

2024

Curriculum Development in Human Rights Education: Teacher Candidates and Faculty Members' Views

Faramarz Yaşar Abedi

Hacettepe University, abedi.faramarz@gmail.com

Seval Fer

Hacettepe University, seval.fer@gmail.com

Follow this and additional works at: <https://repository.usfca.edu/ijhre>



Part of the [Education Commons](#)



This work is licensed under a [Creative Commons Attribution-NonCommercial-No Derivative Works 4.0 International License](#).

Recommended Citation

Abedi, F., & Fer, S. (2024). Curriculum Development in Human Rights Education: Teacher Candidates and Faculty Members' Views. *International Journal of Human Rights Education*, 8(1). Retrieved from <https://repository.usfca.edu/ijhre/vol8/iss1/7>

This Article is brought to you for free and open access by USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. It has been accepted for inclusion in International Journal of Human Rights Education by an authorized editor of USF Scholarship: a digital repository @ Gleeson Library | Geschke Center. For more information, please contact repository@usfca.edu.



International Journal of Human Rights Education

Volume 8, 2024

<https://repository.usfca.edu/ijhre>

Article

Curriculum Development in Human Rights Education: Teacher Candidates and Faculty Members' Views

Faramarz Yaşar Abedi* and Seval Fer**
Hacettepe University

* Faramarz holds a PhD degree in Curriculum & Instruction from Hacettepe University, Turkey. He has served in different secondary and tertiary-level teaching positions like Girne American University and Ankara Medipol University. Since 2023, Faramarz has been working as a refugee protection officer in Association for Social Development and Aid Mobilization, Turkey. The key responsibilities involve safeguarding the rights, safety, and basic needs of asylum seekers and temporary protection applicants. Additionally, he offers services for social integration, Need for Life Skills (NFS) program implementation, and psychological well-being, assesses individual needs, promotes community awareness, and collaborates with various organizations to effectively meet these needs. He is currently affiliated with the Association for Social Development and Aid Mobilization – Turkey. abedi.faramarz@gmail.com

** Seval Fer is a Professor at the Faculty of Education at Hacettepe University in Ankara. She holds a PhD in Curriculum and Instruction from Gazi University (Turkey) and an Masters in Vocational Education/Curriculum from Wisconsin-State University, Wisconsin (USA). She teaches at undergraduate and graduate levels and directs seminars and workshops for local schools. She has published seven books, contributed chapters to five more books, and published articles in professional journals. She has also worked on national and international projects concerning curriculum and instruction in Turkey, as well as for the European Union and World Bank. Her current research interests include curriculum studies and instructional design. seval.fer@gmail.com

Abstract

Human Rights Education (HRE) is believed to be crucial in teacher education as it equips teacher candidates (TCs) with the knowledge, skills, values, and behaviors to contribute to the establishment of a human rights culture. However, there is little evidence of HRE curriculum development in Turkish Teacher Education Programs (TTEP). Unfortunately, HRE is not specifically mentioned as a distinct subject or area of study in TTEP. This convergent mixed methods research (MMR) study aimed to understand TCs and Faculty Members' (FMs) views on identifying HRE curriculum components in TTEP. The study merged quantitative survey and qualitative interview data to provide an in-depth confirmatory and complementary explanation of curriculum components in TTEP. Descriptive statistics and the Chi-square test were employed to identify relationships between FMs' and TCs' views on the HRE curriculum, and the qualitative data analysis framework proposed by Miles, Huberman and Saldaña (2019) was used for deductive and inductive coding and comprehension of the statements. The results, which were also discussed in a recent article in Human Rights Education Review (see: Abedi & Fer, 2023), revealed that the participants support an HRE curriculum to raise human rights awareness among FMs and TCs, empower them to advocate for fundamental rights and freedoms, and support learner-centered and interaction-centered learning and effective evaluation processes. The implications for practitioners and researchers, along with the limitations, are discussed.

