

Desire to end violence: Human rights and intercultural citizenship in teacher education

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Abstract

An intercultural citizenship perspective should be included in all levels of education, and pre-service teacher programmes are no exception. Teachers themselves should be committed citizens of a world community in order to teach their students to uphold rights and obligations based on common human values. This project describes an interdisciplinary approach to the theme of women's rights in initial teacher education: it starts with work on *A streetcar named desire* as a springboard for the discussion of domestic violence and broadens the topic through the integration with the contents of core subjects. The sections for each content area, which are relevant to specific course aims as well as to human rights education, can also be used on a stand-alone basis.

Keywords: teacher education; human rights education; women's rights.

Resumen

Todos los niveles educativos deberían incorporar una perspectiva de ciudadanía intercultural, y la formación docente no es una excepción. Los educadores deben ser ciudadanos comprometidos de una comunidad mundial para inculcar en sus estudiantes la defensa de derechos y obligaciones basados en valores humanos compartidos. Este proyecto presenta un enfoque interdisciplinario para la temática de los derechos de la mujer en la formación docente de grado: comienza con el abordaje de *A streetcar named desire* como punto de partida para la discusión de la violencia doméstica y amplía la temática a través de la integración con los contenidos de otras unidades curriculares. Los apartados para cada unidad curricular, que tienen relevancia tanto para objetivos específicos como para los de la educación en derechos humanos, pueden ser utilizados también en forma independiente.

Palabras clave: formación docente; educación para los derechos humanos; derechos de las mujeres.

Preview

Level: EFL Initial Teacher Education–2nd or 3rd year

Language competence: B2+/C1 (Common European Framework of Reference)

Age of students: Young adults (18–22)

Type of project: Interdisciplinary

Theme: Women's rights

Estimated time: Approximately 5 weeks (see chart with timeline under Instructional Plan)

Summary

Pre-service EFL teacher education programmes should prepare future educators to be committed citizens of a world community based on common human values and should foster the active involvement of students in knowledge production that is connected to their everyday lives. Human Rights Education (HRE) “equips teachers and learners to engage with other cultures on the basis of equality of dignity” (Starkey, 2005, p.31), yet it may be perceived to detract from academic subjects which are considered central for effective training.

This project integrates the theme of women’s rights with the contents of different traditional subjects in 2nd or 3rd year of initial teacher education. It has been designed taking into account the curriculum for EFL teacher education in Santa Fe, Argentina, and therefore presupposes the separate subjects Literature, Social Studies and Didactics or Teaching Workshop, but on the understanding that, even if labels differ, these content areas are bound to be present in any teacher education programme.

It starts with work on *A streetcar named desire* (T. Williams) in Literature as a springboard for the discussion of domestic violence and the application on the play of textual intervention techniques (Pope, 1998). It continues in Social Studies with an overview of the UN Beijing Platform for Action on its 20th anniversary to introduce the analysis of local and international legislation and statistics regarding violence against women. It finishes in Didactics or Teaching Workshop with the design of a campaign on the topic to be implemented in secondary and/or primary schools. A possible extension for Language is outlined, where the products of the work in Literature and/or Social Studies are taken up as input for writing. All activities are designed to promote critical thinking, decision-making and collaborative learning skills, and rely heavily on the use of learning technologies to foster the development of e-competencies (Cobo Romani, 2009). Formative assessment and reflection tools are also provided.

While it is believed that the project will have a greater impact if implemented following this interdisciplinary approach, the section for each content area, which is relevant to specific course aims as well as to HRE, can be used on a stand-alone basis.

In both cases, formal assessment can be carried out separately focusing on course aims and contents.

From Theory to Practice

Embracing an intercultural approach to language teaching involves developing knowledge, skills, attitudes and values which are essential to understand intercultural human relationships. It entails encouraging learners to become reflective and critical so they can deepen their understanding of their own identity and relativise their relationship with their own culture (Byram, Gribkova & Starkey, 2002).

