching format used:</b>	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
<b>RFCD: Competences (C) and descriptors (D) to be applied or trained:</b>	<b>C3 Valuing democracy, justice, fairness, equality and the rule of law</b> D 12 Arguing that school should teach students about democracy and how to act as a democratic citizen D 19 Expressing the view that information on public policies and their implementation should be made available to the public <b>C5 Respect</b> D 32 Expressing respect for people who hold different political opinions C6 Civic-mindedness D 36 Discussing what can be done to help make the community a better place <b>C12 Skills of listening and observing</b> D 70 Listening carefully to differing opinions <b>C16 Co-operation skills</b> D 96 Working to build consensus to achieve group goals <b>C20 Knowledge and critical understanding of the world</b> D 117 Can explain the meaning of basic political concepts, including democracy, freedom, citizenship, rights and responsibilities		

<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>• LCD Projector</li> <li>• computer</li> <li>• white and green board</li> <li>• board markers in different colours</li> </ul> <p><b>Rooms settings:</b></p> <ul style="list-style-type: none"> <li>• seats in the classroom will be arranged differently depending on the democratic models they will simulate (first type – antique agora round sitting model; second type – parliamentary arrangement with opposing representatives and observing space for those who will not be elected as representatives; third type – deliberative open type model that will depend upon their consensus on spatial arrangement)</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Board, markers, pencils and notebooks</li> </ul>

Part II – Session step by step:

<p><b>Lecture and group work/discussions: 90 mins</b></p> <p><b>Part 2: 10 mins</b></p> <p><b>Lecturer:</b></p> <p>Democracy – what, how and why? Classifying and comparing the basic concepts of democracy, its genesis and application. The foundation for this brief introduction will be Chapter 1.2. Democracy from Unit 1 of vol 1. Educating for democracy. No precise definition of democracy will be offered here, only some introductory remarks on its genesis and elaborations of some key ideas commonly related to democracy, i.e., freedom of speech, having basic human rights etc.</p> <p><b>Part 2: 10 mins</b></p> <p><b>Task for students:</b></p> <p>Students write down their definitions of democracy, which will be reflected upon at the end of the session. The point here is to see what previous knowledge of democracy the students have, as they will be master level students and how it relates to theories and models of democracy present in the literature on the field.</p> <p>Students read what they have written down, i.e., define what they think democracy is and try to classify various types of democracy. The focus here is for them to see how they stand on the matter so they can compare it with the theoretical framework and see how well it fits.</p> <p><b>Part 3: 20 mins</b></p> <p><b>Lecturer:</b></p> <p>The lecturer defines three ideal types of democracy, compares them and analyses the pros and cons of each type. The following three ideal types of democracy that will be explained and analysed. Athenian democracy, where only men who owned land had the right to vote and make decisions. Representative democracy, where each group of people chooses a representative, which they see as the most fitting to articulate their opinions, attitudes and beliefs. Deliberative democracy where everybody has equal rights to voice their opinion and the quality of the argument is measured according to some established rules.</p> <p><b>Part 4: 40 mins</b></p> <p><b>Tasks for students</b></p> <p><b>4.1. Preparation: 5 mins</b></p> <p>Students will be divided into three groups, each of which will apply one of the ideal types of democracy. At the beginning, the lecturer presents the students with a problem they are supposed to</p>
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solve using one of the three types of democracy. The example provided to the students is a modified version of Lesson 4 from the textbook Taking part in democracy (vol. 4) Part 2, Unit 5. Students will try to act as members of a community agreeing on a framework of rules, but under the requisites of one of the three ideal types of democracy. The roles they will take will be one of constitutional legislators, deciding what kind of a society they want.

#### **4.2. Group work: 20 mins**

After dividing students into groups, the group that will simulate the Athenian model draws cards to assume one of the roles pertaining to that society. The roles are as follows: men who own land, materially dependent men, women, slaves. Only those who draw the card of men who own land have the right to decide in that group. The groups then will simulate representative democracy has to choose representatives which will decide on their behalf. Lastly, all of the members of the group, which will simulate the deliberative model, participate in the discussion and try to come up with a viable solution.

#### **4.3. Presentations: 6 mins**

Each group will be given 2 minutes to demonstrate and explain the solution they created and elaborate its advantages.

#### **4.4. Discussion and reflection: 9 mins**

After each group has presented their solutions, the lecturer will encourage them to summarize what experiences they had working in various models of democracy and to compare the work they have done with their initial interpretations of democracy.

#### **Part 5: 10 mins**

#### **Debriefing and evaluation of the session:**

Students reflect upon their definitions of democracy and try to evaluate how close their definition was to either of the ideal types of democracy. The students also analyse the group activity and its appropriateness for the topic at hand. The lecturer offers final feedback on the session.

#### **Part III – Report (Debriefing and evaluation):**

<b>General remarks from students:</b>	Students conclude that they have very little knowledge of democracy and politics, although both phenomena are frequently used in colloquial speech. They are also not sufficiently familiar with the ways of participating in their local community and believe that they should be much more active Democrats. The three dimensions of political boil down to politics. They therefore emphasize that education for democracy and human rights is essential in young democracies.
<b>Debriefing of the subject content</b>	Students showed average prior knowledge of the concept of democracy, but also a willingness to learn through the method of discussion and group work by simulating three ideal types of democracy. The implementation of modern methods in teaching and learning in assignments Ways of Participating in Democracy (Exercise 7.8 vol 6) I Circle of Politics (7.9 vol 6) encouraged them to want to know more about democracy and the dimensions of the political, moving away from the original understanding of politics as a mere struggle for power.
<b>Debriefing of the Democracy (EDC/HRE) content</b>	The democratic style of debate is an indicator of democracy as a method of solving problems. Through group work, the student was able to compare three different models of democracy, simulate good citizens and define democracy.

<p><b>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</b></p>	<p>Through group work and simulation of three ideal types of democracy, students notice the differences in these models as well as the importance of democracy, justice, fairness, equality and the rule of law in each political system. They also come to the conclusion that their knowledge of democracy and ways of participating in democratic decision-making is insufficient and that the school is an ideal apparatus for learning about it. Their statements are confirmed by the tasks Ways of Participating in Democracy (Exercise 7.8 vol 6) and the Policy Circle (7.9 vol 6), where they expressed the opinion that they often do not have relevant information which are important for shaping public policies and they believe that information should be available to the public.</p> <p><b>C5 Respect</b> D 32 Expressing respect for people who hold different political opinions By simulating different models of democracy, demonstrating the obtained solutions and the advantages of the model, the discussion takes on a polemical tone. Students are encouraged to summarize their experiences of democracy by acknowledging the benefits of the models presented by the other two groups.</p> <p><b>C6 Civic-mindedness</b> D 36 Discussing what can be done to help make the community a better place Through the task Ways of Participating in Democracy (Exercise 7.8 vol 6) students compile a list of activities that they believe people can participate in decision making. The professor introduces to them the legal forms of citizen participation in their local self-government and they are inspired to suggest other forms of participation that would make the community a better place. Considering the stages in the policy cycle of public policies, they are civic-minded and recognize in which stages they themselves are participants in public policies.</p> <p><b>C12 Skills of listening and observing</b> D 70 Listening carefully to differing opinions Through debates within the group and the presentation of opposing views, but also group discussions on selected topics, students are constantly able to explain their views. They treat each other with respect and there is no type of "difficult discussant".</p> <p><b>C16 Co-operation skills</b> D 96 Working to build consensus to achieve group goals Group work encourages collaboration skills. The task of simulating different models of democracy requires common solutions of the group and the students summarize their opinions and the conclusion is an expression of the consensus of the group.</p> <p><b>C20 Knowledge and critical understanding of the world</b> D 117 Can explain the meaning of basic political concepts, including democracy, freedom, citizenship, rights and responsibilities In conclusion, students have the task of evaluating what they have learned through the definition of democracy. The definitions are much more advanced than the initial ones and the student now clearly explains the basic concepts of democracy, freedom, citizenship, rights and responsibilities</p>
<p><b>General remarks by the lecturer:</b></p>	<p>Students showed interest in assignments. They approached all tasks responsibly. The teacher made it clear to them that their hard and good work was recognized and that the same work atmosphere in the future was expected. Students themselves recognized how much they lack knowledge about phenomena such as democracy and politics, so this feedback was used as a guide for a new task given to them, and it concerns the distinction of three dimensions of political (Understanding politics</p> <p>Worksheet 1: How can I handle politics in my teaching democratic Citizenship and Human Rights? vol 1). The teacher, in cooperation with the students, appoints the descriptors, encouraging the students to analyze them in more detail.</p>

## 2.3. Session 3: Three dimensions of education for a democratic culture & HR

Date: 25.3.2021	Time: 15:00-16:30	Room: 31
Session No. 3		Lecturer(s): Ana-Mari Bošnjak / Dražen Barbarić / Mate Penava

### Part I – General information

<b>Title of Session:</b>	Theories and models of democracy		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>• Short introduction to the issue of moral dilemma</li> <li>• Complexity of the concept of political culture and its elements</li> <li>• Practical comparison of three ideal types of political culture</li> <li>• Emphasis on the benefits of democratic political culture</li> </ul>		
<b>Aims and learning outcomes:</b>	<p>Students will be capable to:</p> <ul style="list-style-type: none"> <li>• Identify three different types of political culture</li> <li>• Compare and distinguish different attitudes and behaviour of citizens through the concept of political culture</li> <li>• Compare different alternative solutions in democratic practice</li> <li>• Formulate different moral perspectives toward the specific social issue</li> <li>• Explain three dimensions of EDC/HR</li> </ul>		
<b>Practice teaching elements included:</b>	Class does not include elements of teaching practice.		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning/participation by University Students</b>	<b>Teaching practice</b>
	<b>33%</b>	<b>66 %</b>	<b>0%</b>
<b>Practice teaching format used:</b>	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
<b>RFCD: Competences (C) and descriptors (D) to be applied or trained:</b>	<p><b>C1 Valuing human dignity and human rights</b>            D 1 Arguing that human rights should always be protected and respected            D 1 Arguing that everyone should recognise the fundamental freedoms of each human being</p> <p><b>C3 Valuing democracy, justice, fairness, equality and the rule of law</b>            D 17 Arguing that democracy should always be protected and respected as an essential foundation for acting together with others in society</p> <p><b>C5 Respect</b>            D 31 Expressing respect for others based on the recognition of the dignity of all persons and of their human rights</p> <p><b>C9 Tolerance of ambiguity</b>            D 51 Seeking out discussion with people whose ideas and values are different from his/her own</p> <p><b>C11 Analytical and critical thinking skills</b>            D 65 Can analyse alternative point of view            D 65 Can evaluate arguments, claims and beliefs</p> <p><b>C14 Flexibility and adaptability</b>            D 82 Modifies his/her opinions if he/she is shown through rational argument that is required</p>		

<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>• LCD Projector</li> <li>• computer</li> <li>• white and green board</li> <li>• board markers in different colours</li> </ul> <p><b>Rooms settings:</b></p> <ul style="list-style-type: none"> <li>• seats in the classroom will be arranged differently depending on the democratic models they will simulate (first type – antique agora round sitting model; second type – parliamentary arrangement with opposing representatives and observing space for those who will not be elected as representatives; third type – deliberative open type model that will depend upon their consensus on spatial arrangement)</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Board, markers, pencils and notebooks</li> </ul>

Part II – Session step by step:

<p><b>Lecture and group work/discussions: 90 mins</b></p> <p><b>Part 1: 20 mins</b></p> <p><b>Lecturer:</b></p> <p>The lecturer defines the concept of political culture, distinguishing between three ideal types of political culture: parochial, subject, and participant. The students will be presented with a problem and will then be divided into groups. Each group will need to resolve the problem from the standpoint of a certain type of political culture.</p> <p><b>Part 2: 45 mins</b></p> <p><b>Task for students: 30 mins</b></p> <p>Students work in groups trying to argue for the best solution to the presented problem. The discussions inside each group are conducted according to a certain type of the aforementioned political cultures.</p> <p><b>Debriefing and evaluation: 15 mins</b></p> <p>The students exchange experiences about discussing inside each of the established models of democratic culture. They compare and contrast certain features of the models. They are also asked to judge which of the models is best suited for today society and why.</p> <p><b>Part 3: 10 mins</b></p> <p><b>Lecturer:</b></p> <p>On the basis of the practical activity, the lecturer argues that participant political culture is the best option for a democratic society and what are the drawback of other types of political culture.</p> <p><b>Part 5: 15 mins</b></p> <p><b>Debriefing and evaluation of the session:</b></p> <p>Students give their feedback on the entire session, including the notion of democratic culture itself and its presentation through the practical activity. They are asked to assess the way in which the issue was presented and say would they do it in the same way or would they try for a different approach.</p>
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<b>General remarks from students:</b>	Students were highly motivated to become familiar with the concept and types of political culture. Simulation as a teaching method is recognized as a stimulus for learning, and participants play their roles in a "disciplined" way. They conclude that all presented ideal-types of political culture must be represented in the political community favoring cultural pluralism.
<b>Debriefing of the subject content</b>	Students are divided into three groups and engaged as actors of subservient, parochial and participatory political culture. Through individual work, they acquire value judgments about the type of political culture they represent and connect them with the degree of citizen participation in politics. They clearly show this in the discussion, presenting the ideal types of political culture as ignorance, passivity and activism. Students themselves come to the conclusion that no ideal-type in a real political system alone is good for democracy (not even participatory because they believe that the participation of all citizens would make democracy a "chatterbox"). The professor introduces them to a mixed civic culture that includes cultural pluralism. Since the emphasis of political culture is on the beliefs and values that are very difficult to change in people, the professor uses the topic of political culture as an illustration to get acquainted with the three dimensions of education for democratic citizenship and human rights.
<b>Debriefing of the Democracy (EDC/HRE) content</b>	At the beginning of the lecture, students show that they know and can define the concepts of political and culture, but not political culture. Through the task, they also discuss their own dominant political beliefs and orientations towards the objects of politics. They recognize their own democratic potential, but also the individual roles in society that different sort of political culture demands. The settings of this task insist on the application of three dimensions of education for democratic citizenship and human rights. It is clear to students that by learning "about" democracy and human rights and "through" democracy and human rights, they also learned "for" democracy and human rights.
<b>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</b>	<p><b>C1 Valuing human dignity and human rights</b></p> <p>D 1 Arguing that human rights should always be protected and respected</p> <p>D 1 Arguing that everyone should recognise the fundamental freedoms of each human being</p> <p>In the simulation of subjects, parishioners and participants, the student discusses the importance of human dignity and rights regardless of the role and political orientation that individuals have or do not have. The role of parishioners and subjects examines whether students protect and respect the human rights of all individuals without exception.</p> <p><b>C3 Valuing democracy, justice, fairness, equality and the rule of law</b></p> <p>D 17 Arguing that democracy should always be protected and respected as an essential foundation for acting together with others in society</p> <p>In the analysis and discussion of the simulation results of the three types of political culture, the student confirms the key role of democracy, justice, fairness, equality and the rule of law in plural societies.</p> <p><b>C5 Respect</b></p> <p>D 31 Expressing respect for others based on the recognition of the dignity of all persons and of their human rights</p> <p>Students judge that unconscious citizens as well as passive subjects deserve equal respect as citizens who participate in political life based on the recognition of the dignity of all persons and their human rights.</p>

	<p><b>C9 Tolerance of ambiguity</b></p> <p>D 51 Seeking out discussion with people whose ideas and values are different from his/her own</p> <p>Through group work and disciplined entry into a given role students identify with the given role and validate ideas and values differently from their own.</p> <p><b>C11 Analytical and critical thinking skills</b></p> <p>D 65 Can analyse alternative point of view</p> <p>D 65 Can evaluate arguments, claims and beliefs</p> <p>In evaluating the task, they critically judge all three types of political culture and the arguments and claims of other groups</p> <p><b>C14 Flexibility and adaptability</b></p> <p>D 82 Modifies his/her opinions if he/she is shown through rational argument that is required</p> <p>Students integrate the arguments and claims of other groups and combine the best type of democracy that would have elements of all three types.</p>
<b>General remarks by the lecturer:</b>	Students show a desire to know more, which makes it easier for the lecturer who is a political scientist by vocation.