Keywords: human rights education, Turkey, curriculum development, teacher training

Introduction

If the main goal of Human Rights Education (HRE) is to teach students solely about human rights instruments, it may not be effective in empowering them for human rights advocacy. HRE is definitely more than just information about rights, as the United Nations (2011a) describes it as education about knowledge, through skills, and for values, attitudes, and behaviors related to human rights. Therefore, HRE is a transformative process in which educators and learners engage in personal and social transformations. It involves learning to value oneself and to recognize and value others (Magendzo & Pavez, 2017), and cultivating self-empowerment for action-oriented empathy and solidarity (Zembylas, 2016). In the transformative model of HRE, Tibbitts (2017) advocates teaching social members about human rights and empowering them to defend those rights. The transformative vision of HRE challenges injustice and supports social transformation, especially the emancipation of marginalized communities. However, human rights knowledge is

a prerequisite for recognizing and protecting these rights (Bajaj, 2011; Flowers, 2000; Waldron et al., 2011). The desired outcomes of transformative HRE are cognitive, attitudinal, and behavioral or action-oriented (Bajaj, 2011; Tibbitts, 2017), and they incorporate participatory instructional processes that expose students to the gap between human rights ideals and realities. According to Osler and Leung (2011), teachers and students actively and critically advocate for transformative human rights.

The human rights vision can help teachers understand the “humanizing and dehumanizing nature of schooling” (Jennings, 2006) and advocate for themselves, their students, and their communities. Robinson et al. (2020) presented a robust HRE framework for teachers: knowledge and values, attitude and environment, and agency and action. Further, Bajaj et al. (2016) define a set of principles of transformative HRE as endeavoring to awaken people’s critical consciousness, engaging participants and educators in collaborative learning about their social reality through entertaining, experiential, and participatory methods, working in different educational settings such as formal, non-formal, and informal, giving people access to possible new ways of being, and leading to individual and collective action. This definition provides a theoretical background for the study.

The Turkish educational context

The Turkish National Committee on the United Nations (UN) Decade for Human Rights Education was established in 1997 to provide advice during the UN Decade and to create a national program for implementing, monitoring, and evaluating HRE. The result was that 7th and 8th graders started to study “Civics and Human Rights Education” (CHRE) for one hour per week starting in 1998-1999 (National Committee on the Decade for Human Rights Education, 1999). Since 2018, HRE has been a required subject in 4th grade and taught for two hours per week. Şen (2021) asserts that while HRE should be taught in elementary schools to cultivate values, the recently established ten values to be taught in education do not include human rights, democracy, the rule of law, respect for diversity, or tolerance, indicating a failure in HRE practice in Turkey and recommending more inclusive, participatory, and

flexible curriculum development. In Turkey, the Ministry of National Education (MoNE, 2018) has added HRE to the primary school curriculum and organized in-service training on human rights, democracy, and children's rights (Gömleksiz, 2011; Karaman-Kepenekci, 2005); however, these projects are likely insufficient (Çarıkçı & Er, 2010), and teachers report their ineffectiveness in the classrooms (Akar, 2016; Balbağ & Bayır, 2016; BurrIDGE et al., 2013; Dündar & Ekici, 2019; Karakuş Özdemirci et al., 2020; Kaymakçı & Akdeniz, 2018; Şahin et al., 2020). For example, while Sahin et al. (2020) suggested a democracy and human rights elective course to be implemented at the associate, undergraduate, and graduate levels, Dündar and Ekici (2019) suggested training be held to enhance teacher candidates' attitudes toward democracy and HRE. However, there is currently insufficient data on HRE implementation in the Turkish Teacher Education Program (TTEP). As Sirota and Mitoma (2022) propose integrating HRE into global, intercultural, and social justice education in teacher education programs, TTEP is also expected to add HRE to its programs.

Therefore, this Mixed Methods Research (MMR) study focused on identifying the four components of the HRE curriculum in the TTEP: objectives, content, teaching-learning, and evaluation. Since we did not have access to any existing curriculum in Turkey to analyze, and did not intend to design a new one, our aim was to provide a framework for future research on HRE curriculum development by identifying the curriculum components with the intention of empowering faculty members (FMs) to internalize human rights and help teacher candidates (TCs) internalize human rights knowledge, skills, and values to transform their future primary and secondary teacher practices. Since no survey instrument and interview protocol were found during our literature review to address the issue in the TTEP, we, as two authors, developed the Human Rights Curriculum Design Survey (HRCDS) and a semi-structured interview protocol, which are original to the TTEP, to answer the following research question:

1. What are the faculty members' and teacher candidates' views on identifying the a) objectives, b) content, c) teaching-learning process, and

d) evaluation process of curriculum development for human rights education in Turkish teacher education programs?