Literature enables readers to experience other lives vicariously, and is therefore powerful to stimulate the imagination, to develop an awareness of otherness, to deepen a sense of identity and to build bridges across cultures. It brings into the classroom examples of authentic language use laden with feelings and emotions, and can contribute to intercultural language learning, particularly if textual transformation and comparison strategies are applied (Porto, 2012).

Citizenship education also plays a key role in an intercultural approach. Education for national citizenship (associated with a sense of belonging to the nation-state) can become an instrument of alienation and exclusion as it emphasises the primacy of the national community. In contrast, global or cosmopolitan citizenship education, rather than furthering nationalisms, extends the idea of community to understand it as being composed of all human beings, thus focusing on our common humanity in addition to local and national feelings of belonging. It stresses a sense of solidarity with others to accept our shared responsibility for the future and the peaceful resolution of conflicts (Osler & Starkey, 2003). In the words of Trotta Tuomi, Jacott and Lundgren (2008, p. 23), it is “deeply connected to having a world embracing perspective scrupulously upholding, not only my rights and your obligations, but also your rights and my obligations.”

Because human rights are universal, indivisible and inalienable, they provide a basis to develop empathy among people of different origins and backgrounds. HRE, therefore, supplies standards regarding democracy, human dignity and equality that ensure the common ground required for an intercultural approach and the examination of controversial issues without falling into cultural relativism. It encourages learners to perceive themselves as citizens with rights and responsibilities and to take action on human rights issues, and thus has “the potential to challenge existing structures whether of the school or of wider society” (Starkey, 2012).

In foreign language learning, HRE can also be motivational, since it introduces intellectually stimulating topics related to real issues. Moreover, it pursues procedural and attitudinal objectives in keeping with a communicative orientation, such as skills

required for dialogue, critical thinking, persuasive argument, decision-making and collaborative learning (Starkey, 2005). Clearly, pre-service and in-service teacher education need to prepare educators to implement this approach with professionalism by providing opportunities to experience “teaching methodologies and classroom practices that embody rights principles and encourage critical reflection and action” (Trivers & Starkey, 2012).

Materials and Technology

- Copies of *A streetcar named desire* by Tennessee Williams
- [The Beijing platform for action: inspiration then and now](#)
- Digital files of [The world's women 2010. Trends and statistics](#) (United Nations report) and [Summary of the results of the implementation of the Belém do Pará convention after the first and second multi-lateral evaluation rounds](#) (Organisation of American States report)¹
- Class computer and data projector
- Students’ personal netbooks (or similar device)
- Internet access
- Printer (optional)

Student Interactives Available from [ReadWriteThink](#)

These free tools have been designed for the development of literacy and do not require registration, which makes them ideal for classroom use. They are used throughout this project so that students have the chance to experience them and perhaps resort to them in their own teaching practice.

- [Compare & contrast map](#): a graphic organizer to outline ideas for comparison essays
- [K-W-L creator](#): a tool to create a Know-Want to know-Learnt chart
- [Plot alternatives designer](#): a tool to create a cause and effect chain based on changing a decision from a book
- [Printing press](#): a tool to create newspapers, brochures and flyers
- [Notetaker](#): a tool to write outlines and organize them in different levels
- [Trading card creator](#): a tool to explore characters in books or history, places or even physical objects
- [Venn diagram](#): a tool to organise information in two or three overlapping circles

Web 2.0 Resources

These commercial tools, which students may know already, offer a free option but require registration. All of them include a *Help* section and some their own tutorials, although depending on the students’ previous experience a specific tutorial may need to

be designed.