## 2.4. Session 4: Democratic participation and the common good

<b>Date: 31.3.2021</b>	<b>Time: 15:00-16:30</b>	<b>Room: Google meet</b>
<b>Session No. 4</b>		Lecturer(s): Ana-Mari Bošnjak / Dražen Barbarić / Mate Penava

### Part I – General information

<b>Title of Session:</b>	Democratic participation and the common good		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>• Short introduction to the issue of common good in democratic societies</li> <li>• Skills for the democratic participation in common good issues</li> <li>• Short basics of the concept tragedy of common good and ways to prevent it</li> <li>• Model lesson by teacher on the topic of common good</li> </ul>		
<b>Aims and learning outcomes:</b>	Students will be capable to: <ul style="list-style-type: none"> <li>• Define basic elements of the common good</li> <li>• Categorize common goods in contemporary democratic societies</li> <li>• Demonstrate how democratic participation can resolve problems of the common good</li> <li>• Formulate and apply model “tragedy of common good” on concrete problem</li> <li>• Explain key skills for individuals to become effective participant in democratic procedures</li> </ul>		
<b>Practice teaching elements included:</b>	Model class prepared and realised by the lecturer. Students as learners or observers. Main observing task: presentations by the teacher, communication between learner – learner, communication between teacher and learner.		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning/participation by University Students</b>	<b>Teaching practice</b>
	<b>33%</b>	<b>66 %</b>	<b>0%</b>
<b>Practice teaching format used:</b>	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
<b>RFCD: Competences (C) and descriptors (D) to be applied or trained:</b>	<b>C3 Valuing democracy, justice, fairness, equality and the rule of law</b> D 17 Expressing the view that public decisions should always be taken and enforced in accordance with laws and regulation D 17 Expressing the view that there should be effective measures to prevent and combat all forms of corruption <b>C6 Civic-mindedness</b> D 36 Participating in decision-making process regarding the affairs, concerns and common good of the community <b>C12 Skills of listening and observing</b> D 71 Paying attention not only to what is being said but also to how it is being said <b>C15 Linguistic, communicative and plurilingual skills</b> D 89 Asking speakers to repeat what they said if it wasn't clear to him/her <b>C20A Knowledge and critical understanding of politics, laws and human rights</b> D 130 Can describe the diverse ways in which citizens can influence policy		

<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>• LCD Projector</li> <li>• computer</li> <li>• white and green board</li> <li>• board markers in different colours</li> </ul> <b>Rooms settings:</b> <ul style="list-style-type: none"> <li>• seats in the classroom will be arranged differently depending on the working groups and then rearranged for the model lesson</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Board, markers, pencils and notebooks</li> </ul>

Part II – Session step by step:

<p><b>Lecture and group work/discussions: 90 mins</b></p> <p><b>Part 1: 10 mins</b></p> <p><b>Lecturer:</b></p> <p>The lecturer defines the concept of common good and all concepts related to it. He compares it with other similar concepts and shows what problems arise when talking about common good.</p> <p><b>Part 2: 45 mins</b></p> <p>Model lesson by lecturer</p> <p><b>Setting up the lesson: 10 mins</b></p> <p>The issue is presented to the students Student handout 6.1: Milan makes a choice, and they are divided into groups, looking for the best solution to the issue.</p> <p><b>Groupwork: 20 mins</b></p> <p>Students work in groups on the selected issue. A group of students also observes the group work done by others in order to reflect on the workings of the groups in the debriefing session.</p> <p><b>Debriefing and evaluation: 15 mins</b></p> <p>A representative of each group offers their solution to the posed problem. They also comment on the dynamics of the group work itself, how it went on and why a particular solution was chosen. The representative of the observing group state their insights about the dynamics of the groups and ways in which those dynamics could be improved.</p> <p><b>Part 3: 20 mins</b></p> <p><b>Lecturer:</b></p> <p>The lecturer offers feedback on the model lesson and its dynamics. He also demonstrates how the issue of common good was integrated into the model lesson and in which ways it can be interpreted. He also gives a short feedback to students about the future usage of model lessons in their teachings.</p> <p><b>Part 5: 15 mins</b></p> <p>Debriefing and evaluation of the session:</p> <p>Students comment on the issue of common good, offer their perspectives on the issue. They also comment on the adequacy of integration of the issue in the model lesson, how appropriate was the example for the model lesson etc.</p>
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<b>General remarks from students:</b>	Classes in the e-classroom were held without technical and communication difficulties. Since students already had online classroom experience and used the university Sumarum platform, they easily downloaded the set materials for the teaching unit. The students had no objections to the request for constant visual communication and were happy to engage in an audio conversation with the professor and colleagues. Through individual work on tasks about the common good, they realize that they are often "smugglers".
<b>Debriefing of the subject content</b>	Summarizing key information about the origin of the concept and practice of the common good through history and introduction to the theory of common goods through the work of Elinor Ostrom. Emphasizing the importance of the term especially in the countries of the Western Balkans due to the privatization of the public good in favor of the elites but also the stigmatization of the phenomenon due to the connection with the socialist period (workers' self-government). Through individual work and discussion on the task If I were a president (adapted task 3.1. Vol 4 due to difficult group work in the virtual classroom) students face diversity and pluralism of opinion but also demanding negotiations about the common good. In the last part of the unit, the emphasis is on the management of common goods and the importance of democratic participation as well as the dangers posed by "smugglers".
<b>Debriefing of the Democracy (EDC/HRE) content</b>	In the task If I were a Political Party, students are encouraged to move away from the pleasant zone and occupy the widest and most diverse ideological spectrum. Regardless of the negative value connotation, all students name parties as an unavoidable actor of democracy that promotes diversity of interests and views. Party pluralism separates democracy from other undemocratic forms of government. In the process of political decision-making, students negotiate a common political goal, cooperate and oppose each other, and concepts such as power and influence that have an important place in democracy come to the fore.
<b>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</b>	<p><b>C3 Valuing democracy, justice, fairness, equality and the rule of law</b></p> <p>D 17 Expressing the view that public decisions should always be taken and enforced in accordance with laws and regulation</p> <p>D 17 Expressing the view that there should be effective measures to prevent and combat all forms of corruption.</p> <p>In the task of being a political party, students choose democracy, justice, fairness, equality and the rule of law as key features of the political profile of their parties. They define their priorities, analyze the necessary measures, highlighting the rule of law and regulations as a thread of every action.</p> <p><b>C6 Civic-mindedness</b></p> <p>D 36 Participating in decision-making process regarding the affairs, concerns and common good of the community</p> <p>Given the different goals they want to promote for the common good, students recognize political parties as a potential mediator. They compare their need for participation then and now and find out that it grows with the introduction of the possibilities of meaningful and effective participation in all phases of the democratic process.</p> <p><b>C12 Skills of listening and observing</b></p> <p>D 71 Paying attention not only to what is being said but also to how it is being said</p>

	<p>A task that involves a struggle of opinions and a competition of interests is singled out by Skills of listening and observing. The virtual classroom proved to be a great space for valorizing content, but also a way to convey the message of the interlocutor.</p> <p><b>C15 Linguistic, communicative and plurilingual skills</b></p> <p>D 89 Asking speakers to repeat what they said if it wasn't clear to him/her</p> <p>Virtual teaching highlights Linguistic, communicative and plurilingual skills. More often than usual, students asked the speaker to repeat and explain in more detail what was not clear to them.</p> <p><b>C20A Knowledge and critical understanding of politics, laws and human rights</b></p> <p>D 130 Can describe the diverse ways in which citizens can influence policy</p> <p>By defining their political goals and party profiles (the task "If I were a political party"), students show a very critical understanding of the differences in the programs during the public presentation. They recall and compare forms of democratic engagement judging their contribution to citizen participation in their country.</p>
<p><b>General remarks by the lecturer:</b></p>	<p>Students respected netiquette, did not lose interest in learning and motivation to participate in virtual classes.</p>

## 2.5. Session 5: Assessments in EDC/HRE; training lesson no. 1

<b>Date: 8.4.2021</b>	<b>Time: 15:00-15:45</b>	<b>Room: 31</b>
<b>Session No. 5</b>		Lecturer(s): Ana-Mari Bošnjak / Dražen Barbarić / Mate Penava

### Part I – General information

<b>Title of Session:</b>	Assessments in EDC/HRE; training lesson no. 1		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>• Introduction to models and measurements for the teaching assessments</li> <li>• Self-assessment and group assessment skills</li> <li>• Model lesson by students</li> <li>• Evaluation of model lesson by teacher and colleagues</li> </ul>		
<b>Aims and learning outcomes:</b>	Students will be capable to: <ul style="list-style-type: none"> <li>• Choose and apply key elements for the group assessment and self-assessment</li> <li>• Categorize data for assessment</li> <li>• Create self-assessment sheet for the continues overview</li> <li>• Adapt teachers experience for the self-preparation</li> </ul>		
<b>Practice teaching elements included:</b>	Model class prepared and realised by the students. Main observing task: presentations by the teacher/student, communication between teacher/student and learner.		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning/participation by University Students</b>	<b>Teaching practice</b>
	<b>17%</b>	<b>33 %</b>	<b>50%</b>
<b>Practice teaching format used:</b>	<input type="checkbox"/> mock model lesson at the University by lecturer <input checked="" type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
<b>RFDC: Competences (C) and descriptors (D) to be applied or trained:</b>	<b>C7 Responsibility</b> D 42 Showing that he/she takes responsibility for own mistakes <b>C8 Self-efficacy</b> D 45 Expressing the belief that he/she can carry out activities that he/she has planned <b>C10 Autonomous learning skills</b> D 61 Can monitor own progress towards reaching his/her own learning goals <b>C14 Flexibility and adaptability</b> D 85 Can modify his/her own learning strategies when necessary <b>C18 Knowledge and critical understanding the self</b> D 109 Can reflect critically on how other people perceive him/her <b>C19 Knowledge and critical understanding of language and communication</b> D 114 Can reflect critically on how diverse audiences may perceive different meanings from the same information		
<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>• LCD Projector</li> <li>• white and green board</li> <li>• board markers in different colours</li> </ul> <b>Rooms settings:</b> <ul style="list-style-type: none"> <li>• seats in the classroom will be arranged for the model lesson</li> </ul>		
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Board, markers, pencils and notebooks</li> </ul>		

**Lecture and group work/discussions: 90 mins**

**Part 1: 10 mins**

**Lecturer:**

The lecturer introduces various models of assessment and self-assessment. She presents self-assessment sheets and explains how to use them, with an emphasis on objective assessment. (Vol. 1., Part 2., Unit 5.)

**Part 2: 10 mins**

**Task for students:**

Self-assessment sheets are distributed among students and students are tasked with filling out the sheets with regards to their engagement and activity in the previous session held by the teacher. After filling the self-assessment sheets, the students provide feedback on the sheets, trying to reflect on the difference between assessing others and assessing themselves and the overall issue of objectivity.

**Part 3: 20 mins**

**Lecturer:**

The lecturer focuses on assessments related to teaching EDC/HRE and explains the ways in which the form of the lecture can be assessed from the viewpoint of EDC/HRE. She shows that the lecture that is held does not have to deal with democracy in order for it to apply certain democratic parameters and guidelines, as these parameters can be applied in various multitude of fields and discipline, focusing on the way in which the content that is being taught is presented.

**Part 4: 40 mins**

**Task for students:**

Model lesson by the students

**Setting up the lesson: 5 mins**

Students are divided into groups, one of which will perform the model lesson and the other will observe and assess the performance of the first group.

**Groupwork: 20 mins**

Students are given the problem described in (Vol. 1., Part 2., Unit 3.) regarding the costs of student busses. The group that performs the model lesson is split up into lecturer and students, the lecturer needs to explain the problem and then the students discuss the optimal solution.

**Debriefing and evaluation: 15 mins**

The group that did the model lesson fills out and presents self-assessment sheets, while the group that observed presents their assessment of the model lesson, the way in which it was organised and the way in which the other students filled the roles they were supposed to fill.

**Part 5: 10 mins**

**Debriefing and evaluation of the session:**

Students reflect on the various assessment methods and tools that were presented and give their opinion on which of the presented tools is going to be the one that is most likely to be used in the respective fields and future teaching. They explain all the specificities they believe are present and try to offer a general picture of usefulness of the presented tool from their point of view.

<b>General remarks from students:</b>	Students were generally pleased with their lesson. The pupils were very motivated and the atmosphere was very relaxing. The only difficulty they named was the 45-minute class. That time frame made it difficult for them to handle the ongoing discussion.
<b>Debriefing of the subject content</b>	The lesson dealt with stereotypes and prejudices, the difference between those terms and the way they are formed. The central part of the lesson was about violence against men, predominantly through self-reflection's after the perception of different elements of it.
<b>Debriefing of the Democracy (EDC/HRE) content</b>	In the central part of the lesson the student gave the pupils the main definition of stereotypes and prejudices and assessed their outcomes through the debate "Is violence against men as evaluated as violence against women?"
<b>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</b>	<p><b>C7 Responsibility</b></p> <p>D 42 Showing that he/she takes responsibility for own mistakes</p> <p><b>C8 Self-efficacy</b></p> <p>D 45 Expressing the belief that he/she can carry out activities that he/she has planned</p> <p>By doing a Lesson plan the students showed that they can follow planned activities.</p> <p><b>C10 Autonomous learning skills</b></p> <p>D 61 Can monitor own progress towards reaching his/her own learning goals</p> <p>The lesson plan contained all the content and outcomes which were reached in class.</p> <p><b>C14 Flexibility and adaptability</b></p> <p>D 85 Can modify his/her own learning strategies when necessary</p> <p><b>C18 Knowledge and critical understanding the self</b></p> <p>D 109 Can reflect critically on how other people perceive him/her</p> <p><b>C19 Knowledge and critical understanding of language and communication</b></p> <p>D 114 Can reflect critically on how diverse audiences may perceive different meanings from the same information</p> <p>The student managed to successfully monitor the whole process in a classroom with different high-school individuals, some of which had opposing opinions about the topic.</p>
<b>General remarks by the lecturer:</b>	The students successfully managed to use all the techniques acquired in class. In chapter V (vol 1) of the manual there are 18 working materials. In order to understand them better, the students were given a task of going through them and answering in which way these materials contribute to their understanding of the concept of learning. Furthermore, they were asked which forms of assessment they plan to use in which phase and to accomplish which practical goals. They completed the task successfully.

## 2.6. Session 6: EDC/HRE in practice: visit to partner school

<b>Date: 3-7.5.2021</b>	<b>Time: 15:00-15:45</b>	<b>Room: 31</b>
<b>Session No. 6</b>		Lecturer(s): Ana-Mari Bošnjak / Dražen Barbarić / Mate Penava

### Part I – General information

<b>Title of Session:</b>	Assessments in EDC/HRE; training lesson no. 1		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>Observing lesson in partner schools</li> <li>Presentation of individual reports from school visit</li> <li>Evaluation of reports by the teacher</li> <li>Preparation for the next school visit</li> </ul>		
<b>Aims and learning outcomes:</b>	Students will be capable to: <ul style="list-style-type: none"> <li>Apply learned criteria for the evaluation of mentor teacher lesson</li> <li>Organize data and sheet for the individual report</li> <li>Make use of experience and suggestions from mentor teacher for the self-preparation</li> <li>Interpret and compare differences between mock-lesson at Faculty and lesson by mentor teacher at partner school</li> </ul>		
<b>Practice teaching elements included:</b>	Model class prepared and realised by the mentor teacher. Main observing task: presentations by the mentor teacher, communication between teacher and learner; , communication between learner and learner.		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning/participation by University Students</b>	<b>Teaching practice</b>
	<b>17%</b>	<b>33 %</b>	<b>50%</b>
<b>Practice teaching format used:</b>	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input checked="" type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
<b>RFCDC: Competences (C) and descriptors (D) to be applied or trained:</b>	<b>C11 Analytical and critical thinking skills</b> D 67 Can evaluate information critically D 67 Can analyse materials in a logical or systematic manner <b>C12 Skills of listening and observing</b> D 71 Paying close attention to the behaviour of other people D 72 Watching speaker's gestures and general body language to help himself/herself figure out the meaning of what they saying D 74 Paying attention to what other people imply but do not say <b>C14 Flexibility and adaptability</b> D 85 Adapts to new situations by applying knowledge in a different way <b>C16 Co-operation skills</b> D 95 Can help others with their work where appropriate <b>C19 Knowledge and critical understanding of language and communication</b> D 112 Can explain how tone of voice, eye contact and body language can aid communication D 114 Can describe some effects which different styles of language use can have in social and working situations		
<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>depends on the condition in our partner schools</li> <li>students should have notebooks, pencils and evaluation sheets</li> </ul> <b>Rooms settings:</b> <ul style="list-style-type: none"> <li>depends on the condition in our partner schools</li> </ul>		
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>Pencils and notebooks</li> </ul>		



**Lecture and group work/discussions: 90 mins**

**Part 1: 45 mins**

**Tasks for students**

Students will observe held lessons in partner schools and take notes in their diaries about the teaching process. They will try to evaluate the class that is being held by identifying its elements, describing them and giving feedback on the advantages and shortcomings of the lesson. If applicable, they will also comment on some possible improvements to the lesson.

**Part 2: 20 mins**

**Tasks for students**

Students will present notes that they wrote in their learning diaries. They will compare and contrast the lesson they attended with the model lessons done in the classroom and previous experiences. They will also try to integrate their theoretical knowledge into the observations, listing good and bad sides of the lesson they attended from a theoretical point of view.

**Part 3: 15 mins**

**Lecturer**

The lecturer will provide a short feedback on the reports the students presented. She will point out some general elements of the reports and say if students missed some of the key elements of the lesson in their reports.

**Part 4: 10 mins**

**Debriefing and evaluation of the session:**

Students will share their experiences from the school visit, was it helpful and in which way it was helpful to them. Did they learn how to do things in the classroom or maybe which mistakes not to make.

Part III – Report (Debriefing and evaluation):

<b>General remarks from students:</b>	Students were very satisfied with being offered the opportunity to observe held classes and stressed that this aspect should be more incorporated into the curricula of their respective fields.
<b>Debriefing of the subject content</b>	The students were mostly satisfied with the way in which teachers presented the content that was being taught in the respective lesson, although there were some comments that the information presented was somewhat outdated, what could be a result of outdated textbooks or lack of teacher preparation.
<b>Debriefing of the Democracy (EDC/HRE) content</b>	The way in which the content was presented was satisfying from the perspective of EDC/HRE, although there were suggestions for adjustments of form of presentation which would increase the quality and focus on EDC/HRE.
<b>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</b>	Of the descriptors that were singled out for this session, students mostly pointed out analytical and critical thinking skills that the teachers and students showed during the observed lesson. The high school students also showed good skills of listening and observing, while the teacher showed skills of flexibility and adaptability as she had to take into consideration all the difficulties stemming from the pandemic situation and still organize a coherent class.
<b>General remarks by the lecturer:</b>	The students did a very good job in observing the lessons in schools and showed that they are able to implement the skills of EDC/HRE they were presented with in a practical context.