Methods

We employed a convergent mixed-methods design (Figure 1) to address the research questions (Creswell & Clark, 2017).

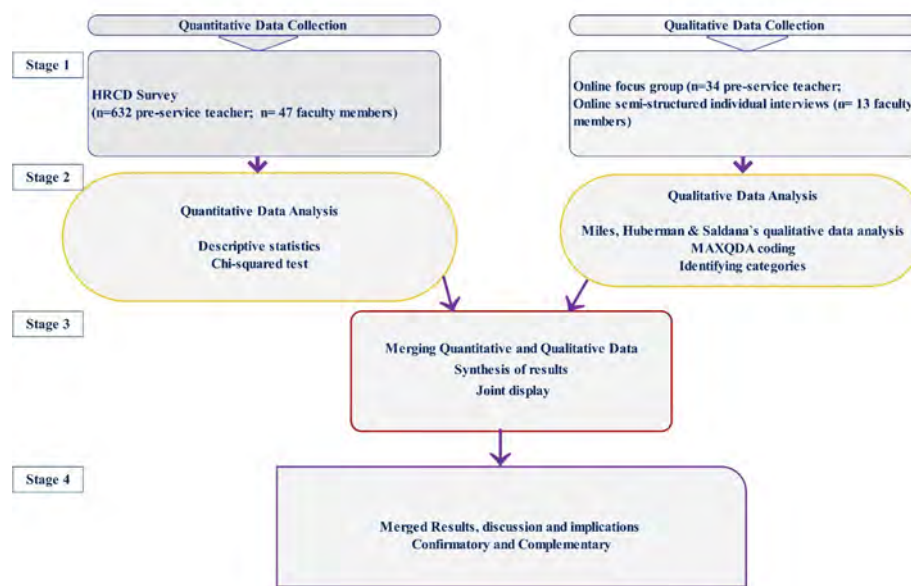


Figure 1: Convergent Mixed Methods Design Procedure

This study was a part of a PhD thesis and built on previous research about HRE in TTEP done by Abedi and Fer (2023). The study highlighted the importance of HRE in TTEP and the lack of teacher knowledge in this area in Turkey. That study evaluated the state of HRE in TTEP and emphasized the need for its inclusion. The current study goes further by providing a framework for developing HRE curriculum in TTEP. It offers new insights by focusing on curriculum components and practical application in the TTEP context. Overall, this study reinforces the importance of HRE in TTEP and adds new data and analyses to better understand how to integrate it effectively. In our study, we aimed to identify the components of the HRE curriculum and to develop a framework for HRE curriculum development in the TTEP. This required us to draw precise conclusions from faculty members

and teacher candidates. To accomplish this, we used the MMR approach, which allowed us to combine quantitative and qualitative data to obtain a more complete picture of FMs' and TCs' opinions on TTEP HRE curriculum components. The first author collected quantitative and qualitative data simultaneously to maximize time and resources during the Covid-19 pandemic. We also avoided bias and inconsistencies by using multiple data types.

In our study, we calculated faculty-to-student ratios at four major Turkish universities for Turkish Education Association (TED) University approximately (43 FMs and 127 TCs), Ankara University (35 FMs and 213 TCs), Başkent University (45 FMs and 170 TCs), and Hacettepe University (48 FMs and 288 TCs) to understand the representativeness of our sample. Our sample was specific to four universities in Ankara, not representing the entire national or international context in teacher education. We viewed our sample as engaged and interested in HRE, providing insights within TTEP. We acknowledge the limitations of our convenience sampling method, particularly during the Covid-19 pandemic, which may have introduced selection bias due to voluntary participation. While our findings provide valuable insights, they should be interpreted with caution considering these methodological constraints. The limitations are discussed in the implications section. We collected both quantitative and qualitative data concurrently (Creswell & Clark, 2017). Quantitative data were collected through the HRCDS from FMs (n=47) and TCs (n=632), while qualitative data were collected through individual and focus group interviews with FMs (n=13) and TCs (n=34) to understand their views on the HRE curriculum components in the TTEP. To obtain confirmatory and complementary data, we compared and merged quantitative statistical results with qualitative findings (Fetters & Molina-Azorin, 2017, 2019). We employed a joint-display approach (Guetterman et al., 2015) to integrate both data types and interpret the results through meta-inferences (Tashakkori et al., 2021) for a more comprehensive understanding than either method alone could offer. This design helped us save time and resources while ensuring that both quantitative and qualitative data were given equal priority. It also enabled us to compare and contrast quantitative and qualitative findings and identify the areas of convergence and divergence between them to gain a more comprehensive understanding of the HRE