- [Tackk](#)
- [PosterMyWall](#)
- [Animoto](#)
- [Powtoon](#)
- [MakeBeliefs](#)
- [Toondoo](#)
- [Dvolver](#)

Preparation

All Lecturers

1. Gain access to and familiarise yourself with the technology and materials needed for this project, particularly the *Beijing Declaration and Platform for Action* and the websites *UN Women* and *Beijing+20*.
2. Test the *ReadWriteThink* interactives on your computer to familiarise yourself with the tools and ensure that you have any necessary plug-ins installed.

Literature Lecturer

1. Address *A streetcar named desire* by Tennessee Williams following general course aims (analysis of generic conventions, themes, symbols, language, etc.).

Social Studies Lecturer

1. Address (or revise) the structure, functions and brief history of the United Nations following general course aims.

Didactics/Teaching Workshop Lecturer

1. Address (or revise) CLIL and Task Based Learning approaches (especially notions of Enabling Tasks and Comprehensible output), teacher roles (management of feedback) and pedagogic use of learning technologies following general course aims.

Instructional Plan

Project Timeline

Table 1 shows the sequence of the activities in the different subjects.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Literature	Session 1	Session 2	Session 3			
Social Studies			Session 1	Session 2		
Didactics/ Workshop				Session 1	Session 2	
Language*					Session 1	Session 2

* Optional extension.

Table 1. Project timeline.

General Objectives

Students will:

- identify forms of violence against women as a violation of human rights
- develop skills for identifying and acting on human rights concerns, such as violence against women
- become aware of their rights and responsibilities regarding women's rights to take a participatory stance and become agents of social change
- perceive themselves as citizens of a world community based on common human values
- recognise dialogue, debate and cooperation as valuable practices for the accomplishment of goals
- use digital technologies, including the Internet, to plan, produce, publish, and update shared writing products
- increase their sense of responsibility for their own work by co-designing and applying rubrics for self and peer assessment
- develop their intercultural communicative competence in English

Specific Objectives

Literature. Students will:

- interpret explicit and implicit elements contributing to character portrayal
- analyse how the decisions that characters make affect plot
- write narrative outlines to develop imagined events using well-chosen details and well-structured event sequences
- communicate ideas effectively in prepared spoken presentations

Social Studies. Students will:

- become acquainted with national and international legislation regarding women's rights

- compare, contrast and assess information from a variety of sources in different formats
- justify conclusions
- write concise informative and argumentative texts focused on discipline-specific content complemented with visual material to enhance meaning

Didactics/Teaching Workshop. Students will:

- analyse stages required in a Task Based Learning approach
- plan a task that fosters a meaningful and relevant learning experience
- evaluate and integrate multiple sources of information presented in diverse formats and media
- develop teaching materials mediated by learning technologies
- analyse the suitability of materials designed by classmates

Implementation

Literature

Session 1 (80 minutes)

1. After class discussion of *A streetcar named desire* by Tennessee Williams following general course aims (analysis of generic conventions, themes, symbols, language, etc.), introduce the interactive tool [trading card creator](#) using a data projector. Have a general class discussion of the elements, if necessary looking at the Romeo example provided.
2. Divide students into six groups. Assign the main characters Stanley, Stella and Blanche to two groups each to design a Trading Card.
3. While groups brainstorm the task and design the card on their personal netbooks (or similar device), circulate around the room providing help and feedback as appropriate.
4. Have groups working on the same character swap their work. They could email it or simply swap netbooks, but make sure they save a draft as a *.rwt file. They analyse similarities and differences with their own work and decide on any adjustments they consider necessary. For homework the groups either publish the final card on the class blog or print out a copy to display on the board.

Session 2 (80 minutes)

1. With students taking turns to report to the class about the character they worked on, the class fills in a [3 circle Venn diagram](#) on a computer connected to a data projector. The aim is to identify similarities and

causes for conflict among them.