## 2.7. Session 7: Teaching controversial issues: training lesson no. 2

<b>Date: 15.4.2021</b>	<b>Time: 15:00-16:30</b>	<b>Room: 31</b>
<b>Session No. 7</b>		Lecturer(s): Ana-Mari Bošnjak / Dražen Barbarić / Mate Penava

### Part I – General information

<b>Title of Session:</b>	Teaching controversial issues: training lesson no. 2		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>• Introduction to nine key concepts in EDC/HRE</li> <li>• Model lesson by students</li> <li>• Empirical and ethical background of controversial issues</li> <li>• Critical points and obstacles for teaching controversial issues</li> <li>• Evaluation of model lesson by teacher and colleagues</li> </ul>		
<b>Aims and learning outcomes:</b>	Students will be capable to: <ul style="list-style-type: none"> <li>• Select adequate form of displaying and elaborating highly controversial topics</li> <li>• Relate theoretical problems in ethics with everyday life</li> <li>• Defend their position in the debate about ethical questions</li> <li>• Combine different position in search for comprehensive solutions</li> <li>• Estimate potential problems during the teaching about controversial issues</li> </ul>		
<b>Practice teaching elements included:</b>	Model class prepared and realised by the students. Main observing task: presentations by the teacher/student, communication between teacher/student and learner.		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning/participation by University Students</b>	<b>Teaching practice</b>
	<b>56%</b>	<b>11%</b>	<b>33%</b>
<b>Practice teaching format used:</b>	<input type="checkbox"/> mock model lesson at the University by lecturer <input checked="" type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
<b>RFCD: Competences (C) and descriptors (D) to be applied or trained:</b>	<b>C4 Openness to cultural otherness</b> D 24 Enjoying having discussion with people whose ideas and values are different from his/her own <b>C5 Respect</b> D 30 Expressing respectful attitudes towards the beliefs, practices and way of life adopted by other people unless they violate human rights <b>C9 Tolerance of ambiguity</b> D 57 Expressing enjoyment of tackling situations that are complicated <b>C11 Analytical and critical thinking skills</b> D 69 Can generate new syntheses of elements that have been examined <b>C13 Empathy</b> D 79 When talking to someone, trying to understand what they are feeling <b>C17 Conflict resolution skills</b> D 103 Can encourage the parties involved in conflict to actively listen to each other and share their issues and concerns <b>C 18 Knowledge and critical understanding of the self</b> D 108 Can reflect critically on his/her own values and beliefs <b>C 20B Knowledge and critical understanding of culture, cultures and religions</b> D 120 Can reflect critically on how his/her own world view is just one of many world views		
<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>• LCD Projector</li> <li>• white and green board</li> <li>• board markers in different colours</li> </ul> <b>Rooms settings:</b> <ul style="list-style-type: none"> <li>• seats in the classroom will be arranged for the model lesson</li> </ul>		
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Board, markers, pencils and notebooks</li> </ul>		

**Lecture and group work/discussions: 90 mins**

**Part 1: 30 mins**

**Lecturer:**

The lecturer will introduce the nine key concepts of EDC/HRE (vol 1., Unit 3.). She will present the concepts, classify them, describe each of them and their relations to other concepts. She will also show how these theoretical concepts can be integrated into practice.

**Part 2: 30 mins**

Model lesson by the students

**Setting up the lesson: 5 mins**

The background for the model lesson will be activity 1.5 Baggage check from the training package Teaching Controversial issues. The activity itself will be adapted to fit the needs of the lecture.

**Groupwork: 15 mins**

Students will be divided into groups, with each group being given a set of discussion cards. Adherent to the topic of the activity, teacher's attitudes towards certain issues and their impact to the lesson he is giving will be discussed. Students will try to evaluate how big of an influence would a certain teacher's attitude have on the lesson she is holding. They will try to construct a model inside which the attitude of the teacher toward some controversial issue does not come into focus.

**Debriefing and evaluation: 10 mins**

Both the student doing the model lesson and the ones playing students will be asked to provide their feedback on the lesson itself. Certain formal and content aspects of the lesson will be discussed, depending on the development of the lesson itself.

**Part 3: 20 mins**

**Lecturer:**

The lecturer presents the topic of controversial issues on the basis of the model lesson and tries to build up a theoretical framework regarding controversial issues.

**Part 4: 10 mins**

**Debriefing and evaluation of the session:**

Students will be asked to comment on the lesson, including both controversial issues and 9 key concepts of EDC/HRE. Comparing and contrasting some aspects of the issues will play a large role in this part, as students will need to argue why they think a certain part of the lesson fits good into it or vice versa.

Part III – Report (Debriefing and evaluation):

<b>General remarks from students:</b>	Students note that through their education, reactions to controversial topics were the result of environmental, parental, and media influences, but also a consequence of teachers' reactions, especially when teachers were visibly emotionally connected to a topic.
<b>Debriefing of the subject content</b>	After Introduction to nine key concepts in EDC / HRE, the teacher explains the concept and breadth of controversial issues and instructs students on the risks of addressing these sensitive issues. When implementing the task, in order to participate as actively as possible in teaching, the teacher makes greater efforts to establish appropriate communication among students, especially during the debate. In order to further emphasize the importance of the content of "nine key concepts in EDC / HRE", students were given the task to connect those nine parts into a meaningful whole.

<b>Debriefing of the Democracy (EDC/HRE) content</b>	Active forms of learning about controversial issues move away from the established "culture of avoidance" and students analyze concepts such as discrimination, racism, immigration.
<b>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</b>	<p><b>C4 Openness to cultural otherness</b> D 24 Enjoying having discussion with people whose ideas and values are different from his/her own</p> <p><b>C5 Respect</b> D 30 Expressing respectful attitudes towards the beliefs, practices and way of life adopted by other people unless they violate human rights</p> <p><b>C9 Tolerance of ambiguity</b> D 57 Expressing enjoyment of tackling situations that are complicated</p> <p>Students working on the task "Nine key concepts in EDC / HRE" show the acquired competencies of openness to cultural diversity, respect and tolerance of ambiguity.</p> <p><b>C11 Analytical and critical thinking skills</b> D 69 Can generate new syntheses of elements that have been examined</p> <p><b>C13 Empathy</b> D 79 When talking to someone, trying to understand what they are feeling</p> <p><b>C17 Conflict resolution skills</b> D 103 Can encourage the parties involved in conflict to actively listen to each other and share their issues and concerns</p> <p><b>C 18 Knowledge and critical understanding of the self</b> D 108 Can reflect critically on his/her own values and beliefs</p> <p><b>C 20B Knowledge and critical understanding of culture, cultures and religions</b> D 120 Can reflect critically on how his/her own world view is just one of many world views</p> <p>The debate required the application of critical and analytical thinking skills, conflict resolution skills, critical self-understanding and a high level of empathy.</p>
<b>General remarks by the lecturer:</b>	The proactive approach of teachers in the teaching of controversial topics as a result of teachers' self-reflection on their own values and investing in a good relationship with students produces good results in teaching such topics. The professor felt that an even greater emphasis should be placed on "Nine key concepts in EDC / HRE", so she gave them the task to put together and explain how exactly these nine parts form a meaningful whole.

## 2.8. Session 8: Intercultural understanding

<b>Date: 22.4.2021</b>	<b>Time: 15:00-16:30</b>	<b>Room: 31</b>
<b>Session No. 8</b>		Lecturer(s): Ana-Mari Bošnjak / Dražen Barbarić / Mate Penava

### Part I – General information

<b>Title of Session:</b>	Intercultural understanding		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>• Explanation of interculturalism and its elements</li> <li>• Necessity of social skills for the participation in the intercultural society</li> <li>• Brief review of specificity and difference between cultural communities</li> <li>• Skills of handling intercultural classroom</li> <li>• Debunking stereotypes toward other cultural communities – visit to different religious facilities</li> </ul>		
<b>Aims and learning outcomes:</b>	<p>Students will be capable to:</p> <ul style="list-style-type: none"> <li>• Discover cultural specificities within classroom community</li> <li>• Categorize ‘stereotypes’ toward specific cultural group</li> <li>• Create context of mutual recognition and interaction</li> <li>• Compare different alternative solutions and models for the intercultural understanding</li> <li>• Maximize benefits from the fact of having intercultural classroom</li> <li>• Develop ways of teaching and working in classroom that will motivate students to talk about their cultural identity</li> </ul>		
<b>Practice teaching elements included:</b>	Class does not include elements of teaching practice. Students will visit different religious facilities and talk with their hosts.		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning/participation by University Students</b>	<b>Teaching practice</b>
	<b>23%</b>	<b>77%</b>	<b>0%</b>
<b>Practice teaching format used:</b>	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
<b>RFCD: Competences (C) and descriptors (D) to be applied or trained:</b>	<p><b>C2 Valuing cultural diversity</b>            D 9 Expressing the view that the cultural diversity within society should be positively valued and appreciated            D 11 Arguing that intercultural dialogue should be used to develop respect and a culture of ‘living together’</p> <p><b>C4 Openness to cultural otherness</b>            D 24 Expressing an appreciation of the opportunity to have experience of other cultures            D 26 Seeking contact with other people in order to learn about their culture</p> <p><b>C5 Respect</b>            D 29 Treating all people with respect regardless of their cultural background</p> <p><b>C15 Linguistic, communicative and plurilingual skills</b>            D 91 Can communicate efficiently and effectively in an intercultural setting</p> <p><b>C18 Knowledge and critical understanding of the self</b>            D 111 Can reflect critically on the factors that have influenced his/her own intercultural development</p> <p><b>C18 Knowledge and critical understanding of language and communication</b>            D 114 Can reflect critically on how intercultural communication can affect relationships between people who have different cultural affiliations</p> <p><b>C20B Knowledge and critical understanding of culture, cultures and religions</b>            D 120 Can describe several different cultures, especially the values, customs and practices which are common in those cultures            D 120 Can reflect critically on how intercultural interactions can influence situations and events</p>		

<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>• LCD Projector</li> <li>• white and green board</li> <li>• board markers in different colours</li> </ul> <b>Rooms settings:</b> <ul style="list-style-type: none"> <li>• seats in the classroom will be arranged for the individual work</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Board, markers, pencils and notebooks</li> </ul>

Part II – Session step by step:

<p><b>Lecture and group work/discussions: 90 mins</b></p> <p><b>Part 1: 10 mins</b></p> <p><b>Lecturer</b></p> <p>The lecturer will present the concepts of multiculturalism and interculturalism on the basis of vol 6., Chapter 4 – Perceiving others. She will explain the key concepts and compare various interpretations of the issue.</p> <p><b>Part 2: 30 mins</b></p> <p><b>Tasks for students</b></p> <p>Students will do exercise 4.3. – True and false from vol 6. The emphasis will be put on making students aware of some stereotypes that linger on, whether they are conscious or unconscious. Students will need to compare and contrast their views on a particular issue or a social group and reflect on their attitude towards a social group or an individual that stems out of prejudices.</p> <p><b>Part 3: 10 mins</b></p> <p><b>Lecturer</b></p> <p>The teacher will offer a brief review of specificity and difference between cultural communities. The emphasis will be put on the uniqueness of each community and their specificity. Various different communities will be compared and their differences will be presented as a result of specific living conditions and overall framework in which they live.</p> <p><b>Part 4: 30 mins</b></p> <p><b>Tasks for students</b></p> <p>Students will do exercise 4.5. – We all have prejudices from vol 6. The students are given the scenario, which they are supposed to read in silence. After this, students' group and later reflect on the choices they made. Students later reflect on their choices and try to determine if some or all of them were biased in some way.</p> <p><b>Part 5: 10 mins</b></p> <p><b>Debriefing and evaluation of the session:</b></p> <p>The students reflect on the lesson and try to say which elements of it they thought were well integrated into the overall topic and which elements they would change, if applicable. They also reflect on their level of openness to other cultures and worldviews and what impact this lesson had on their prior views.</p>
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<b>General remarks from students:</b>	Students are surprised to learn the role that stereotypes play in their understanding of society.
<b>Debriefing of the subject content</b>	The lesson deals with the social dimension of democracy. After getting acquainted with the concepts of multiculturalism and interculturalism, they explore their own attitudes towards minority cultures, the presence of stereotypes and prejudices through tasks. The content of the lesson points to the intercultural challenges they face in teaching and the importance of upbringing and education for interculturalism.
<b>Debriefing of the Democracy (EDC/HRE) content</b>	This lesson emphasizes the importance of different cultural groups living together as equals in democratic societies. Topics that open up are of great importance for liberal democracy, such as equal starting positions of all citizens, tolerance of minorities with whom we do not agree, the relationship between the majority and the minority.
<b>General remarks by the lecturer:</b>	The lecturer used her interest in the topic to inform them more about social trust and social capital since their country is an infamous part of Putnam's formula ("connecting without bridging is equal to Bosnia and Herzegovina"). It is about the existence of extremely high intragroup loyalty and antagonisms towards individuals who are not part of their group, which they themselves noticed while doing exercises 4.3. True and False (vol. 6) and 4.5- We all have prejudices. Prejudices against Roma are particularly prominent, which directs teachers to acquaint them more closely with their culture and history.

## 2.9. Session 9: Marginal groups in societies

<b>Date: 26.4.2021</b>	<b>Time: 15:00-16:30</b>	<b>Room: 31</b>
<b>Session No. 9</b>		Lecturer(s): Ana-Mari Bošnjak / Dražen Barbarić / Mate Penava

Part I – General information

<b>Title of Session:</b>	Marginal groups in societies		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>Positioning the concept of marginalised groups within social sciences</li> <li>Developing the measurements for the inquiry on marginal groups</li> <li>Classification of different types of marginalization</li> <li>Skills of handling with the marginalised group members in the classroom</li> <li>Models and policies for overcoming marginalization and inclusion of marginal groups into society</li> </ul>		
<b>Aims and learning outcomes:</b>	Students will be capable to: <ul style="list-style-type: none"> <li>Discover and define position of marginalised group</li> <li>Create context of empathy and understanding for members of marginal groups</li> <li>Compare and apply different policies for the social inclusion</li> <li>Explain basic concepts of social justice</li> <li>Develop ways of teaching and working in classroom with students that are members of marginal groups</li> </ul>		
<b>Practice teaching elements included:</b>	Class does not include elements of teaching practice.		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning/participation by University Students</b>	<b>Teaching practice</b>
	55%	45%	0%
<b>Practice teaching format used:</b>	mock model lesson at the University by lecturer by student model class in schools by student classroom teacher lecturer <input type="checkbox"/> other format (specify): <input type="checkbox"/>		
<b>RFDC: Competences (C) and descriptors (D) to be applied or trained:</b>	<input checked="" type="checkbox"/> <b>C3 Valuing democracy, justice, fairness, equality and the rule of law</b> <input checked="" type="checkbox"/> D 13 Expressing the view that all citizens should be treated equally and impartially under the law <b>C5 Respect</b> D 35 Expressing respect toward people who are of a different socio-economic status from himself/herself <b>C6 Civic-mindedness</b> D 35 Expressing commitment to not being bystander when the dignity and rights of others are violated <b>C13 Empathy</b> D 77 Expressing compassion for people who are being treated unfairly D 79 Showing ability to put himself/herself in the shoes of those who are in discomfort D 79 Getting upset when he/she someone being excluded from a group <b>C14 Flexibility and adaptability</b> D 83 Adapts his/her behaviour in new situations by taking account of lessons learnt in previous situations <b>C16 Co-operation skills</b> D 97 When working as a member of a group, keeps others informed about any relevant or useful information <b>C20C Knowledge and critical understanding of history, media, economies, environment and sustainability</b> D 122 Can reflect critically on global inequalities D 135 Can explain national economies and how economic and financial processes affect the functioning of society		



<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>• LCD Projector</li> <li>• white and green board</li> <li>• board markers in different colours</li> </ul> <b>Rooms settings:</b> <ul style="list-style-type: none"> <li>• seats in the classroom will be arranged for the individual work</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Board, markers, pencils and notebooks</li> </ul>

Part II – Session step by step:

### **Lecture and group work/discussions: 90 mins**

#### **Part 1: 30 mins**

Lecturer

The lecturer presents the concept of marginalization, its sources and consequences. She defines the concept, classifies it among other concepts it is connected with and contrasts it with some other related concepts.

#### **Part 2: 20 mins**

Tasks for students

The students do an activity related to marginal groups in society. The background for this activity is the exercise 8.7. – Minorities from vol. 6. The students form groups and each group receives a certain task. On the basis of the established framework, students are supposed to write how they would feel if they were a minority and what they would do if they were in a similar situation. The aim of the activity is to raise the awareness of students toward minority groups and show them some new perspectives related to such issues.

#### **Part 3: 20 mins**

Lecturer

The lecturer defines the concept of tolerance, its usage and significance for the topic at hand. The teacher connects the previous exercise with some theoretical notions relating to the concept of tolerance, explaining in which way do some of the notions that were mentioned in the activity have their place in the theoretical framework of tolerance.

#### **Part 4: 10 mins**

Tasks for students

The students reflect on the concept of tolerance, discussing what the notion meant for them before and how its meaning has changed based on the things they learned in the lecture.

#### **Part 5: 10 mins**

Debriefing and evaluation of the session:

The students evaluate formal and content aspects of the session, describing the ways in which the activity was meant to present the mentioned theoretical notions. They also comment on other elements of the session, saying what they thought was implemented in a good way and what they would change as future teachers.