components in the TTEP. We also aimed to investigate potential differences in views between fourth year TCs, who are expected to have sufficient knowledge of curriculum development, and faculty members (FMs) from four universities: Hacettepe and Ankara (state universities), TED, and Baskent (foundation universities). We included these universities in our study to achieve a diverse sample of educational contexts based on their institutions' success in TTEP and to explore potential differences in the participants' views. Meanwhile, the first author's affiliation with a private university and continuing his PhD at a state university provided him with an opportunity to closely monitor the data collection process. We selected four departments that were consistent across all four universities and could incorporate HRE into their curriculum: Psychological Counseling and Guidance (PCG), Mathematics Teaching (MT), Pre-School Teaching (PST), and Classroom Teaching (CT). We two authors developed the HRCDS and the interview protocol because no existing survey and interview protocols were found to address the issue in the TTEP, and we used them to collect quantitative and qualitative data, respectively. The survey enabled us to identify participants' views on HRE curriculum components, and the interview process expanded their views. After a thorough narrative literature review, we defined HRCDS categories using the existing HRE curriculum development principles (Rasmussen, 2012; Tibbitts, 2015; United Nations, 2016). We used a 5-point Likert scale to rank the HRCDS from 1 (strongly opposed) to 5 (strongly favored). We developed survey questions, reviewed them, and piloted the survey. The research question guided the formulation of the interview questions. Nine faculty members - one HRE, three measurement and evaluation experts, three curriculum development experts, one social sciences expert, and one Turkish language teaching expert - rated and commented on the HRCDS items and the interview questions for content validity (Creswell & Clark, 2017). We reviewed the survey questions and piloted the survey with 212 TCs from Hacettepe University for a week to ensure content validity and clarity. Based on their feedback, we removed repeated items, revised a few, and finalized 62 HRCDS items. We discuss data collection and analysis in the next section.

Quantitative Data Collection & Analysis

Due to time constraints, limited access, and potential respondent reluctance during the Covid-19 pandemic, we opted for a convenience sampling method to collect quantitative data. We employed various methods to contact participants, including department emails, academic social media portals, and departmental secretary offices, to ensure the highest possible participation rates. To address potential non-response bias, we followed up with reminder emails and phone calls to the related departments. Of the 46 FMs who participated, 38 (82.6%) were female and 8 (17.4%) were male. FMs were selected from the PCG (13), MT (9), PST (14), and CT (10) departments of Hacettepe (22), Ankara (3), TED (9), and Başkent (12) universities. The TCs included 632 participants, with 444 (70.3%) females and 188 (29.7%) males, from the departments of PCG (241), MT (40), PST (153), CT (198), Hacettepe (216), Ankara (257), TED (45), and Başkent (114) universities. The survey questions aimed to elicit participants' preferences for HRE curriculum components considering their desired outcomes. We provided clear instructions and a consent form to ensure that participants understood the study and felt comfortable answering the questions honestly. We also stressed the importance of truthful responses. The data was collected in an environmentally friendly manner using Google Forms. We used descriptive statistics and the chi-square test to identify relationships and possible differences between FMs' and TCs' views on HRE curriculum components. To measure inter-rater reliability, we used Fleiss' kappa statistic, which indicated a substantial agreement¹ among nine raters regarding the consistency of their ratings (Fleiss, 1971).