2. Project [this clip](#) from a film version of the play (extract from Scene 3). Lead a class discussion: Why do you think the characters act as they do? What would you have done if you were Stanley/ Stella/ Blanche/ Eunice/ friends? How would the rest of the plot have changed as a result? What social issue is illustrated? Have you heard of similar stories?
3. Ask students to complete the UN [Test your knowledge quiz](#) (online if they have their personal netbooks, otherwise provide a printout) as a lead-in. Project the answers and the video [Empowering women - Empowering humanity: Picture it!](#) (3 min) by UN Women. Students respond freely to both.
4. Ask if students have heard of the Beijing Declaration and Platform for Action and invite them to explore at home the site Beijing+20, particularly [The Beijing platform for action: inspiration then and now](#), articles 112 to 128 from the *Report of the Fourth World Conference on Women* (Beijing, 1995) and [Get involved](#). Inform them that they will continue working on the topic of women's rights and empowerment in the subject Social Studies, but in preparation for this they should fill in the first two columns in a [KWL chart](#) at home.

Session 3 (80 minutes)

1. Project these two film versions of the ending of the play: [the one directed by John Erman](#) (1984), which is faithful to the original and [the one by Elia Kazan](#) (1951), which alters the ending to have Stella leave Stanley. The class discusses the suitability of this ending taking into account the characters themselves and the events leading up to it.
2. Divide students into groups of three or four. Each group should decide on some change to the original plot. Ask them to debate within the group and identify some point at which their version will depart from the original. Together they should use the interactive tool [Plot alternatives designer \(cause and effect chain\)](#) to plan their textual intervention and prepare a five-minute oral presentation for the class. Agree on specific rubrics for this task (See Appendix A). Circulate around the room providing help and feedback as appropriate.
3. All groups present their alternatives while classmates complete a feedback questionnaire based on the rubrics in (2). Suggestions are made and the class discusses social implications of these versions (for example if they would be more feasible in some countries than others,

at the time the play was written or today, whether they presuppose the existence of certain legislation, etc.). Alternatively, groups could act out a selected scene from this new plot.

Social Studies

Session 1 (80 minutes)

1. Reintroduce the topic of the Beijing Declaration and Platform for Action through the video [Message of UN women executive director Phumzile Mlambo-Ngcuka on the International Day to End Violence against Women 2014](#) (3 min) and the infographic [Violence against women—A global pandemic in many forms](#). Discuss: What organisations are mentioned? What information do you find the most striking?
2. In pairs students compare their KWL charts (See Literature Session 2.4) and add any categories they see fit.
3. Divide students into groups of four that include members of different pairs to complete the third column of their [KWL chart](#). Circulate around the room providing help and feedback as appropriate. Suggest the following sites as sources of information, though students should be free to explore others:
 - [The Beijing platform for action: inspiration then and now](#)
 - [Facts and figures: ending violence against women](#)
 - [1993 UN Declaration on the elimination of violence against women](#)
 - [Ending violence against women: from words to action study of the Secretary-General](#)

Session 2 (80 minutes)

1. Students continue working in the same groups as at the end of the previous session. Tell them they are going to extract information from comparative charts and statistics to find out the state of affairs in our country. Make these files available to them by email, LMS² or blog:
 - [The world's women 2010. Trends and statistics](#). The Statistical Annex of this report from the United Nations (pp. 177-240) consists of figures for categories such as health, education, labour force participation, paid and unpaid work, maternity leave benefits, prevalence of violence against women, physical and/or sexual violence against women by current or former intimate partner, female genital mutilation/cutting, women's attitudes towards wife beating, power and decision-making, etc. Data include countries or

areas with a population of at least 100,000 in 2010, grouped into the following regions: Africa, Asia, Latin America and the Caribbean, Oceania and “more developed regions” (sic).