<b>General remarks from students:</b>	Students are especially motivated to participate. They are particularly interested in how negative attitudes and prejudices in the case of Roma affect the self-identification of the observed group.
<b>Debriefing of the subject content</b>	After explaining the key concepts and reviewing the theoretical basis, the teacher explains the concept of ethnic minorities. The emphasis is on the premise that minorities are the product of every nation or majority, and the real problem is intolerance of differences. After exercise 8.7: Minorities (vol. 6), we paid special attention to the Roma because this example can include and explain ethnically, socially, economically and even politically marginalized minorities.
<b>Debriefing of the Democracy (EDC/HRE) content</b>	The emphasis is on the right to diversity. The analysis of multicultural societies of democracy shows that it is realized through general rights and freedoms of individuals regardless of group affiliation, but also special group rights for minority groups. Getting to know different state policies according to the differences that reach for integration, segregation or assimilation.
<b>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</b>	<p><b>C3 Valuing democracy, justice, fairness, equality and the rule of law</b>  D 13 Expressing the view that all citizens should be treated equally and impartially under the law  In the evaluation of the teaching unit, students indicate what an individual and the system can do in the fight against deprivation.</p> <p><b>C5 Respect</b>  D 35 Expressing respect toward people who are of a different socio-economic status from himself/herself  Through a discussion in Task 8.7 (vol. 6), students demonstrate the art of coexistence by identifying the reasons for the poor socioeconomic status of Roma with the segregation in the education system.</p> <p><b>C6 Civic-mindedness</b>  D 35 Expressing commitment to not being bystander when the dignity and rights of others are violated  Students recall a past assignment (We all have prejudices) when a traveler with a criminal past was a Roma. They recognize it as the most harmful prejudice. In the task Minority the card (Sometimes we have problems with the police and the local authorities because we found ourselves in the wrong place at the wrong time) initiated the strongest student reactions.</p> <p><b>C13 Empathy</b>  D 77 Expressing compassion for people who are being treated unfairly  D 79 Showing ability to put himself/herself in the shoes of those who are in discomfort  D 79 Getting upset when he/she someone being excluded from a group  Since in the task Minorities they were members of the Roma minority, their feelings are clearer to them and they recognize their excommunication by the majority culture. Students show a high degree of empathy due to their economic helplessness and life in the ghetto of the outcasts. One student perfectly identified that they are not only a marginalized group but also a marginalized community.</p> <p><b>C14 Flexibility and adaptability</b>  D 83 Adapts his/her behaviour in new situations by taking account of lessons learnt in previous situations  The present students connected the newly acquired information with their reactions to the task Minorities and found that they significantly shaped their change of opinion about the Roma.</p>

	<p><b>C20C Knowledge and critical understanding of history, media, economies, environment and sustainability</b></p> <p>D 122 Can reflect critically on global inequalities</p> <p>D 135 Can explain national economies and how economic and financial processes affect the functioning of society</p> <p>Students recognize oppression by stereotypes on the one hand and ignorance on the other as a factor that ghettoizes the Roma and keeps them spatially and economically closed in their problems.</p>
<b>General remarks by the lecturer:</b>	<p>Through the task Minorities (8.7) and harmless examples of ethnic jokes, students are introduced to traditional ethnic labels by which we place others in categorical petals. The teacher marks such simplifications as the desire to see others as less complex and less diverse than they really are. We come to the conclusion that the external definition is in many ways intertwined with the internal definitions of the group and the phenomenon of self-fulfilling prophecy.</p>

## 2.10. Session 10: Learning about HR with focus on children's rights

<b>Date: 29.4.2021</b>	<b>Time: 15:00-16:30</b>	<b>Room: Google meet</b>
<b>Session No. 10</b>		Lecturer(s): Ana-Mari Bošnjak / Dražen Barbarić / Mate Penava

### Part I – General information

<b>Title of Session:</b>	Learning about HR with focus on children's rights		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>• Short historical genesis of HR</li> <li>• Classification and different approaches to HR</li> <li>• Self-reflection about prejudice and stereotypes</li> <li>• Emphasis on children's rights and the obstacles for their implementation</li> <li>• Preparation for the second school visit</li> </ul>		
<b>Aims and learning outcomes:</b>	Students will be capable to: <ul style="list-style-type: none"> <li>• Identify legal and historical roots of contemporary HR</li> <li>• Demonstrate application of HR in practice</li> <li>• Analyse implementation of HR in their local community</li> <li>• Explain specificity and importance of children's HR</li> <li>• Illustrate problems of HR in contemporary world through visual art</li> </ul>		
<b>Practice teaching elements included:</b>	Class does not include elements of teaching practice.		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning/participation by University Students</b>	<b>Teaching practice</b>
	<b>23%</b>	<b>77%</b>	<b>0%</b>
<b>Practice teaching format used:</b>	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
<b>RFCD: Competences (C) and descriptors (D) to be applied or trained:</b>	<p><b>C1 Valuing human dignity and human rights</b>            D 2 Arguing that specific rights of children should be respected and protected by society            D 4 Defending the view that human rights are required for every human being to live with dignity</p> <p><b>C5 Respect</b>            D 35 Expressing respect for different opinions or ideas unless they violate human rights</p> <p><b>C9 Tolerance of ambiguity</b>            D 54 Working well in unpredictable circumstances</p> <p><b>C16 Co-operation skills</b>            D 99 Can persuade other group members to share their relevant and useful knowledge, experience or expertise</p> <p><b>C18 Knowledge and critical understanding of the self</b>            D 110 Can reflect critically on his/her own prejudices and stereotypes and what lies behind them</p> <p><b>C20A Knowledge and critical understanding of politics, law and human rights</b>            D 123 Can explain the universal, inalienable and indivisible nature of human rights            D 125 Can reflect critically on the root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses            D 125 Can reflect critically on human rights issues or movements in his/her own country</p>		

<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>• LCD Projector</li> <li>• white and green board</li> <li>• board markers in different colours</li> <li>• art material</li> </ul> <b>Rooms settings:</b> <ul style="list-style-type: none"> <li>• seats in the classroom will be arranged for the group work and for the final exhibit of the artworks</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Board, markers, pencils and notebooks, papers, paint, glue, collage paper, old newspapers, decorations...</li> </ul>

Part II – Session step by step:

### **Lecture and group work/discussions: 90 mins**

#### **Part 1: 10 mins**

##### **Lecturer:**

The lecturer will present a short historical overview of human rights. Human rights will be defined and classified. The lecturer will also explain how the concept of human rights developed and what were the stages in its development.

#### **Part 2: 30 mins**

##### **Tasks for students:**

Drafting the Convention on the Rights of the Child – 20 mins

The students will be tasked with drafting their own version of the *Convention on the Rights of the Child* according to the exercise from the textbook (vol. 5, part 3, 1). They will be separated into groups and be given separate parts of the Convention to discuss the optimal ways in which it should be drafted. Groups will be formed depending on the number of students attending the lecture. Their task is to argue among inside the group what would be the best formulation for a certain paragraph and about the cohesion of the paragraphs they have been given.

#### **Feedback and discussion – 10 mins**

Students share their results, compare them and discuss what the integral parts are. In the end, they join their parts and make the complete *Convention*. They also provide feedback on what they thought of the exercise and its pedagogical use.

#### **Part 3: 10 mins**

##### **Lecturer:**

The lecturer presents the *UN Convention on the Rights of the Child* (20 November 1989) with all its relevant aspects. She lists the key elements of the convention and stresses its overall importance.

#### **Part 4: 30 mins**

##### **Tasks for students**

The students are tasked with grouping the rights of children into four dimensions, according to the exercise from the textbook (vol. 5, part 3, 2). Students are divided into groups and given a part of the convention with the task of sorting the rights into four sections,

1. Playing a part: our right to participate
2. Reaching our potential: our right to develop who we are
3. Living well: our right to survival
4. Being free from harm: our right to protection

After the groups have finished their work, a representative of each group argues on what grounds they sorted a particular child right in one of the four categories. A special emphasis will be put on the four rights that cannot be ordered into any of the groups, and the way in which the students dealt with these rights.

#### **Part 5: 10 mins**

#### **Debriefing and evaluation of the session:**

Students will be asked to give feedback on the practical activities they have done, both related to the content of the activities and to their pedagogical aspect. They will also be asked to comment on the Convention and their prior knowledge of its contents. They will be asked to judge the importance of the convention in their future profession.

#### Part III – Report (Debriefing and evaluation):

<b>General remarks from students:</b>	After being asked for feedback, the students singled out the content of the lesson as clearly presented, with parts of the content of the UN Convention on the Rights of the Child they were already familiar with, but never thought through the four dimensions of the task (vol. 5, part 3 , 2).
<b>Debriefing of the subject content</b>	After introducing the student to the concept, definition and classification of human rights, the teacher tries to connect new information with previous knowledge of students, i.e. to activate prior knowledge. Students' motivation grows with the task of drafting their own version of the Convention on the Rights of the Child. By analyzing their own conventions, students seek corrective teacher feedback, unsure of their "legal vocabulary." After being presented with the UN Convention on the Rights of the Child, they precisely group rights according to four dimensions (vol. 5, part 3, 2).
<b>Debriefing of the Democracy (EDC/HRE) content</b>	The human rights debate encourages and promotes the role of citizens' responsibilities and obligations in a democracy.
<b>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</b>	<p><b>C1 Valuing human dignity and human rights</b>  D 2 Arguing that specific rights of children should be respected and protected by society  D 4 Defending the view that human rights are required for every human being to live with dignity  In presenting their Conventions on the Rights of the Child, students identify the key role of human rights and the legal protection of human dignity and give a central role in the universalization of this process to children's rights.</p> <p><b>C5 Respect</b>  D 35 Expressing respect for different opinions or ideas unless they violate human rights  On all the cards of their personal Conventions is written the right to diversity defined as the right to freedom of thought, conscience and religion.</p> <p><b>C16 Co-operation skills</b>  D 99 Can persuade other group members to share their relevant and useful knowledge, experience or expertise  The task of grouping children's rights into four dimensions is organized through pair work in such a way that students who are constantly calling for a word are paired with students who do so less often. The latter said that the approach of active students is encouraging for them to share their relevant and useful knowledge and experience.</p>

	<p><b>C18 Knowledge and critical understanding of the self</b></p> <p>D 110 Can reflect critically on his/her own prejudices and stereotypes and what lies behind them</p> <p>In the work on the task Own version of the Convention, a relaxed atmosphere creates trust and mutual assistance in drafting the Convention. One student recalls her childhood prejudices and encourages colleagues to research their own and classify “objects” of prejudice and stereotypes into the Convention.</p> <p><b>C20A Knowledge and critical understanding of politics, law and human rights</b></p> <p>D 123 Can explain the universal, inalienable and indivisible nature of human rights</p> <p>D 125 Can reflect critically on the root causes of human rights violations, including the role of stereotypes and prejudice in processes that lead to human rights abuses</p> <p>D 125 Can reflect critically on human rights issues or movements in his/her own country</p> <p>In evaluating the content of the course, students explain the nature of human rights and critically assess the human rights situation in their country. They valorize the causes of human rights violations by confirming the important role of stereotypes and prejudices in the processes that lead to human rights violations.</p> <p>The professor monitors their activity in the SUMARUM system and is satisfied that the materials posted on the e-platform which were downloaded earlier and prepared for the task. Working in pairs and discussing in a virtual classroom were good indicators of acquired competencies, and targeted teacher sub-questions helped to assess competencies.</p>
<b>General remarks by the lecturer:</b>	<p>The professor monitors their activity in the SUMARUM system and is satisfied that the materials posted on the e-platform which were downloaded earlier and prepared for the task. Working in pairs and discussing in a virtual classroom were good indicators of acquired competencies, and targeted teacher sub-questions helped to assess competencies.</p>

## 2.11. Session 11: EDC/HRE in practice: visit to partner school no. 2

<b>Date: 10.-14.5.2021</b>	<b>Time: the time of this session was in accordance to the timetable of partner schools, the class lasted 30 minutes because of the Covid-19 measures.</b>	<b>Room:</b>
<b>Session No. 11</b>		Lecturer(s): Ana-Mari Bošnjak / Dražen Barbarić / Mate Penava

### Part I – General information

<b>Title of Session:</b>	EDC/HRE in practice: visit to partner school no. 2		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>Teaching lesson in partner schools – supervision of mentor teacher</li> <li>Presentation of self-assessment and reports from school visit</li> <li>Evaluation of reports by the mentor teacher and course teacher</li> <li>Experience of teaching in multicultural and multilingual classroom</li> </ul>		
<b>Aims and learning outcomes:</b>	Students will be capable to: <ul style="list-style-type: none"> <li>Organize and implement structure of the lesson</li> <li>Compare differences between mock-lesson at Faculty and teaching lesson at partner school</li> <li>Identify weak points of lesson to improve it next time</li> <li>Summarize self-assessment report with the group report from colleagues and develop plan for self-improvement</li> </ul>		
<b>Practice teaching elements included:</b>	Model class prepared and realised by the students under the supervision of mentor teacher. Main observing task: presentations by the student/teacher, communication between student/ teacher and learner, communication between learner and learner and classroom atmosphere.		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning/participation by University Students</b>	<b>Teaching practice</b>
	<b>17%</b>	<b>33%</b>	<b>50%</b>
<b>Practice teaching format used:</b>	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input checked="" type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
<b>RFDC: Competences (C) and descriptors (D) to be applied or trained:</b>	<b>C2 Valuing cultural diversity</b> D 8 Promoting the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be 'different' from one another <b>C4 Openness to cultural otherness</b> D 24 Expressing interest in working with people from different cultural backgrounds <b>C7 Responsibility</b> D 42 Demonstrating punctuality D 42 Doing his/her chores the very best he/she knows how <b>C8 Self-Efficacy</b> D 47 Expressing belief in his/her own ability to select appropriate methods for accomplishing tasks D 49 Showing confidence that he/she can deal efficiently with unexpected events <b>C10 Autonomous learning skills</b> D 61 Can assess the quality of his/her own work D 62 Can select the most reliable sources of information or advice from the range available <b>C11 Analytical and critical thinking skills</b> D 69 Can draw the results of an analysis together in an organised and coherent manner to construct logical and defensible conclusions		



<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>depends on the condition in our partner schools</li> <li>students should have notebooks, pencils and evaluation sheets</li> </ul> <b>Rooms settings:</b> <ul style="list-style-type: none"> <li>depends on the condition in our partner schools</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>Pencils and notebooks</li> </ul>

Part II – Session step by step:

<p><b>Group work/discussions and teaching practice: 90 mins</b></p> <p><b>Part 1: 45 mins</b></p> <p><b>Teaching practice:</b></p> <p>Students teach in partner schools, applying the skills gained through the course.</p> <p><b>Part 2: 15 mins</b></p> <p><b>Task for students:</b></p> <p>Students first complete self-assessment sheets about the lesson they taught in partner schools. After this, they present the assessment sheet to their colleagues and the lecturer, pointing out elements that were executed without problems and some eventual shortcomings of the lesson.</p> <p><b>Part 3: 15 mins</b></p> <p><b>Lecturer:</b></p> <p>The lecturer and mentor give students feedback on the lessons they held. The emphasis is mostly put on the pedagogical aspect of the lesson, how were certain elements integrated into the whole, how was the approach of the students and what were the shortcomings of each lesson.</p> <p><b>Part 5: 15 mins</b></p> <p><b>Debriefing and evaluation of the session:</b></p> <p>Students exchange their experiences about teaching practice, compare some specific cases and reflect on the classes they held. The students also have the opportunity to provide feedback on the self-assessment sheets of their colleagues.</p>
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Part III – Report (Debriefing and evaluation):

<b>General remarks from students:</b>	Students were satisfied with the way they prepared their lesson and the way the students reacted.
<b>Debriefing of the subject content</b>	Students were given the liberty to choose a topic or a lesson which would promote a different aspect of democracy. In this example we are explaining one that deals with Native Americans and their way of life and education.
<b>Debriefing of the Democracy (EDC/HRE) content</b>	Showing a TedTalk about a Native American, the student brought out the topic of human rights, the violation of those rights and children rights
<b>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</b>	<p><b>C2 Valuing cultural diversity</b></p> <p>D 8 Promoting the view that one should always strive for mutual understanding and meaningful dialogue between people and groups who are perceived to be 'different' from one another</p>

	<p>The lesson about Native Americans (Indians) teaches about cultural diversity. In the discussion held after the TedTalk, the student showed motivation and the ability to value cultural diversity.</p> <p><b>C4 Openness to cultural otherness</b>  D 24 Expressing interest in working with people from different cultural backgrounds</p> <p><b>C7 Responsibility</b>  D 42 Demonstrating punctuality  D 42 Doing his/her chores the very best he/she knows how  C8 Self-Efficacy  D 47 Expressing belief in his/her own ability to select appropriate methods for accomplishing tasks  D 49 Showing confidence that he/she can deal efficiently with unexpected events</p> <p>The Lesson plan was handed in before class and everything written in the Lesson plan was successfully accomplished.</p> <p><b>C10 Autonomous learning skills</b>  D 61 Can assess the quality of his/her own work  D 62 Can select the most reliable sources of information or advice from the range available</p> <p><b>C11 Analytical and critical thinking skills</b>  D 69 Can draw the results of an analysis together in an organised and coherent manner to construct logical and defensible conclusions</p>
<b>General remarks by the lecturer:</b>	The students successfully managed to use all the techniques acquired in class.