Qualitative Data Collection & Analysis

We used the same methods for contacting participants in the qualitative stage as we did in the quantitative stage due to the Covid-19 pandemic constraints and limited access to participants. Thirteen FMs (n=13) and 34 TCs (n=34) participated in semi-structured individual and focus group

¹ The Kappa was found to be $Kappa = 0.65$ ($p < 0.000$), 95% CI (0.52, 0.78).

interviews, respectively. The interviews focused on the participants' deep understanding of the HRE curriculum components. Of the 13 FMs, 11 (85%) were female and 2 (15%) were male students from PSG (3), MT (2), PST (4), and CT (4) departments, and from Hacettepe (4), Ankara (4), TED (1), and Başkent (4) universities. The 34 TCs comprised 9 (27%) female and 25 (73%) male participants from PSG (8), MT (8), PST (8), and CT (10) departments, and from Hacettepe (11), Ankara (8), TED (8), and Başkent (7) universities. After completing the interviews, we transcribed, reduced, coded, and organized the data using Miles et al.'s (2019) Qualitative Data Analysis (QDA) framework, including the data collection, reduction, display, and interpretation stages, and combining deductive and inductive coding. The deductive process involved creating a preliminary codebook based on the research questions to save time and cover all HRCDS domains, while the inductive process involved developing emergent codes by re-reading and taking notes. To ensure that the identified elements were aligned with human rights standards and to minimize bias, the coding cycle involved an in-depth reading and coding by one QDA and one HRE expert. We carried out this procedure to maintain the internal validity of the coding process (Creswell & Plano Clark, 2017). We assessed intercoder reliability (ICR) to enhance the internal reliability of the research. We calculated ICR by having two independent coders and using the coding reliability formula 'simple percentage agreement'² (Miles et al., 2019) and achieved intercoder reliability percentages of 90%, 90%, 86%, and 84% for HRE objectives, content, teaching-learning, and evaluation, respectively. Finally, direct quotes provided transparency and allowed readers to verify the research findings, thus ensuring external validity. Table 1 illustrates the survey items used in the quantitative stage and the frequency of qualitative data obtained from the interviews.

Table 1: Survey Items and Code Frequencies

HRCDS categories	Survey items	Codes	
	Being able to:	Confirmatory	Complementary
Objectives	Have awareness of basic HR principles.	Have awareness of basic HR principles=152	Internalize HR=135

² Agreement Percent: 80%

	Give importance to HRE.	Advocate for fundamental rights and freedoms=89	Advocate for multiculturalism=60
	Understand the basics of HRE.	Give importance to HRE=73	Stand up against discrimination=35
	Evaluate HRE models.	Dedicate oneself to act for justice=28	Empower empathy=31
	Value democracy culture.	Contribute to democratic participation=20	Advocate for equity=29
	Act democratically		
	Have democratic citizenship awareness.	Understand the basics of HRE=17	Advocate for children and women rights=24
	Contribute to democratic participation.	Contribute to the development of pluralistic culture=10	Empower critical thinking=17
	Respect fundamental rights and freedoms.	Apply the reconciliation process=7	Advocate for animal and environmental rights=9
	Explain basic rights and freedoms.	N/A	
	Advocate for fundamental rights and freedoms.	N/A	Advocate for refugee rights=4
	To identify rights violations and restrictions.		
	Explain the relationship between justice and rights.	N/A	N/A
	Compare issues of justice and injustice.	N/A	N/A
	Act justly	N/A	N/A
	Dedicate oneself to act for justice	N/A	N/A
	Define public interest.	N/A	N/A
	Link pluralism, diversity, and human rights.	N/A	N/A
	Adopt a pluralistic lifestyle.	N/A	N/A
	Contribute to the development of pluralistic culture.	N/A	N/A
	Explain the reasons for disagreement.	N/A	N/A
	Value reconciliation.	N/A	N/A
	Identify the benefits of reconciliation.	N/A	N/A
	Apply the reconciliation process.	N/A	N/A
	Fundamentals of HRE	Fundamentals of HRE=56	Multiculturalism=54
	Democratic life	Democratic life=17	Equity=30
Content	Rights and freedoms	Rights and freedoms=84	Discrimination=29
	Justice	Justice=26	Refugee rights=3
	Pluralism	Pluralism=10	
	Reconciliation	Reconciliation=6	
Teaching-learning	Organizing teaching in line with students and their needs	Case studies on human rights=59	N/A
	Organizing learning experiences in line with the needs of society	Implementation of HR debates=42	N/A