- [Summary of the results of the implementation of the Belém do Pará convention after the first and second multi-lateral evaluation rounds](#)
This report from the Organisation of American States summarises the achievements and challenges in the member states regarding acts of violence against women, within a framework of human rights. We suggest working with pages 103-200, which list in table-form information such as legislation on violence against women, state violence against women, sexual and reproductive rights; national plans of action or strategies; access to justice for women victims of violence (administrative measures and mechanisms); specialised services for women victims of violence; budget allocated to the prevention and punishment of violence against women; statistics on violence against women, etc.
2. Assign to each group a set of three countries (two from A and one from B above) in addition to Argentina (i.e. the local country) to focus on. They choose which of these interactive tools, [Notetaker](#) or [Compare and contrast map](#) is better suited to their approach to record their findings. Circulate around the room providing help and feedback as appropriate. Note: We believe it would be useful for the lecturer to analyse the data available for each country to choose options that students are unlikely to be familiar with and are significantly more and less advanced than the local country regardless of their geographical location (in the case of the UN report), and both neighbouring and Central and North American countries (in the case of the OAS). For example:
 - Progress of the World: Estonia and Kenya; Bangladesh and Finland; Montenegro and Cambodia; Tunisia and New Zealand; Ethiopia and United Arab Emirates.
 - Belém do Pará Convention: Mexico, Guatemala, Bolivia, Uruguay, and Brazil.
 3. Finally, using the interactive tool [Printing press](#) each group creates a flyer with their findings, which should include some reference to the KWL chart and a personal conclusion as regards the pending matters in Argentina. In advance, agree on specific rubrics for this task (See Appendix A). Depending on time constraints, these flyers could be the basis for an oral presentation for the whole school, for the class, or

simply shared in a website or blog for feedback from classmates or the school community.

Didactics/Teaching Workshop

Session 1 (80 minutes)

1. Project the videos [UN Secretary General on the role of youth in ending violence against women](#) (4 min.) and [Youth voices on ending violence against women](#) (2 min.). Both videos introduce courses of action young people can follow to help to end violence against women. Students discuss if the measures suggested are suitable to the school context and put forward their own ideas. Explain that students are going to design a campaign on the subject to use in secondary schools (depending on your context you could have some groups design a campaign or activities for primary school as well).
2. Brainstorm the main elements that should be considered. These will need to include content suitability to the age, knowledge of English, awareness of local options and legislation, and enabling tasks that different options would require.
3. Brainstorm some components the campaign could include, e.g. posters, videos, cartoon strip, Facebook page or group, class activities, etc., how they relate to the elements discussed in #2 above and any other considerations that should be borne in mind.
4. Agree on specific rubrics for this task (See Appendix A).
5. Divide the class in groups of four or five. Ask them to write a first draft of the project, specifying the age and language level it is targeted at (preferably a school/ group where they have done observations already) on [Google Drive](#). Circulate around the room providing help and feedback as appropriate.
6. After about 20 minutes have all the groups share their ideas with the class and comment on them.
7. If time allows, groups go on to do some research to decide the specific content of the campaign. Otherwise they should do that at home, writing possible links or ideas in the shared Google Document.
8. Suggest the following sites as sources of information, though students should be free to explore others:

Examples of resources

- [Social media packages #Beijing20](#)
- [Equality wheel for teens](#)

- [Teen power and control wheel](#)
- [Violentómetro en el mundo](#)

Some international campaigns

- [UNiTE to end violence against women](#)
- [HeForShe](#)
- [It's On Us](#)

Useful international websites

- [Amnesty International. Making rights a reality: human rights education workshop for youth](#)
- [National domestic violence hotline and break the cycle](#)
- [Violence against women prevention Scotland](#)
- [National Union of Teachers: Violence against women and girls](#)
- [Women's Aid Federation of England](#)
- [Bristol against violence and abuse](#)
- [Domestic violence resource centre Victoria, Melbourne \(DVRCV\)](#)
- [Inter-American commission of women. "Delete virtual violence" contest](#)

Local websites (in Spanish)

- [City \(Rosario\)](#)
- [Province \(Santa Fe\)](#)
- [Country \(Argentina\)](#)