## 2.12. Session 12: Protecting human rights

<b>Date: 6.5.2021</b>	<b>Time: 15:00-16:30</b>	<b>Room: Google meet</b>
<b>Session No. 12</b>		Lecturer(s): Ana-Mari Bošnjak / Dražen Barbarić / Mate Penava

### Part I – General information

<b>Title of Session:</b>	Protecting human rights		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>• Introduction to wide spectre of HR violations</li> <li>• Basic knowledge about measurement for protecting HR</li> <li>• Civic awareness and responsibility for protecting HR</li> <li>• Case studies about concrete violations of HR and their impact on democracy</li> </ul>		
<b>Aims and learning outcomes:</b>	Students will be capable to: <ul style="list-style-type: none"> <li>• Identify all crucial ways of violation of HR</li> <li>• Examine legal and political grounds for the protection of vulnerable groups or individuals</li> <li>• Formulate policy approach for the prevention and repairing the consequences</li> <li>• Identify and explain which institutions are responsible for the specific violation and restoration of HR</li> </ul>		
<b>Practice teaching elements included:</b>	Mock lesson prepared and realised by the students. Main observing task: presentations by the teacher/student, communication between teacher/student and learner, communication between learner and learner and classroom atmosphere.		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning/participation by University Students</b>	<b>Teaching practice</b>
	<b>23%</b>	<b>47%</b>	<b>20%</b>
<b>Practice teaching format used:</b>	<input type="checkbox"/> mock model lesson at the University by lecturer <input checked="" type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
<b>RFCDC: Competences (C) and descriptors (D) to be applied or trained:</b>	<p><b>C1 Valuing human dignity and human rights</b>            D 3 Defending the view that no one shall be subjected to torture or to inhuman or degrading treatment or punishment            D4 Arguing that all public institutions should respect, protect and implement human rights</p> <p><b>C2 Valuing democracy, justice, fairness, equality and the rule of law</b>            D 20 Arguing that there should be effective remedies against the actions of public authorities which infringe civil rights</p> <p><b>C5 Respect</b>            D 30 Expressing respect for gender differences            D31 Expressing respect for religious differences</p> <p><b>C6 Civic-mindedness</b>            D 36 Expressing commitment to sustaining and safeguarding the human rights of other people</p> <p><b>C11 Analytical and critical thinking skills</b>            D 67 Can evaluate critically the actions of those who have responsibilities to respect, promote and realise human rights</p> <p><b>C20A Knowledge and critical understanding of politics, law and human rights</b>            D 118 Can explain why everybody has a responsibility to respect the human rights of others            D 118 Can describe the obligations of states in relation to human rights            D 125 Can reflect critically on the human rights challenges that exist in his/her own country            D 131 Can reflect critically on the evolving nature of the human rights framework and the ongoing development of human rights in different regions of the world</p>		

<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>• LCD Projector</li> <li>• white and green board</li> <li>• board markers in different colours</li> </ul> <b>Rooms settings:</b> <ul style="list-style-type: none"> <li>• seats in the classroom will be arranged for the mock model lesson and latter rearranged for the evaluation</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Board, markers, pencils and notebooks</li> </ul>

Part II – Session step by step:

<p><b>Lecture and group work/discussions: 90 mins</b></p> <p><b>Part 1: 10 mins</b></p> <p><b>Lecturer:</b></p> <p>The lecturer presents the main issues related to HR violations and ways in which these issues are being dealt with. She gives an overview of the most problematic issues, pointing out why these patterns of behaviour are problematic and need to be changed.</p> <p><b>Part 2: 20 mins</b></p> <p><b>Task for students:</b></p> <p>Students are tasked with pairing a list of human rights with some examples of human rights violations from vol. 3. Living-democracy, UNIT 5: Rights, liberties and responsibilities, Student handout 5.2. and 5.3. The key part of this activity is their careful studying of the examples and finding out in which way are they problematic.</p> <p><b>Part 3: 40 mins</b></p> <p><b>Mock teaching:</b></p> <p>Two of the students hold mock lesson in duration of 20 minutes about HR violations. They focus on some of the examples of HR violations from the previous exercise and examine it in detail. They are supposed to initiate communication with other colleagues along with elaborating all the elements of the violation.</p> <p><b>Part 4: 10 mins</b></p> <p><b>Lecturer:</b></p> <p>The lecturer gives feedback on the mock lesson that was held, pointing to all the elements that were problematic and all elements which were executed correctly.</p> <p><b>Part 5: 10 mins</b></p> <p><b>Debriefing and evaluation of the session:</b></p> <p>The students give their feedback on the session, stating what they thought was good and which elements they would modify. They also give feedback on their understanding of the issue of HR violations and the ways in which the session helped them to improve their understanding of the issue.</p>
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<b>General remarks from students:</b>	This week's student assignment was to study cases of human rights violations (5.3 vol 3). They think that the task is understandable and the materials provided in the Sumarum e-system were enough to do the task without much difficulty.
<b>Debriefing of the subject content</b>	The content of the teaching unit was adapted to virtual teaching and students were given the task to read materials for assignments 5.2 and 5.3 so that they could discuss cases of human rights violations. Coronavirus protection measures have been linked to human rights. Students already have a view on the measures and use the information learned to show in which cases their human rights have been violated. They believe that repressive and unconstitutional measures can lead to a crisis of democracy. They are pleased that we have used the corona virus to present the content more reasonably.
<b>Debriefing of the Democracy (EDC/HRE) content</b>	Through the Study of Human Rights Violations, the students identified basic human rights and determined the frequency of human rights violations listed in the task in their environment. They linked new information on human rights protection to the new situation caused by the corona virus, arguing by which measures the state is violating their basic rights.
<b>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</b>	<p><b>C1 Valuing human dignity and human rights</b>  D 3 Defending the view that no one shall be subjected to torture or to inhuman or degrading treatment or punishment  D4 Arguing that all public institutions should respect, protect and implement human rights</p> <p><b>C2 Valuing democracy, justice, fairness, equality and the rule of law</b>  D 20 Arguing that there should be effective remedies against the actions of public authorities which infringe civil rights</p> <p><b>C5 Respect</b>  D 30 Expressing respect for gender differences  D31 Expressing respect for religious differences</p> <p>Competencies C1 C2 C5 and the descriptors added to them were identified through the presentation of the task Study of cases of human rights violations and discussion after the presentation. Students singled out C1 and C2 as acquired competencies.</p> <p><b>C6 Civic-mindedness</b>  D 36 Expressing commitment to sustaining and safeguarding the human rights of other people</p> <p><b>C11 Analytical and critical thinking skills</b>  D 67 Can evaluate critically the actions of those who have responsibilities to respect, promote and realise human rights</p> <p><b>C20A Knowledge and critical understanding of politics, law and human rights</b>  D 118 Can explain why everybody has a responsibility to respect the human rights of others  D 118 Can describe the obligations of states in relation to human rights  D 125 Can reflect critically on the human rights challenges that exist in his/her own country  D 131 Can reflect critically on the evolving nature of the human rights framework and the ongoing development of human rights in different regions of the world.</p> <p>The teacher recognized their Civic-mindedness in the discussion of corona measures. Students successfully reflect the usefulness of measures, demonstrate distinct skills of analytical and critical thinking. Students make a cross-section of the module and put C20A Knowledge and critical understanding of politics, law and human rights at the top of the list of acquired competencies.</p>
<b>General remarks by the lecturer:</b>	The teacher gives encouraging feedback for a job well done. It lets students know that it has recognized their possibilities of synthesizing and applying.

## 2.13. Session 13: Media literacy

<b>Date: 10.5.2021</b>	<b>Time: 15:00-16:30</b>	<b>Room: 31</b>
<b>Session No. 13</b>		Lecturer(s): Ana-Mari Bošnjak / Dražen Barbarić / Mate Penava

### Part I – General information

<b>Title of Session:</b>	Media literacy		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>• Introduction to complexity of contemporary media</li> <li>• Dimensions of media literacy</li> <li>• Skills for the participation/consumption in media context</li> <li>• Required critical approach toward potential danger in media consumption</li> <li>• Models for evaluation of media quality</li> </ul>		
<b>Aims and learning outcomes:</b>	Students will be capable to: <ul style="list-style-type: none"> <li>• Discover propaganda in media content</li> <li>• Create their own media content</li> <li>• Compare different sources of information and judge their relevance</li> <li>• Explain basic concepts media literacy and use it in teaching activities</li> <li>• Develop critical approach toward media consumption</li> </ul>		
<b>Practice teaching elements included:</b>	Class does not include elements of teaching practice.		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning/participation by University Students</b>	<b>Teaching practice</b>
	<b>33%</b>	<b>67%</b>	<b>0%</b>
<b>Practice teaching format used:</b>	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
<b>RFCD: Competences (C) and descriptors (D) to be applied or trained:</b>	<b>C5 Respect</b> D 28 Expressing respect for different opinions, world views and ways of life unless they violate human rights <b>C6 Civic-mindedness</b> D 36 Expressing an interest in public affairs and issues D 38 Taking action to stay informed <b>about civic issues</b> <b>C9 Tolerance of ambiguity</b> D 51 Expressing a willingness to consider contradictory or incomplete information without automatically rejecting it or jumping to premature conclusion <b>C10 Autonomous learning skills</b> D 59 Using appropriate tools and information technologies effectively to discover new information D 59 Demonstrating the ability to seek out information independently <b>C11 Analytical and critical thinking skills</b> D 67 Can distinguish between relevant and irrelevant information and evidence D 69 Can analyse the motives, intentions and agendas of the people who produce propaganda, stereotypes, intolerance and hate speech in the mass media <b>C20C Knowledge and critical understanding of history, media, economies, environment and sustainability</b> D 128 Can describe the effects that propaganda has in the contemporary world D 129 Can explain how people can guard and protect themselves against propaganda D 129 Can explain what makes people vulnerable to propaganda		

<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>• LCD Projector</li> <li>• white and green board</li> <li>• board markers in different colours</li> <li>• computers</li> </ul> <b>Rooms settings:</b> <ul style="list-style-type: none"> <li>• seats will be determined by the fact that this session will be organised in computer-classroom</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Board, markers, pencils and notebooks, newspapers and magazines</li> </ul>

Part II – Session step by step:

### **Lecture and group work/discussions: 90 mins**

#### **Part 1: 15 mins**

##### **Lecturer:**

The lecturer gives a short introduction about the complexity of contemporary media. She compares and contrasts the role the media had before and the roles it has today in the age of mass media and abundance of information. The main emphasis is on the critical assessment of the contents presented by the media and careful selection between real and fake news.

#### **Part 2: 20 mins**

##### **Task for students:**

Students work in groups, analysing a few copies of frequent media from Bosnia and Herzegovina, and create a poster to record their results. After this, each group presents their poster and gives feedback to other groups about their posters.

#### **Part 3: 15 mins**

##### **Lecturer:**

The lecturer makes a short introduction to the concept of media literacy and its meaning in our society today. She explains all the key features of media literacy and emphasizes the importance of the concept.

#### **Part 4: 30 mins**

##### **Tasks for students**

Students are tasked to create their own newspaper based on what they learnt so far. They identify the key topics and write short press releases for their newspaper that will later be presented. The understanding of the concept of media literacy and fake news plays a large role in this project.

#### **Part 5: 10 mins**

##### **Debriefing and evaluation of the session:**

Students give their feedback on the session, its good sides and shortcomings. They also reflect on their previous knowledge and understanding of the media and ways in which the session helped them broaden their views or provide them with some new information.

<b>General remarks from students:</b>	Three students of Journalism pass on their knowledge and skills to colleagues, and the group is interested in creating media content. Students show an interest in terms such as fake news, influencers as political actors, and media freedom.
<b>Debriefing of the subject content</b>	<p>Students were explained the role of media in the contemporary context, the influence of the media audience and the importance of media literacy. The frequency of key terms such as sensationalism, hidden news and fake news was analyzed on the example of the most widely read Bosnian and Herzegovinian print media. After that, Journalism students chose their partner in the task of creating a newspaper and became editors of their wall newspaper. Due to the limited time of the task, they only dwell on the lesson "Our newspapers are the best, don't you agree?".</p> <p>By naming the criteria that make up the content of publications, they become aware of the influence of their own beliefs and values on the content of their media. In conclusion, students learn and practice media literacy and become aware of the importance of media freedom.</p>
<b>Debriefing of the Democracy (EDC/HRE) content</b>	Students understand that media literacy affects political participation and citizen participation affects functional democracy.
<b>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</b>	<p><b>C5 Respect</b>  D 28 Expressing respect for different opinions, world views and ways of life unless they violate human rights  Working in pairs on the task "Our newspapers are the best, don't you agree?"  Reaching a consensus on the values, beliefs and interests that make up a good newspaper, students acquire competencies C5 D28.</p> <p><b>C6 Civic-mindedness</b>  D 36 Expressing an interest in public affairs and issues  D 38 Taking action to stay informed about civic issues  In the task of the local publications analysis, the competence C6 I and the corresponding descriptors D36 and D38 were identified. In addition to the expressed interest in political topics in newspaper content, the students intuitively explore topics that were less familiar to them in the electronic media.</p> <p><b>C9 Tolerance of ambiguity</b>  D 51 Expressing a willingness to consider contradictory or incomplete information without automatically rejecting it or jumping to premature conclusion</p> <p><b>C10 Autonomous learning skills</b>  D 59 Using appropriate tools and information technologies effectively to discover new information  D 59 Demonstrating the ability to seek out information independently</p> <p>Students in both assignments further explore contradictory and incomplete information on search engines. They get information quickly and easily. New media technologies have identified a key source of information. One student summarizes nicely: "And the information has been digitized."</p> <p><b>C11 Analytical and critical thinking skills</b>  D 67 Can distinguish between relevant and irrelevant information and evidence  D 69 Can analyse the motives, intentions and agendas of the people who produce propaganda, stereotypes, intolerance and hate speech in the mass media</p>



	<p>Students, being the recipients of local messages from the print media and creators of their own newspaper content, supplemented the skills of analytical and critical thinking by distinguishing important from irrelevant information, and recognizing "hidden" stereotypes and prejudices.</p> <p><b>C20C Knowledge and critical understanding of history, media, economies, environment and sustainability</b></p> <p>D 128 Can describe the effects that propaganda has in the contemporary world</p> <p>D 129 Can explain how people can guard and protect themselves against propaganda</p> <p>D 129 Can explain what makes people vulnerable to propaganda</p> <p>In the evaluation of the teaching unit, the teacher recognizes the acquired competence C20C and the added descriptors in most students.</p>
<b>General remarks by the lecturer:</b>	<p>This teaching unit should be devoted to a larger number of hours by expanding the school newspaper project as it most vividly simulated the participation of the individual in the community.</p>

## 2.14. Session 14: EDC/HRE in practice: visit to partner school no. 3

<b>Date:</b> 17.-22. 5.2021	<b>Time:</b> the time of this session was in accordance to the timetable of partner schools, the class lasted 30 minutes because of the Covid-19 measures.	<b>Room:</b>
<b>Session No. 14</b>		Lecturer(s): Ana-Mari Bošnjak / Dražen Barbarić / Mate Penava

### Part I – General information

<b>Title of Session:</b>	EDC/HRE in practice: visit to partner school no. 3		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>Teaching lesson in partner schools – supervision of mentor teacher</li> <li>Presentation of self-assessment and group reports from school visit</li> <li>Evaluation of reports by the mentor teacher and course teacher</li> <li>Emphasis on getting better impact of school as factor of socialization</li> </ul>		
<b>Aims and learning outcomes:</b>	Students will be capable to: <ul style="list-style-type: none"> <li>Organize and implement structure of the lesson</li> <li>Compare differences and improvement between first lesson at and second model lesson at partner school</li> <li>Identify weak points of lesson</li> <li>Summarize self-assessment report with the group report from colleagues and develop plan for self-improvement</li> </ul>		
<b>Practice teaching elements included:</b>	Model class prepared and realised by the students under the supervision of mentor teacher. Main observing task: presentations by the student/teacher, communication between student/ teacher and learner, communication between learner and learner and classroom atmosphere.		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning/participation by University Students</b>	<b>Teaching practice</b>
	<b>17%</b>	<b>33%</b>	<b>50%</b>
<b>Practice teaching format used:</b>	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input checked="" type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
<b>RFDCDC: Competences (C) and descriptors (D) to be applied or trained:</b>	<b>C7 Responsibility</b> D 42 Demonstrating punctuality D 42 Doing his/her chores the very best he/she knows how  <b>C8 Self-Efficacy</b> D 47 Showing confidence that he/she can perform high quality work D 47 Expressing the belief that overall, in his/her life, he/she is a very effective person  <b>C10 Autonomous learning skills</b> D 63 Showing ability to monitor, define, prioritise and complete tasks without direct oversight D 63 Monitoring own progress in learning new information  <b>C14 Flexibility and adaptability</b> D 83 Changing the way he/she does things when he/she see a problem with how things are going D 85 Changing own way of doing something in the light of new insights  <b>C18 Knowledge and critical understanding of the self</b> D 109 Can reflect critically on himself/herself from a number of different perspectives		

<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>depends on the condition in our partner schools</li> <li>students should have notebooks, pencils and evaluation sheets</li> </ul> <b>Rooms settings:</b> <ul style="list-style-type: none"> <li>depends on the condition in our partner schools</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>Pencils and notebooks</li> </ul>

Part II – Session step by step:

<p><b>Group work/discussions and teaching practice: 90 mins</b></p> <p><b>Part 1: 45 mins</b></p> <p><b>Teaching practice:</b></p> <p>Students teach in partner schools, applying the skills gained through the course.</p> <p><b>Part 2: 15 mins</b></p> <p><b>Task for students:</b></p> <p>Students first complete self-assessment sheets about the lesson they taught in partner schools. After this, they present the assessment sheet to their colleagues and the lecturer, pointing out elements that were executed without problems and some eventual shortcomings of the lesson.</p> <p><b>Part 3: 15 mins</b></p> <p><b>Lecturer:</b></p> <p>The lecturer and mentor give students feedback on the lessons they held. The emphasis is mostly put on the pedagogical aspect of the lesson, how were certain elements integrated into the whole, how was the approach of the students and what were the shortcomings of each lesson.</p> <p><b>Part 4: 15 mins</b></p> <p><b>Debriefing and evaluation of the session:</b></p> <p>Students exchange their experiences about teaching practice, compare some specific cases and reflect on the classes they held. The students also have the opportunity to provide feedback on the self-assessment sheets of their colleagues.</p>
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Part III – Report (Debriefing and evaluation):

<b>General remarks from students:</b>	Students were pleased with their lesson and the way pupils participated in their class.
<b>Debriefing of the subject content</b>	Students were given the liberty to choose a topic or a lesson which would promote a different aspect of democracy. In this example we are explaining one that deals with a lesson introducing an interview. The student prepared a lesson introducing an interview and how to write an article based on an interview. They were shown a YouTube video in which the interviewee left the interview.
<b>Debriefing of the Democracy (EDC/HRE) content</b>	By listening carefully to the interview, pupils were asked to see “what went wrong”. Monitoring the conversation, the students were able to lead the pupils to agree on the main problem of media freedom and the violation of human rights.