9. Also suggest the following tools and provide tutorials if necessary, though students should be free to explore others:
- Posters: [Tackk](#) and [PosterMyWall](#)
 - Videos: [Animoto](#) and [Powtoon](#)
 - Cartoons: [MakeBeliefs](#), [Toondoo](#) and [Dvolver](#)

Session 2 (80 minutes)

1. Groups continue working on their project. By the end of the session they should have the campaign clearly designed and at least one example of a digital artefact they are going to use ready to display. Circulate around the room providing help and feedback as appropriate.
2. Arrange for a display of the projects, accompanied by each group's commentary on rationale and technical decisions, in the class blog or website for classmates to provide feedback. Depending on suitability and interinstitutional relations, implement the campaign in the school(s) where students are observing and/or practising.

Extension (optional)

1. Students write a short story based on their textual intervention of the play in *Literature Session 3* or an essay based on their poster in *Social Studies Session 2*. They write in pairs using process writing techniques on Google Drive, checking their performance against specific rubrics.

Language focus

In addition to subject-specific vocabulary and content, this project contributes to the development of the communicative competence of prospective teachers in terms of a number of text types and language functions, such as:

- Text types: flyer, infographic, legal document, multimodal text, play, report, spoken presentation, among others.
- Language functions: agreeing and/or disagreeing, comparing, describing, expressing and justifying opinions, evaluating, hypothesising, reaching a decision through negotiation, speculating, among others.

No specific language instruction has been included taking into account the profile of the students in the local context. We understand it may be required in other settings.

Student Assessment and Reflections

Assessment is an integral part of teaching and learning. In addition to the informal observations made during the course of the sessions, the final product in each of the three subjects is assessed by applying the rubrics that have been co-designed with the students. These rubrics are instances of formative assessment that can be adapted for summative assessment if required. More importantly, they are tools for learning, as students can see them as a target to aim for, both before starting their work (as a planning tool) and while they are in the process of carrying it out (to focus on their goal). In addition, they can be used for peer assessment (*Literature and Didactics Session 3*) and for the teacher to decide on actions to consolidate or extend student performance.

Appendix A includes rubrics that we have designed for the tasks in this project. Even though examples of general rubrics can easily be found in different websites (see this [example](#) for a catalogue of resources), to ensure better learning outcomes task-specific rubrics are recommended, which should be discussed with the students and modified if necessary. Alongside discipline or project specific criteria we have included a linguistic and HRE dimension in all of them in order to direct students' attention to these aspects of their learning. Reflection also appears as a separate dimension in the case of Social Studies (flyer) and is subsumed in Content in the other two.

See Appendix A:

- Suggested rubrics for Alternative Plots
- Suggested rubrics for Flyer
- Suggested rubrics for Campaign

The students also self-assess the work of their group through a form that they submit, and which, together with the products created, will allow the teacher to assess strengths and weaknesses in class dynamics and project implementation to shape future work. It will be noted that the criteria included focus on attitudes that are in keeping with HRE. This aspect is essential and should be an integral part of the subjects throughout the year.³

See Appendix B: Self-assessment of group work

Finally, to aid reflection on individual and group performance as well as the role of learning technologies in the project, a set of questions has been designed which could be discussed with peers and/or the teacher and integrated into the students' portfolios. In addition to assisting students in developing a stronger sense of self-efficacy, they will provide valuable insights for the teacher's own reflection on the learning process.

See Appendix C: Reflection guidelines

Related Websites

Useful related websites have been identified in the instructional plan.

Conclusion

Current trends in initial second language teacher education advocate a move away from transmission modes of teaching towards the development of communities of learners who, guided by a common interest, engage in social practices and collaborate to develop new knowledge and skills.