<b>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</b>	<p><b>C7 Responsibility</b></p> <p>D 42 Demonstrating punctuality</p> <p>D 42 Doing his/her chores the very best he/she knows how</p> <p>The students wrote a Lesson plan which showed their ability to plan and act accordingly. They followed their own timetable which is a sign of their punctuality.</p> <p><b>C8 Self-Efficacy</b></p> <p>D 47 Showing confidence that he/she can perform high quality work</p> <p>D 47 Expressing the belief that overall, in his/her life, he/she is a very effective person</p> <p><b>C10 Autonomous learning skills</b></p> <p>D 63 Showing ability to monitor, define, prioritise and complete tasks without direct oversight</p> <p>D 63 Monitoring own progress in learning new information</p> <p>The whole discussion about the given topic was successfully monitored by the student.</p> <p><b>C14 Flexibility and adaptability</b></p> <p>D 83 Changing the way he/she does things when he/she see a problem with how things are going</p> <p>D 85 Changing own way of doing something in the light of new insights</p> <p><b>C18 Knowledge and critical understanding of the self</b></p> <p>D 109 Can reflect critically on himself/herself from a number of different perspectives</p> <p>The Lesson plan had a section about their reflection on the class and showed their critical understanding of self.</p>
<b>General remarks by the lecturer:</b>	<p>The students managed to finish all the obligations successfully. All the acquired knowledge is best shown in their individual classes. Due to the Covid-19, they were not given a full class-time but they adjusted to those circumstances.</p>

## 2.15. Session 15: Debriefing: draft plan for future practice in education for DC/HR

<b>Date: 27.5.2021</b>	<b>Time: 15:00-16:30</b>	<b>Room:</b>
<b>Session No. 15</b>		Lecturer(s): Ana-Mari Bošnjak / Dražen Barbarić / Mate Penava

### Part I – General information

<b>Title of Session:</b>	Debriefing: draft plan for future practice in education for DC/HR		
<b>Overview, issues addressed:</b>	<ul style="list-style-type: none"> <li>• Planning EDC/HRE in school – students group work</li> <li>• Overview and feedback from teacher based on diary materials</li> <li>• Feedback and evaluation of course by the students</li> <li>• Recapitulation of course</li> </ul>		
<b>Aims and learning outcomes:</b>	Students will be capable to: <ul style="list-style-type: none"> <li>• Create and develop their own module with session plans</li> <li>• Choose key descriptors for session plans</li> <li>• Interpret teaching and learning activities and outcomes through descriptors</li> <li>• Adapt suitable content for the teaching activities from the website <i>Living in democracy</i></li> <li>• Evaluate their teaching activities with constant self-improvement</li> </ul>		
<b>Practice teaching elements included:</b>	Class does not include elements of teaching practice.		
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning/participation by University Students</b>	<b>Teaching practice</b>
	<b>40%</b>	<b>60%</b>	<b>0%</b>
<b>Practice teaching format used:</b>	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
<b>RFDCDC: Competences (C) and descriptors (D) to be applied or trained:</b>	<p><b>C 4 Openness to cultural otherness</b> D 25 Seeking and welcoming opportunities for encountering people with different values, customs and behaviours</p> <p><b>C 6 Civic-mindedness</b> D 37 Exercising the obligations and responsibilities of active citizenship at either the local, national or global level</p> <p><b>C 8 Self-Efficacy</b> D 48 Showing confidence that he/she feel secure in his/her abilities to meet life's challenges</p> <p><b>C10 Autonomous learning skills</b> D 64 Managing own time effectively to achieve his/her own learning goals C11 Analytical and critical thinking skills D 69 Can analyse how parts of whole interact with each other to produce overall outcomes</p> <p><b>C14 Flexibility and adaptability</b> D 85 Adapting well to different demands and contexts</p> <p><b>C16 Co-operation skills</b> D 99 Seeking opportunities to work co-operatively with other people C16 Conflict resolution skills D 105 Can refine possible compromises or solutions to conflicts</p>		

<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>• LCD Projector</li> <li>• white and green board</li> <li>• board markers in different colour</li> </ul> <b>Rooms settings:</b> <ul style="list-style-type: none"> <li>• seats will be determined for the individual work and then rearranged for the final evaluations</li> </ul>
<b>Materials needed</b>	<ul style="list-style-type: none"> <li>• Board, markers, pencils and notebooks</li> </ul>

Part II – Session step by step:

<p><b>Lecture and group work/discussions: 90 mins</b></p> <p><b>Part 1: 30 mins</b></p> <p><b>Task for students:</b></p> <p>Students are tasked with developing a short draft of their own teaching module. They are supposed to implement the knowledge they gained through the course and incorporate it in the module.</p> <p>Preparation: 5 mins</p> <p>The task is explained to the students and they are given all the key elements the module should contain.</p> <p><b>Individual work: 20 mins</b></p> <p>Students draft a short version of their modules individually, incorporating all the elements that are needed for it to reflect EDC/HRE. They choose the key descriptors that the module should contain. They also choose appropriate materials from the website on which the module should be based.</p> <p><b>Part 2: 20 mins</b></p> <p><b>Lecturer:</b></p> <p>The lecturer offers an overview of the learning diaries the students made through the module.</p> <p><b>Part 3: 20 mins</b></p> <p><b>Task for students:</b></p> <p><b>Part 4: 20 mins</b></p> <p>Debriefing and evaluation of the session.</p>
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Part III – Report (Debriefing and evaluation):

<b>General remarks from students:</b>	Students are interested in creating their own module. They do not hide their enthusiasm in the survey and oral evaluation of the course. They want to implement the examples from the manual in their future work with students. Teachers recommend that they introduce more hours of practical classes in schools into the curriculum.
<b>Debriefing of the subject content</b>	The teaching unit evaluates the content and manner of conducting the course. Students were given the task to create their own module and present it. After sharing the feedback on the developed modules, students analyse the content and implementation of the course they have attended. They especially emphasize innovative methods in the learning process. Student orientation encouraged them to learn through research and discovery, critical thinking and collaboration.

<b>Debriefing of the Democracy (EDC/HRE) content</b>	Innovative methods of learning and teaching have improved the democratic competencies of students as future teachers, and in an acceptable and understandable way brought them closer to the phenomena related to democracy and human rights.
<b>Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:</b>	<p><b>C 4 Openness to cultural otherness</b> D 25 Seeking and welcoming opportunities for encountering people with different values, customs and behaviours</p> <p><b>C 6 Civic-mindedness</b> D 37 Exercising the obligations and responsibilities of active citizenship at either the local, national or global level</p> <p><b>C 8 Self-Efficacy</b> D 48 Showing confidence that he/she feels secure in his/her abilities to meet life's challenges In the evaluation of the conducted teaching, students identify openness to different cultures, civic opinion and self-efficacy as the most important acquired competencies for democratic culture.</p> <p><b>C10 Autonomous learning skills</b> D 64 Managing own time effectively to achieve his/her own learning goals</p> <p><b>C11 Analytical and critical thinking skills</b> D 69 Can analyse how parts of whole interact with each other to produce overall outcomes</p> <p><b>C14 Flexibility and adaptability</b> D 85 Adapting well to different demands and contexts</p> <p><b>C16 Co-operation skills</b> D 99 Seeking opportunities to work co-operatively with other people</p> <p><b>C16 Conflict resolution skills</b> D 105 Can refine possible compromises or solutions to conflicts By creating their own course in pairs, students improved their skills of autonomous learning, skills of analytical and critical thinking, skills of cooperation and conflict resolution.</p>
<b>General remarks by the lecturer:</b>	Students are engaged in the task, they made the classroom open, fun and friendly. They demonstrate the acquired competencies. They inspire the teacher for an even more personalized approach to teaching.

### 3. EXPERIENCES OF MODULE IMPLEMENTATION

#### 3.1. Writing the module

The session plans presented here are developed in accordance with the overarching principle of the module which is learning through practice. The aim of the module is to actively teach the students the content that is presented in the session plans. This means that the students will not be passive observers and listeners, but on the contrary they will be presented with a series of individual and group activities that will incorporate the content. This is why the aims of the courses are not presented as new information the students will gain, but rather as learning outcomes following Bloom's taxonomy. In other words, the main focus will be on the skills the students will gain through the course, i.e., what they will be capable of doing after completing the course. As the students will also have teaching practice as a part of the overall module, some of the sessions deal with this issue and present it through learning outcomes.

From the aspect of the content of the module, each session will deal with a particular issue regarding democracy, democratic culture, human rights, marginal groups in society, media literacy and critical thinking. A special session will also be dedicated to intercultural understanding, in order to show that understanding and accepting otherness is a key part of being a true member of a democratic society.

A special emphasis is put on the Reference Framework of Competences for Democratic Culture (RFCDC) as the aim of every session is to apply a particular set of competences and descriptors that go with them. This will help the module to be as much democratic as possible from the formal aspect, regardless to the topic of a particular session.

All of this will contribute to a modern module which offers comprehensive understanding of democracy and democratic culture through carefully selected literature and activities, which should together contribute to optimal learning outcomes regarding democracy and democratic culture and skills to apply the acquired knowledge in future teaching of the students that will undertake the module.

#### 3.2. Testing the module

The basic framework upon which the module was built was written in Petrovac (MN) during the first project meeting. After going through the preliminaries required to build up the module, an initial decision was made to establish the module as an interdisciplinary process of education for democratic culture and human rights. Although this was not the prerequisite of the project as only the form in which the module was implemented had to reflect democratic culture and RFCDC, the team decided for the option of teaching democratic culture both through theory and the practice with use of contemporary scientific content from the areas of democracy, HR, media, economy, sociology, philosophy and educational sciences. One of the main reasons for this was the fact that most of the team members were political scientists and a module on democratic culture was the most logical option. Additionally, the team thought that such a module would benefit master level students who see themselves as future teachers in multiple ways. Firstly, the module was seen as an opportunity to present basic concepts of democratic culture and human rights in a novel way, actively engaging students and making them solve scenarios very similar to real life situations in a democratic manner. Secondly, the team saw this module as an opportunity to implement various techniques of democratic teaching based on RFCDC in the module and reflect with the students on the usage of such techniques in order for students to be able to apply such techniques in their future teaching. Finally, as the course involved teaching practice, this was seen as a great opportunity to estimate the level of proficiency at which the students will apply the skills and techniques they acquired in the course of their teaching practice.



While choosing the topics for the module, the main focus was on democratic culture and human rights. In order to achieve the best results, the team decided to start with a session on theories and models of democracy as an introduction to the module. This was followed by a session on democratic culture, where the difference between democratic culture and other versions of political culture was explained and commented on. As the module had to focus largely on human rights, the team decided to do two sessions on human rights, an introductory session with a special emphasis on the rights of children and a second, more practical session that dealt with the protection of human rights. In order to show that democracy is not just a theoretical concept void of any concept, some serious issues from the standpoint of democratic culture and human rights are emphasised in the module, demonstrating that a democratic solution has to be established through informed consensus and not enforced. For this reason, the module incorporated sessions on controversial issues like abortion or euthanasia, intercultural understanding and marginal groups in societies. Last but not least, one session was devoted to media literacy, as the media are an important factor of the contemporary society. This is why it is very important to observe the content we get from the media critically, in order to separate fake news from real information.

The module also incorporated the required pedagogical tools like mock teaching and model lessons. Beside this, all students were required to write learning diaries for all the sessions that were implemented. As the module had a mandatory 25 % of teaching practice, 3 of the sessions included visits to schools, while the rest of the practice was incorporated into other sessions through mock and model teaching. The teaching practice was a problem because of the ensuing complications due to the COVID-19 pandemic, but the team succeeded to ensure teaching practice to all students with the great help from partner schools.

### 3.3. Lecture experience

“We have not yet evolved a system of education that is not a system of indoctrination.”

Doris Lessing: *The Golden Notebook*

Starting from the thought of the famous Nobel laureate who defined the teacher in this case as the main indoctrinator, the lecturer who is a political scientist had the need to emphasize the role of the teacher as an interpreter of the categorical system of concepts, a monitor and a moderator of student discussions. One of the motives was to make the course participants aware of the importance of their role in shaping the value system of their future students.

For most of them, it was their first encounter with a course that teaches them the culture of democracy, introduces the catalogue of human rights and political education to them. Therefore, classes were most often held in classrooms (the realization of this was possible, given the epidemiological measures, since there were seven students). As a lecturer, the biggest challenge seemed to stick to the time frame of the teaching unit, especially when the students themselves had so much influence on the time course of the lecture.

Since it is a course, they have chosen to improve their pedagogical education, clearly articulating at the very beginning their preferences according to the curriculum, the lecturer approached a freer organization of the course and more flexible teaching methods, placing special emphasis on those units that students rated as most important for their education and future work.

Tasks and teaching units are designed through careful elaboration of session plans to expose them to different values and beliefs and encourage them to think critically. Through the implementation of teaching units, students from different study groups (Croatian language and literature, English language and literature, Journalism and Psychology) came to similar conclusions that their values and beliefs are the product of a specific culture. Therefore, issues such as the position of women, children's rights (and punishment of children), national identities and stereotypes seemed particularly important. They have

also learned about the importance of deliberation through discussions and group work. They did not consider tolerance and the promotion of values different from those they adopted, nor did they label them as indoctrination.

Practical classes were held in two high schools in Mostar as part of school classes of psychology, Croatian and English language. The course participants linked in different ways and through various teaching units the values and the educational system, getting acquainted with the implicit influences and determinants that lead to democratic education, promoting the cross-curricular theme of education for democracy and human rights.

### 3.4. Students' feedback

The reactions of students are recorded through a questionnaire after the end of the module. As particularly useful aspects of the module for their future teaching practice, the participants pointed out: learning about key competences and descriptors in accordance with the reference Framework of Competences for Democratic Culture, opportunity to develop practical skills as teachers through simulation of class and practical teaching in school, interactive group work and new manuals related to democracy and human rights. In order to gain the best possible insight, after concluding the course, students were asked for free comment. These are quotations from their comments:

„The course Education for Democratic Culture and Human Rights is of great importance, both at the individual level and at the University level. It is a roadmap for the integration of knowledge and skills that the University curriculum strives for and a modern way of learning and adopting social skills in the world. In addition to comprehensive and useful literature that is appropriate for all study groups, the concept of the course allows the student to fully express himself and to perceive democracy and democratic learning through his own prism. Also, the course allows an individual to easily implement the acquired knowledge in the competencies needed for his profession, regardless of which study is in question. Education for democratic culture and human rights offers a broader picture of a modern education system based on human rights and qualities from the times of Rome and Greece. Skills acquired through the course include a democratic way of evaluating other people's knowledge and an objective assessment of the same. The product of the course is the upgrade both the knowledge and the personality of the student, in the form of freedom of thought, feeling and expression.“

(Martina Orman-Škoro, 5th year Psychology student)

„This course was extremely important for students, because we first encountered some concepts in the field of education for democratic culture and human rights. Each lecture was extremely interesting, interactive and encouraged critical thinking. Through interesting examples and guidelines, the lecturer gave an insight into the democratic culture, with a relaxed atmosphere in the classroom where everyone felt safe to express their opinion. In my opinion, each course should be conceived in this way, the evaluation of the practical part, and not only the theoretical.“

(Dijana Medić, 5th year Journalism and English language student)



### 3.5. Mentor teachers' feedback

Mentor teachers have significantly contributed to the development and implementation of the module and are certainly an important value resource of this way of teaching. Students' experiences describe them as constructive mentors, and below are comments from mentors in which the contribution of mentoring to their personal and professional development can be read.

„My experience as a mentor within Preparing Future Teachers in the Western Balkans project has been a wonderful and fulfilling experience. The preparatory (albeit online) workshops also proved to be extremely useful before engaging as a mentor in practice. I was provided with adequate tools and practical advice on how to best convey my own teaching experience and some expertise on the teacher apprentice. The most gratifying moments include observing teacher mentee's practice lesson in my own class and reflecting on the work performed. I think of this project as a way to give back to my community by sharing experiences but also as chance to learn something new and further develop my professional skills“ (Ivana Soldo, English teacher, UWC Mostar).

"There are various reasons why I would like to recommend other teachers and professors to be part of this program. First of all it enriches you as a person who directly works with students and it gives you direct insight into which skills you should upgrade to another level. Secondly it gives you various learning and teaching methods which can be used in improving the process of formal education. At last but not least, you have opportunity to meet people whose background and life time experience is a "book of knowledge" for itself. And that is priceless." (Dijana Marić, Psychology teacher, High School of fra Grgo Martić)

„The preparatory workshops were a delightful experience, a great opportunity to bond (even online), to question our teaching methods and habits and walk the memory lane of our own career from university days on. We were lucky enough to be able to offer our mentees live classroom experience and even luckier to get such wonderful students from the University of Mostar. It was altogether a useful experience that all stakeholders benefited from and I am grateful to have been part of it.“ (Ljubica Bajo Behmen, German teacher, UWC Mostar)

### 3.6. Evaluation of the module

During the academic year 2020/2021 in the spring semester, the course Education for Democratic Culture and Human Rights was conducted for the first time. The course was offered as a course at the Master study level for students of teacher profiles in their fourth semester at the Faculty of Humanities and Social Sciences, University of Mostar. The course was attended by seven students.

Nine of the fifteen teaching units planned were held in the classroom and five via Google meet. Students were acquainted with most of the tasks before the teaching unit and undertook preparations before the school lesson. Assignments were submitted to the University platform Sumarum, and at the next meeting students came ready to reflect on their own assignment through interactive group work (flipped classroom). Technical challenges and ONLINE interaction made deviations from the planned way of performing the activities of individual teaching units and affected the speed of the described lecture plans, which is why the necessary adjustments were made.

The purpose and goals of the course in terms of spatial context were assessed as extremely important especially in plural societies with a conflicting past, so very often examples from teaching units were localized in the communities in which students live and gender roles they carry. Through assignments and discussions, it was shown how important equality, diversity, choice, participation and cohesion are in everyday life, but also in democratic education.



Immediate effects and long-term effects on course participants were observed through questionnaires before and after the module. Most students were not familiar with the Council of Europe's Framework of Competence for Democratic Culture (6 to 7 respondents), while resources related to democracy and human rights were encountered only to some extent within the subjects in their previous studies. After completing the course, all students felt familiar with the RFCDC and all were largely confronted with manuals related to democracy and human rights throughout the course. Also, all course participants feel that they are largely prepared for a critical review of future professional practice. Finally, all course participants assessed that the module greatly influenced and improved their teaching skills, and in doing so they placed special importance on the practical classes they performed in high schools. They also think that they will use the activities in which they participated during the module when they train someone in the future.

The diversity of teacher profiles, ie study groups, proved to be the most challenging, but also the biggest advantage during the implementation of the module. The interdisciplinarity of the approach and topics have opened new horizons for students and lecturers. Personal development, innovation and cultural transmission are the most important elements with which this international project from democracy has changed our classroom.

### 3.7. Photographs and student homeworks



Homework no. 1

You have started a long journey that should take a few days. Share a sleeping section with three other people. Which of the following people would you like to share a sleeping wagon with? Which passengers would you not share a sleeping wagon with?

- an obese Swiss banker
- an Italian DJ who consumes drugs
- an African who sells exotic articles
- a Roma who has just been released from prison
- a German feminist rock singer
- a homosexual student from Sweden
- a drunk English skinhead
- an HIV positive prostitute
- a young Romanian woman with a child
- a very poor refugee
- an armed foreign soldier
- a young woman who speaks only French

*I would travel with the following passengers:*

- *an Italian DJ who consumes drugs*
- *an African who sells exotic articles*
- *a German feminist rock singer*

*I chose according to the criterion of curiosity, because these characters seem eccentric to me with good stories that would entertain on the trip.*

*I wouldn't travel with the following passengers:*

- *a drunk English skinhead*
- *an obese Swiss banker*
- *a young Romanian woman with a child*

*I am not prone to stereotypes, but I still chose a Swiss banker, because it seems boring, and a young Romanian woman, because I think that a child would be restless. But usually what we think is not like that in real life. Probably each of these characters has some story of their own and I think we should all be more tolerant of each other because we never know what's behind it.*

*Dijana Medić*

Homework no. 2



The task is to make a caricature of the social winner and a caricature of the loser. Make a list of the characteristics of your models: socioeconomic level, profession, gender, ethnic group, entertainment activities, choice of clothing, appearance, lifestyle, household appearance, consumer habits. You need to interpret your “ caricature” and comment on your intentions. You can touch on the following questions:

What are the main characteristics of success?

What are the main characteristics of failure?

What are the main factors that make the difference between success and failure?

Are people of certain groups represented?

Do all people have an equal chance of success regardless of their social background?

The social winner of modern and contemporary society is an idol to the young and a thorn to the mature generations. The character of a social winner combines mental, moral and physical competencies that make him an authority without the right of veto. The social winner is a plump, bald middle-aged gentleman. He is dressed in a dark gray suit with silk lines that can be seen only at the time of day when the sun is at its zenith because, of course, then he sits for coffee outside the workplace and is accessible to the eye of the general public. Smooth mustache and smooth face, large ears with long and thickened earlobes and a larger 'babura' nose. Neck non-existent because it has been lost in between 115 and 120 kilograms and a tie that has been tightening him for 30 years as long as he is in function. An obligatory copy of a more expensive watch on hand, just so that the reflection on the glass can stab the people in the eye. Light black shoes, with a thick sole, a little thinner than the cheeks. Speaking of cheeks, a social winner is a person who has wavered all his life between church and party and therefore describes himself as an adventurer and a person open to new experiences. Rarely a moral person when it comes to other people's lives. A deep voice, worth more than my or your voice. He does not smoke, drink or swear while sleeping. Also, he doesn't like strong food when he pays. He has over 100 employees in a third fictitious firm and has not fired anyone, so he could take a pandemic relief package. His wife and children are sacred to him in front of other people, he loves another woman, he adores a third. In society, everyone listens to him with their mouth open, but most mouths open to talk about him when



he is not there. He always drives a Mercedes and it doesn't matter to him what the last tow is because he is driven by a driver, and while he is sitting behind, the car does not move left to right or on the snow. And when he looked grimly, not even the car dared to turn off the road. It lends money to relatives and friends, all months of the year except two months before and one month after the municipal audit. Sure, a social winner has all the qualities that none of us would like to have, but he has everything that any of us would want.

The social loser is usually a male person of smaller to medium build. Dark brown or black hair streaked with gray hair. He usually wears a plaid short-sleeved shirt, jeans and old-fashioned or leather knit old moccasins. An oblong face, a crooked nose, thin arms and a long neck. He usually has dark circles from insomnia and night work. The social loser usually deals only with himself and is not interested in the stories "who, what, how, to whom?". He has a good and honest wife and two daughters in college who barely finance their education because he is not politically committed so he and his wife run a local store and make money from it. Quiet, calm, pleasant and humorous when any of the neighbors enter into a conversation with him. Neighbors most of the time think he is intoxicated and abuses his wife and children because he drinks beer on the terrace after work. He has one but valuable friend whom he finds and who always finds him. Once a year he goes on a trip with his family, to Baška Voda with his mother-in-law. He has been driving a car for 12 years and is satisfied with how he serves it, but in the neighborhood they think he gambles because "every day they leave him so much money in the shop, and all his life he is not able to change the car or do the facade". It doesn't matter that he creates valuable savings for his daughters who will go to London and Vienna for a doctorate, but that is not a factor because the neighbors already know that his daughters will marry rich and escape from "misery". He deals with politics only in his house, he does not participate in gossip and that is why he is usually considered a negative and moody type. He is skilled in all jobs, handles all tools, maintains the house and the yard himself and that is why he is described as a sucker because he never left money to the masters. The social loser is not enslaved to trends or actively affirms by nodding to the majority and is therefore destined to be nobody and nothing.

Martina Orman-Škoro

Homework no. 3

Task:



In

Chapter V (Assessment and Assessment of Student Achievement ...) of the attached manual, 18 working materials are available. Study them and answer how they contribute to your understanding of the concept of learning. What forms will you use, at what stage and with what specific goals in your practical classes?

The beginning of the year, the semester, is important as the rest of the lectures of a certain subject will look like. At the beginning, the teacher should approach the students in a way that presents himself and his methods of work, and what he expects from the students so that they also know how to approach the subject. It is important to determine what the goals of the course are and what they gain with this newly acquired knowledge, how it will help them in their further work. Each person is an individual for himself and it is necessary to dedicate oneself as much as possible. Although it sounds simpler on paper, in practice it is much more difficult just because one school hour in our schools lasts 45 minutes. During the last semester, I volunteered to go to primary school as a substitute teacher given the whole situation with Covid-19, and school hours lasted 30min each. I can freely say that 30 minutes is very little time to work with students, and to achieve what is intended for the lesson and subject. However, attention should be paid to the work of students throughout the semester / year. Since this is a long period, there will be various situations where we need to have understanding if one of the students is not ready for class for some reason, possible problems at home, illness or similar, and that is why we can not expect all students to be equally ready every hour. The criterion, of course, must exist as to the aim of the subject, but also the work of the students and their possibilities and abilities for a particular subject play a great role.

An important component of the lecture is self-assessment of both teachers and students. Students should gradually learn how to evaluate themselves, by the very fact that, I believe, very few students encounter this. My experience is that teachers / professors have only asked me twice in my life what grade I would give myself and how I would evaluate my work on the subject. Once it was in high school, while the second time it was in college. I can say that at first I was shocked by what and how to react, what to say, and then to think about whether I tried as hard as someone else and whether I did my best. Students need to see the realities of their work so that it would not be later: "but the professor doesn't love me". It is also important that the teacher evaluates himself. What does it do, how does it work, can it be better, are there other methods that would be more appropriate for that class, do I support the interaction and ideas of the students and the like. Just as students do not encounter self-assessment, also, fewer professors self-assess. Also a diary can be of great use, although I believe that the portfolio that I would like to apply in my work in the future is of the greatest use. Although many teachers do not like to work with other colleagues, I find it very helpful to exchange experiences, methods and ways of teaching between colleagues and schools. Just as students are individuals, so are teachers / professors and we can learn a lot about different teaching styles. It is important that students feel freedom of expression, and that they will not be called out for their views and opinions, but will be helped to develop critical thinking, to be able to explain why they think something and why they hold certain views. I would do my best to create a safe environment in the school where students are happy to come to class, not just because they have to be in that class. I would encourage equality in school, and that there is no condemnation. I believe that in today's sea of information, everyone has opinions and attitudes, so it is important to encourage students to present their ideas and show creativity.

Rarely in our area do we encounter such an approach, but what I saw in the practical part of this course at UWC Mostar delighted me, and it is the environment I want to create in my classroom. The teacher encourages all students to talk and asks students to argue their views and opinions, where sometimes with deliberately targeted sub-questions she encourages them to answer another question to see if they will change the answer purely so that they may agree more with the teacher. What I saw and experienced was really the delight that the students think so freely and critically and really have arguments why they believe in some attitudes while respecting other different opinions. It is extremely important that students do not lose themselves through schooling, but that they achieve themselves in the best possible way. I believe that teachers should not want one thinking in the classroom, but encourage these differences in order for students to realize their identity as much as possible. Katarina Živković





#### Homework no. 4

#### Task:

Active citizenship is best learned through active learning, not just talking about it- individuals should be given the opportunity to explore democratic citizenship and human rights issues on their own, rather than being told how to think and behave. Education for active citizenship is not just an absorption of factual knowledge, but it implies practical understanding, skills, abilities and attitudes. The attached image is a message. Explain how you connect these nine concepts into a meaningful whole.



True democracy requires knowledge and understanding. In spite of that, I believe that today's world lacks understanding and empathy therefore we cannot have a truly democratic society. I would mention one of my favorite quotes from Carl Jung here: „Thinking is difficult, that is why most people judge.” I think that is what is missing in order to have a true democratic culture. We all judge without stopping, thinking and trying to understand other people. The world would be a much better place if we asked ourselves what it is that we could do for a better society. This is one of the reasons our society is the way it is. Most people assume their voice won't make a difference, but let's ask ourselves what it would be like if everyone thought that way.

When we talk about democracy as a component of modern society, government and politics are its beginning and ending. Without democratic government and politics, we cannot create such society. Every democratic movement has implementation of policy of peace, understanding, freedom and inclusion of every member of society at its core. Regardless of the orientation to an individual, the only way to secure freedom of individuals is to adopt a democratic policy as a society. The adoption of democratic policy begins with one man, spreads to society and thus comes to the government that creates a democratic policy. To conclude with, democracy does not exist without a government and politics which support and promote it.

When we talk about an individual, we come to the concept of identity. Even though we are currently witnessing the formation of a society that promotes acceptance of identity as a basic component of human being, this step is still ongoing. As a society we have not yet reached a point where we can say that identity building represents the basic component of a human being, the most important thing while growing up and the thing that makes us an individual in society, contributing to that society as an important and different component. If we take the example of Bosnia and Herzegovina, where in most schools, classes are still conducted frontally, with an emphasis on silence instead of talking and listening instead of giving ideas, we can say that from the very beginning children are moved away from creating their own identity, argumentative defend and preservation of the mentioned, as well as acceptance of other people's identity. Therefore, from the very beginning we are stuck in the realization of creating a democratic society. As a result, young people are led by ideologies which they are not able to defend and often do not know how to argue their opinion (as a part of their identity), but you can hear them blindly utter words they have long since memorized. Creating a democratic society does not mean instilling another ideology in the ears of those who will best absorb it, but on the contrary, it means giving these children the possibility of creating their own identity and freedom of thought they will achieve on their own. Because of that, identity is also one of the foundations of democracy.

In order to be active citizens and participants in decision-making, we need to adopt certain skills, competences, values and knowledge, and this precisely is the goal of education for democratic culture and human rights. This education aims to point out freedom and human rights, one of which is, if not the most important, that everyone has the right to freedom of opinion and expression, thus we have a responsibility for what we say and do. As I mentioned, young people are used to an education in which they have little or no room for expressing their own opinion, and this exactly is the basic condition for democratic participation and is a fundamental civil right.

In everything that has been said so far, the media have a great deal of power and responsibility. They often impose opinions, especially when people have no knowledge of something. For example, we have the corona virus pandemic, which is closely reported by media. At the beginning, people did not know anything about the virus and everyone was constantly following the news, but now, a year later, people already have a certain level of knowledge and a developed opinion about the virus. Today's media mostly like scandals and grandiloquent headlines which serve to attract readers. But what would happen if the media promoted education, values important to a democratic culture, promoted togetherness and diversity, when we would read articles about young people who want to make society better instead of Maja Šuput, Jelena Karleuša etc.? Of course, we can find the mentioned but in minority. Therefore, I reckon that media which have so much power to shape opinions and perceptions should change their focus on education so that they educate people about opportunities.

Any knowledge we acquire in life can one day lead us to conflict. Conflict, otherwise presented as an undesirable component, forms an important part of democracy. When we talk about conflict, I by no means want to bring physical conflict into context. Here, I want to discuss the desirable conflict which is conflict of opinion. As a person who does not love confrontation, but loves conflict, I feel the need to clarify the difference between the two. Conflict, as a desirable instance in my life, involves the exchange of various opinions for the purpose of obtaining new information. Very often when I talk about topics such as feminism, religion, acceptance of different sexualities and similar, I come across those who do not think alike. What I like to hear in those conflicts is a new argument from a conflicting opinion that will at least for a brief moment shake my belief and force me to further explore the topic. This is what makes the difference between conflict and confrontation. I think that the main difference, in fact, is in the knowledge of a topic which means a lot to us and which we firmly believe in. As people who one day might adopt new policies, we need to understand our conflicts as something positive, something that can teach us something new, and ultimately something that can teach us how to accept even those we disagree with. If we learn this, we are taking a new step in creating the democratic society we aspire to.

Furthermore, diversity and pluralism need to be discussed as much as possible, whether it was ethnic, religious or cultural. Pluralism in politics represents the idea of peaceful coexistence of people with different interests. Again, as an example I take Bosnia and Herzegovina, where three constitutive nations live, where unfortunately, coexistence is anything but peaceful. There are constant provocations coming from all three sides and how can we then expect to move forward? We need to work on finding the source of conflict, resolving it, developing tolerance and instead of being disunited we should all work together on a better future.

Another puzzle represents rules and laws. They are indispensable and without them there would surely be chaos. Rules and laws require knowledge because we have to know the laws of a country in order to be able to participate with dignity. Of course, all these rules and laws must be the same for everyone and by that we come across the puzzle which stands for equality. If people see that the rules do not apply equally for everyone, why would they follow them? Why would we turn a blind eye to someone and thereby show that person is more important and we are not all the same? Let's take the police curfew regarding corona virus as an example. If we see that individuals do not adhere to the same, why would the rest of us adhere?

In conclusion, everything mentioned in this text forms the backbone of a democratic society. Not necessarily in the same order, but if we manage to accept people, starting with the individual, in their differences, raise that acceptance to a level of laws and rules that will allow everyone to live freely, bring democratic laws accepted by the rulers, and shape people from an early age to be able to think and accept opinions, all that remains in our constant desire to create a democratic society is responsibility towards ourselves and others. The responsibility remains for the end as a word that unites all the terms I have spoken of, responsibility is the basic initiator of creating a society that values identity and freedom of each individual.

*„We are not put here on earth to play around. There is work to be done. There are responsibilities to be met. Humanity needs the abilities of every man and woman.“ Alden Palmer*

Dijana Medić





#### Homework no. 5

The task includes making a caricature of a social winner and a social loser. Make a list of characteristics of your models: socioeconomic level, profession, sex, ethnic group, fun related activities, clothing choice, looks, lifestyle, the style of home, consumer habits. You need to interpret your caricatures, and comment your intentions. You can brush off following questions:

What are the main characteristics of success?