The project described here blends disciplinary and HRE contents through the theme of violence against women, engaging initial teacher education students in an exploration of authentic materials that will enable them to compare past and present and local and international circumstances from the perspective of the basic common rights that all human beings are entitled to. The knowledge, skills and attitudes that are developed encourage respectful collaboration and critical reflection to make the classroom a model of democratic practice, to imagine possible worlds and to take concrete action. The project thus moves beyond the "how-to-teach" into the "what-to-teach" (Starkey, 2005, p.38) to empower teachers-to-be to become committed citizens of a world community. In this way, intercultural competence for democratic citizenship will make its way into the classrooms of future generations.

Notes

1. If implementing this project in countries which do not belong to the OAS we suggest using materials from a counterpart organisation. OAS member states: Antigua and Barbuda, Argentina, Bahamas, Barbados, Belize, Bolivia, Brazil, Chile, Colombia, Costa Rica, Dominica, Dominican Republic, Ecuador, El Salvador, Guatemala, Guyana, Jamaica, Mexico, Panama, Paraguay, Peru, Saint Vincent and the Grenadines, Saint Kitts and Nevis, Saint Lucia, Suriname, Trinidad and Tobago, Uruguay and Venezuela
2. Learning Management System: An information system that administers instructor-led and e-learning courses and keeps track of student progress. ‘LMS.’ YourDictionary, n.d. Web. 5 April 2015. <http://www.yourdictionary.com/lms>.
3. In that case this [example](#) (drawn from a *Project Course in Strategy Modelling* at the University of Stanford) would provide a good springboard for the development of rubrics.
4. Adapted from Montecino, V. “Peer group evaluation”. Retrieved February 10, 2015 from <http://mason.gmu.edu/~montecin/peereval.htm>
5. Adapted from Linse, Angela R., Ph.D. “Team/Team Work Peer Evaluation”. Schreyer Institute for Teaching Excellence, Penn State University. Retrieved February 1, 2015 from http://www.schreyerinstitutione.psu.edu/pdf/Team_Peer_Evaluation_Examples.pdf

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Trotta Tuomi, M., Jacott, L., & Lundgren, U. (2008). *Education for world citizenship: Preparing students to be agents of social change*. CiCe Guidelines. London Metropolitan University.

Appendix A: Suggested Rubrics

Developing Alternative Plots (Literature)

	Outstanding	Satisfactory	Limited
Comprehension	Choices provide insight, understanding, and reflective thought about the topic.	Choices provide some insight, understanding, and reflective thought about the topic.	Choices show no evidence of insight, understanding, or reflective thought about the topic.
HRE	Choices reveal full awareness and understanding of the issue of violence against women as defined by the Beijing Platform for Action.	Choices reveal some awareness and understanding of the issue of violence against women as defined by the Beijing Platform for Action.	Choices reveal no awareness or understanding of the issue of violence against women as defined by the Beijing Platform for Action.
Plot	Chain of events is logical and keeps the interest of the reader.	Most of the events fit logically into the plot. There are some unnecessary or missing events.	Chain of events is only slightly logical to not logical at all.
Linguistic range, appropriacy and accuracy	A range of language appropriate to the tasks is used. Some minor errors occur.	Language appropriate to the tasks. Some errors occur.	Limited range of language. Little control.
Presentation skills	Communicates ideas with enthusiasm and clear diction. Volume, intonation and eye contact maintain audience interest throughout. Little or no hesitation.	Communicates ideas adequately. Suitable diction, volume, intonation and eye contact but not sustained throughout. Some hesitation occurs.	Difficulty communicating ideas. Low volume and/or monotonous tone and/or frequent mispronunciation. No effort to make eye contact with audience. Intrusive hesitation.