What are the main characteristics of failure?

What are the major factors that make the difference between success and failure?

Are people of certain affiliations represented?

Do all people have the same chance for success, with no correlation to their social upbringing?

All are equal, but some are more equal than others

When we talk about the caricature of a social loser, that would, from society's point of view, be an unemployed person of lower class, that spends its free time at home alone. The person would be dressed in old or ripped up clothing, with low hygienic practice correlated to looks as much as household maintenance. The person would either be a low spender, or a big one that cannot financially support consumer habits, or in other words, a person who has higher expenditure than revenue totals. Considering the lifestyle, here we see no big surprises or fun activities, but rather a slow motion way of living, or a life spent in front of the TV or similar habits. This caricature can be of any sex, but we as a society usually do have different perceptions of a social loser when it comes to women and men. With that in mind, a woman would be a social loser if she is alone with no kids and plans for creating and upbringing a family, while a man is usually considered a social loser if he is not able to provide a good life and financial stability for himself and his family. For the end of this part, we have to mention the ethnicity. As an example of a social loser, in this area, far too often the answer would be the members of Roma population, who, in these conditions, have a far lesser chance of achieving the level of a social winner in our society.

Contrary to the previous part, a social winner is a high class member with large income rate. Considering the occupation, those are usually lawyers, doctors, CEOs. This caricature uses weekends or holidays for fun activities like fancy dinners, travel, spa days and similar. That would be a European with high income and spender habits. You would always see this person in the best and well-kept outfits, and their home would look exactly like that too – expensive and clean. Their lifestyle would be very fast, with few time spent at home, but their time would always be well spent, with a lot of consumerism involved. When talking about the sex of this person, we face the same problem we did in the previous section. A female social winner would be one that has a family, a career, enough income and time for an impeccable household appearance, and with great focus on her looks, and the behavior and upbringing of her children. A male social winner, would be one that can provide a luxurious lifestyle to his family, and also keep track of marital and family obligations, with enough time to invest into his social, family, and entertainment lifestyle.

Having said all of this, we can be able to picture the caricature of a social winner and loser, but what would be the main factors in differentiating these two? Since we are living in a consumer's society, in which the income rate of an individual makes a major difference in the social hierarchy, I believe that the biggest factor of difference would be the socioeconomic status, which is also closely connected to the occupation of an individual. Besides that, with the rise of social media, looks and lifestyle have gained a major essence when talking about the social norm. We are getting closer to becoming a society where the presentation placed in the social media becomes more important than the status placement in the "real world".

One thing that, unfortunately, needs mentioning, is the representation of all affiliations. When saying that, I mean the already mentioned Roma population, which is far from the only affiliation that needs mentioning. If we compare the life and upbringing of an average Swede, and of one in the Roma population in our area, we can clearly see that they do not have the same chance for success. With that in mind, as much as our society needs the important talk about social equality, we must not ignore the fact that, even today, we do not live in a society that equally accepts all people and affiliations. With constant work on destroying this issue, as much as raising awareness inside all of us, we can only hope that the Orwell's quote from the title of this article would one day be hard to explain to younger generations, which are our only hope for creating a society where we do not have those who are more equal than others.

Ania Pehar

## 4.APPENDIX

### 4.1. Action-Verbs for the learning activities (following Bloom's revised Taxonomy) - for the preparation of students' tasks

Definition	I. Remembering	II. Understanding	III. Applying	IV. Analysing	V. Evaluating	VI. Creating
<b>Bloom's Definition</b>	Exhibit memory of previously learned material by recalling facts, terms, basic concepts, and answers.	Demonstrate understanding of facts/ideas by organizing, comparing, interpreting, giving descriptions, and stating main ideas.	Solve problems to new situations by applying acquired knowledge, facts, techniques and rules in a different way.	Examine and break information into parts by identifying motives or causes. Make inferences and find evidence to support generalizations.	Present and defend opinions by making judgments about information, validity of ideas, or quality of work based on a set of criteria.	Compile information together in a different way by combining elements in a new pattern or proposing alternative solutions.
<b>Verbs</b>	<ul style="list-style-type: none"> <li>Choose</li> <li>Define</li> <li>Find</li> <li>Label</li> <li>List</li> <li>Match</li> <li>Name</li> <li>Recall</li> <li>Relate</li> <li>Select</li> <li>Show</li> <li>Spell</li> <li>Tell</li> <li>Specify:               <ul style="list-style-type: none"> <li>What</li> <li>When</li> <li>Where</li> <li>Which</li> <li>Who</li> <li>Why</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Classify</li> <li>Compare</li> <li>Contrast</li> <li>Demonstrate</li> <li>Explain</li> <li>Extend</li> <li>Illustrate</li> <li>Interpret</li> <li>Outline</li> <li>Relate</li> <li>Rephrase</li> <li>Show</li> <li>Summarize</li> <li>Translate</li> </ul>	<ul style="list-style-type: none"> <li>Apply</li> <li>Build</li> <li>Choose</li> <li>Construct</li> <li>Develop</li> <li>Experiment with</li> <li>Identify</li> <li>Interview</li> <li>Make use of</li> <li>Model</li> <li>Organize</li> <li>Plan</li> <li>Select</li> <li>Solve</li> <li>Utilize</li> </ul>	<ul style="list-style-type: none"> <li>Analyse</li> <li>Assume</li> <li>Categorize</li> <li>Classify</li> <li>Compare</li> <li>Conclusion</li> <li>Contrast</li> <li>Discover</li> <li>Dissect</li> <li>Distinguish</li> <li>Divide</li> <li>Examine</li> <li>Function</li> <li>Inference</li> <li>Inspect</li> <li>List</li> <li>Motive</li> <li>Simplify</li> <li>Survey</li> <li>Take part in</li> <li>Test for</li> </ul>	<ul style="list-style-type: none"> <li>Agree</li> <li>Appraise</li> <li>Assess</li> <li>Award</li> <li>Choose</li> <li>Compare</li> <li>Conclude</li> <li>Criticize</li> <li>Decide</li> <li>Defend</li> <li>Determine</li> <li>Estimate</li> <li>Evaluate</li> <li>Explain</li> <li>Influence</li> <li>Interpret</li> <li>Judge</li> <li>Mark</li> <li>Perceive</li> <li>Prioritize</li> <li>Prove</li> <li>Recommend</li> <li>Select</li> <li>Support</li> <li>Value</li> </ul>	<ul style="list-style-type: none"> <li>Adapt</li> <li>Build</li> <li>Change</li> <li>Choose</li> <li>Combine</li> <li>Compile</li> <li>Compose</li> <li>Construct</li> <li>Create</li> <li>Delete</li> <li>Design</li> <li>Develop</li> <li>Discuss</li> <li>Elaborate</li> <li>Estimate</li> <li>Formulate</li> <li>Imagine</li> <li>Improve</li> <li>Invent</li> <li>Maximize</li> <li>Minimize</li> <li>Modify</li> <li>Plan</li> <li>Propose</li> <li>Solve</li> </ul>

## 4.2. Module template

Name of University:

Name of Faculty:

Department / Group:

Date:

Short description of the contents of the module you have developed (main topic (s) you are addressing, target group, methods, resources...)

Competences for Democratic Culture addressed:

Values	
Skills	
Attitudes	
Knowledge and critical understanding	

Target group and number of participants in the training:

Number of classes per week:

Starting date of implementation:



## Implementation Table

No of Session & Date	Topic	Activities	Methods	Resources	Percentages of activities	Notes
1.						
2.						
3.						
4.						
5.						
6.						
7.						
8.						
9.						
10.						
11.						
12.						
13.						
14.						
15.						

### Plan for assessing the results?

### Trainers diary:

ACTIVITY	Number of participants present	General Remarks (strong points, weak points, challenges, ...)	Suggestions for improvements

## 4.3. Session plans template

Session No.:

Subject Content:

Democracy Content:

Competences for Democratic Culture:

<b>Date:</b>	<b>Time:</b>	<b>Room:</b>
<b>Session No.</b>		<b>Lecturer(s):</b>

### Part I – General information

<b>Title of Session:</b>			
<b>Overview, issues addressed:</b>			
<b>Aims and learning outcomes:</b>			
<b>Practice teaching elements included:</b>			
<b>Percentage of time allocation:</b>	<b>Lecture</b>	<b>Active learning/participation by University Students</b>	<b>Teaching practice</b>
	%	%	%
<b>Practice teaching format used:</b>	<input type="checkbox"/> mock model lesson at the University by lecturer <input type="checkbox"/> by student <input type="checkbox"/> model class in schools <input type="checkbox"/> by student <input type="checkbox"/> classroom teacher <input type="checkbox"/> lecturer <input type="checkbox"/> other format (specify):		
<b>RFCD: Competences (C) and descriptors (D) to be applied or trained:</b>			
<b>Room preparation, infrastructure (board, beamer, flipchart etc.):</b>	<ul style="list-style-type: none"> <li>LCD Projector</li> <li>white and green board</li> <li>board markers in different colour</li> </ul> <b>Rooms settings:</b> <ul style="list-style-type: none"> <li>seats will be determined for the individual work and then rearranged for the final evaluations</li> </ul>		
<b>Materials needed</b>			

## Part II – Session step by step:

<b>Part 1:</b> 00:00 – 00:00
<b>Lecturer:</b>
<b>Part 2:</b> 00:00 – 00:00
<b>Task for students:</b>
<b>Part 3:</b> 00:00 – 00:00
<b>Lecturer:</b>
<b>Part 4:</b> 00:00 – 00:00
<b>Model class learning:</b>
<b>Part 5:</b> 00:00 – 00:00
<b>Presenting homework</b>
<b>Part 6:</b> 00:00 – 00:00
<b>Debriefing and evaluation of the session:</b>

## Part III – Report (Debriefing and evaluation):

General remarks from students:	(As proposed in Part 6 from the Session planning):
Debriefing of the subject content	
Debriefing of the Democracy (EDC/HRE) content	
Debriefing of the RFCDC: Competences (C) and descriptors (D) applied or trained:	
General remarks by the lecturer:	

## 4.4. Template for the preparation and observation of the lesson

**Lesson is observed by:**

**Student:**

**Mentor:**

**Date and time:**

**School and class:**

**Subject and lesson:**

**Mentor**

**Student:**

**What I want to observe? What is the focus of observation?**

- Structure of the class
- Structure of the presented teaching unit
- Clarity of the presented material
- Defining new terminology related to the topic and new unknown words
- Use of technology in teaching
- Class dynamics
- Body language
- Clarity of expression

**Observing (collecting data for reflection)**

- Description of student procedures/learning
- Description of the teacher's presentation
- Description of time scheduling/speed and duration of presentation
- Description of formative assessment
- Description of the interaction between teacher and students and among students

**Topics I want to discuss during feedback**

## 4.5. Survey Template

Survey for teacher students before starting the course/module	Survey for teacher students after finalizing the course/module																																																												
<p><b>Pre</b></p> <p>Country:.....</p> <p>University and Faculty .....</p> <p>.....</p> <p>Title of the course .....</p> <p>Name of the lecturer .....</p> <p>The course was on bachelor level <input type="checkbox"/></p> <p>The course was carried out on master's level <input type="checkbox"/></p> <p>Female <input type="checkbox"/></p> <p>Male <input type="checkbox"/></p> <p>You will attend a semester course that is part of an international democracy project. The regular course content in this course will be combined with knowledge elements about democracy. Also, the concept of so-called competences for a culture of democracy, developed by the Council of Europe, will be presented. As a third element, this course is characterized by the idea that more practical relevance must be included in the training of teachers. We ask you to answer the following questions. It helps us to improve ourselves and to learn more about the impact.</p> <p><b>I General remarks</b></p> <p>Please, answer the following questions:</p> <p>1. I am familiar with Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC)</p> <table border="1"> <tr> <td>Not at all</td> <td></td> <td>To some degree</td> <td></td> <td>A great deal</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <p>2. Have you ever been introduced to resources/manuals related to democracy and human rights education at your university courses taken so far?</p> <table border="1"> <tr> <td>Not at all</td> <td></td> <td>To some degree</td> <td></td> <td>A great deal</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <p>3. I currently feel prepared to critically reflect on my future professional practice</p> <table border="1"> <tr> <td>Not at all</td> <td></td> <td>To some degree</td> <td></td> <td>A great deal</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	Not at all		To some degree		A great deal	1	2	3	4	5	Not at all		To some degree		A great deal	1	2	3	4	5	Not at all		To some degree		A great deal	1	2	3	4	5	<p><b>Post</b></p> <p>Country:.....</p> <p>University and Faculty .....</p> <p>.....</p> <p>Title of the course .....</p> <p>Name of the lecturer .....</p> <p>The course was on bachelor level <input type="checkbox"/></p> <p>The course was carried out on master's level <input type="checkbox"/></p> <p>Female <input type="checkbox"/></p> <p>Male <input type="checkbox"/></p> <p>You have attended a semester course that is part of an international democracy project. The regular course content was combined with knowledge elements about democracy. Also, the concept of so-called competences for a culture of democracy, developed by the Council of Europe, was presented. As a third element, this course is characterized by the idea that more practical relevance must be included in the training of teachers. We ask you to answer the following questions. It helps us to improve ourselves and to learn more about the impact.</p> <p><b>I General remarks</b></p> <p>Please, answer the following questions:</p> <p>1. I am familiar with Council of Europe Reference Framework of Competences for Democratic Culture (RFCDC)</p> <table border="1"> <tr> <td>Not at all</td> <td></td> <td>To some degree</td> <td></td> <td>A great deal</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <p>2. Have you ever been introduced to resources/manuals related to democracy and human rights education at your university courses taken so far?</p> <table border="1"> <tr> <td>Not at all</td> <td></td> <td>To some degree</td> <td></td> <td>A great deal</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table> <p>3. After participating in this course, I feel better prepared to critically reflect on my future professional practice</p> <table border="1"> <tr> <td>Not at all</td> <td></td> <td>To some degree</td> <td></td> <td>A great deal</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	Not at all		To some degree		A great deal	1	2	3	4	5	Not at all		To some degree		A great deal	1	2	3	4	5	Not at all		To some degree		A great deal	1	2	3	4	5
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## II. Democracy content and RFCDC

4. To what extent do you believe knowledge about principles of democratic practice and human rights education are important in your future role as a teacher.

Not at all		To some degree		A great deal
1	2	3	4	5

5. To what extent do you find it important to create a democratic culture in school?

Not at all		To some degree		A great deal
1	2	3	4	5

### III Teaching skills

Please rate the following statements

6. Do you feel prepared to create a democratic culture in school during your university education?

Not at all		To some degree		A great deal
1	2	3	4	5

7. I feel prepared to critically reflect on my future professional practice.

Not at all		To some degree		A great deal
1	2	3	4	5

8. I am well equipped with tools and strategies allowing me to use **active and participatory methods** in my role as a teacher.

Not at all		To some degree		A great deal
1	2	3	4	5

9. Have you carried out practical teaching in schools during your teacher education?

YES NO

10. If you answered yes to the question above – how many hours of practice have you carried out in total?

11. Have you carried out any practical teaching through mock-teaching during your teacher education?

YES NO

## Remarks about the Module

4. Which aspects of the course did you find particularly useful for your future teaching practice? (tick any that applies)

☐ Learning about key competences and descriptors in accordance with the Reference Framework of Competences for Democratic Culture

☐ The possibility for me to develop my practical skills as a teacher through mock-teaching class

☐ The possibility for me to develop my skills as a teacher by practicing teaching in a school

☐ The interactive group work

☐ Debriefing sessions

☐ Reflection of my own teaching practice

☐ New resources/ manuals introduced related to democracy and human rights education

☐ Other:

Feel free to specify your answer.

## II. Democracy content and RFCDC

5. To what extent do you believe knowledge about principles of democratic practice and human rights education are important in your future role as a teacher

Not at all		To some degree		A great deal
1	2	3	4	5

6. To what extent do you find it important to create a democratic culture in school?

Not at all		To some degree		A great deal
1	2	3	4	5

### III. Teaching skills

Please rate the following statements:

7. After participating in this course, do you feel better prepared to create a democratic culture in school during your university education?

Not at all		To some degree		A great deal
1	2	3	4	5

8. After participating to this course I fee to critically reflect on my future professional practice.

Nt at all		To some degree		A great deal
1	2	3	4	5

12. If you answered yes to the question above – how many hours of mock teaching have you carried out in total?

13. I have received feedback from my mentors when (if) I carried out teaching practice (mock-teaching and school practice) which has helped improving my teaching skills.

Not at all		To some degree		A great deal
1	2	3	4	5

9. After participating in this course I feel better equipped with tools and strategies allowing me to use active and participatory methods in my role as a teacher.

Not at all		To some degree		A great deal
1	2	3	4	5

10. Have you carried out any practical teaching in schools during this course?

YES NO

11. If you answered yes to the question above – how many hours of practice did you carry out

12. Have you attended/carried out any practical teaching through mock-teaching during this course?

YES NO

13. Would you be willing to use any of the activities that you took part in during this course in your own future training?

YES NO

If yes, please indicate which one .....

.....

If no, please explain why not.....

.....

14. Finally, do you think taking part in this course has improved your teaching skills?

Not at all		To some degree		A great deal
1	2	3	4	5

Please explain your answer (by examples):

.....

.....



## 4.6. Living Democracy web site

[www.living-democracy.com](http://www.living-democracy.com)



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