Flyers (Social Studies)

	Outstanding	Satisfactory	Limited
Content	Covers topic completely and in depth, showing awareness of civic rights and responsibilities and respect for other cultures.	Includes essential information, showing some implicit awareness of civic rights and responsibilities and respect for other cultures.	Includes little information or information is not relevant or awareness of civic rights and responsibilities cannot be inferred.
Design	Uses visual elements and conventions of layout to communicate ideas effectively.	Uses a number of visual elements and conventions of layout to communicate ideas clearly.	Uses few/ excessive visual elements and conventions of layout are not clear.
Reflection	Reveals careful consideration and includes a well-supported personal conclusion.	Includes a personal conclusion that is adequately supported.	Personal conclusion is unsupported or includes unclear or irrelevant ideas.
Linguistic range, appropriacy and accuracy	A range of language appropriate to the tasks is used. Some minor errors occur.	Language appropriate to the tasks. Some errors occur.	Limited range of language. Little control.

Campaign (Didactics)

	Outstanding	Satisfactory	Limited
Project: scope and organisation	Thoroughly developed and clearly organised to engage all students in active learning.	Lacking in detail and/or requires some reformulation.	Restricted in scope and/or poorly organised and/or mostly teacher directed.
Project: relevance	Anticipates learning difficulties and fosters a meaningful learning experience that is relevant to all students.	Anticipates some learning difficulties and fosters a meaningful learning experience that caters for several learning needs, styles, and interests.	Does not anticipate difficulties and/or is not meaningful and/or shows no differentiation.
Artefact: content	All information is appropriate. It encourages actions to end violence against women.	Most information is understandable. It reflects the issue of violence against women.	Information is confusing or inappropriate.
Artefact: design	Communicates ideas effectively and uses graphic and multimedia elements to create interest and enhance understanding of concepts, ideas and relationships.	Communicates ideas clearly and attempts to use graphic and multimedia elements to create interest and enhance understanding.	The inappropriate use of graphic and multimedia elements detracts from the content. /The graphic and multimedia elements do not contribute to understanding.
Linguistic range, appropriacy and accuracy	A range of language appropriate to the tasks is used. Some minor errors occur.	Language appropriate to the tasks. Some errors occur.	Limited range of language. Little control over spelling, punctuation or grammar.

Appendix B: Self-assessment of group work

GROUP WORK EVALUATION⁴

Hand this in to the lecturer.

Your name _____ Section _____

Activity _____ Class _____ Date _____

1. Names of group members. The letters correspond to the students' names. Include your own name in the first line labelled "a". If given the opportunity, would you want to work with this group member again? Say "Yes", "Maybe" or "No"
 - a. _____ Again? _____
 - b. _____ Again? _____
 - c. _____ Again? _____
 - d. _____ Again? _____
2. Rank each member (a, b, c, d) with a 1, 2, 3 or 4 (1=Poorly, 4=Extremely well). Remember to include yourself!

	a	b	c	d
Reliable with deadlines and meetings				
Respected each group member's opinion				
Contributed his/her share to discussions				
Knowledgeable about assignments and his/her role and fulfilling that role				
Gave input for work-in-progress promptly and with a good faith effort				
Contributed to overall project success				

Don't base your evaluations on friendship or personality conflicts. THESE EVALUATIONS WILL NOT BE SEEN BY YOUR GROUP MEMBERS.

Appendix C: Reflection guidelines

REFLECTION TIME

Keep this in your folder/portfolio for future reference.

Activity _____ Class _____ Date _____

Personal work

1. What can I do now that I couldn't do before?

2. What do I know now that I didn't know before?

3. What activities (designed by the lecturer or by myself) helped me to learn/ do that?

4. How can I transfer that outside the classroom?

5. How did the use of learning technologies help me to achieve my goals?

6. Were any of the ICT tools I used unsatisfactory? Why?

7. What do I plan to do differently next time?

Group work⁵

1. Overall, how effectively did your group work together on this project?
 Poorly Adequately Well Extremely well
2. Give one specific example of something you learned from the group that you probably would not have learned on your own.

3. Give one specific example of something other group members learned from you that they probably would not have learned without you. How can I transfer that outside the classroom?

4. Suggest one specific, practical change the group could make that would help improve everyone's learning.