	Organizing activities that motivate students for HR advocacy	Implementing HR drama/role playing=42	N/A
	Organizing learning experiences that encourage discussion	Organizing teaching in line with students and their needs=30	N/A
	Organizing learning environments that encourage students to defend HR	Organizing learning experiences in line with the needs of society=22	N/A
	Working on HR problems.	Working on HR problems=21	N/A
	Working on HR stories	Organizing activities that motivate students for HR advocacy=0	N/A
	Implementation of HR debates	Implementing group work on HR=0	N/A
	Implementing group work on HR	Field-trips, observations and investigations on HR issues=11	N/A
	Case studies on HR	Inviting relevant people to classes for HR=0	N/A
	HR drama/role playing	Watching movies about HR=10	N/A
	Field-trips, observations and investigations on HR issues	Working on HR stories=10	N/A
	Inviting relevant people to classes for HR	Organizing learning experiences that encourage discussion=0	N/A
	Presentation on HR	Organizing learning environments that encourage students to defend HR=0	N/A
	Organizing HR conferences	Presentation on HR=0	N/A
	Organizing HR panel discussions	Organizing HR conferences=0	N/A
	Watching movies about human rights	N/A	N/A
	Preparing short films	N/A	N/A
	Preparing brochures	N/A	N/A
	Preparing diagnostic branched tree	N/A	N/A
Evaluation	Assessment tools in line with the objectives	Assessment tools in line with the objectives=3	Process evaluation=24
	Written tests	Written tests=18	Case study analysis=19
	Multiple-choice tests	Multiple-choice tests=4	
	Portfolio	Portfolio=16	N/A
	Rubrics	Rubrics=2	N/A
	Self-assessment	Self-assessment=7	N/A
	Peer assessment	Peer assessment=14	N/A
	Teacher evaluation	Teacher evaluation=0	
	Dairy writing	Dairy writing=3	N/A
	Reflection	Reflection=13	N/A
Observation	Observation=11	N/A	
Interviews	Interviews=8	N/A	

Note. HRs = Human Rights, N/A= Not Applicable

Table 1 presents a comprehensive overview of HRE, categorizing HRCDS survey items and detailing their associated codes, which are split between confirmatory and complementary responses. The table shows the frequency of specific responses that align with different aspects of HRE.

Results & Discussion

Objectives

Quantitative Result. Descriptive statistics and chi-square findings are presented in Table 2, followed by an interpretation and discussion of the key findings.

Table 2: Descriptive and Chi-Square Results for Objectives (N = 678)

Item	Faculty member			Teacher candidate			χ^2	p
	n	\bar{X}	SS	n	\bar{X}	SS		
To be able to:								
Have awareness of basic HR principles.	46	4.96	.21	632	4.98	.14	-	-
Give importance to HRE.	46	4.85	.47	632	4.96	.23	-	-
Understand the basics of HRE.	46	4.89	.45	632	4.97	.22	-	-
Evaluate HRE models.	46	4.40	.86	632	4.97	.16	55.37	0.01*
Internalize democratic culture.	46	4.86	.31	632	4.98	.15	-	0.00*
Act democratically	46	4.92	.25	632	4.97	.16	-	-
Have awareness of democratic citizenship.	46	4.89	.31	632	4.98	.14	-	0.00*
Contribute to democratic participation.	46	4.94	.21	632	4.98	.15	-	-
Respect fundamental rights and freedoms.	46	4.94	.21	632	4.98	.14	-	-
Explain basic rights and freedoms.	46	4.86	.31	632	4.98	.14	-	0.04*
Advocate for fundamental rights and freedoms.	46	4.92	.28	632	4.98	.13	-	0.01*
To identify rights violations and restrictions.	46	4.92	.28	632	4.98	.16	-	-
Explain the relationship between justice and rights.	46	4.92	.25	632	4.98	.15	-	-
Compare issues of justice and injustice.	46	4.94	.21	632	4.97	.19	-	-
Act justly	46	4.97	.33	632	4.98	.18	-	-
Dedicate oneself to act for justice	46	4.75	.51	632	4.98	.16	18.54	0.00*
Define public interest concept.	46	4.61	.60	632	4.93	.37	25.87	0.00*
Link pluralism, diversity, and human rights.	46	4.89	.35	632	4.89	.51	-	-
Adopt a pluralistic lifestyle.	46	4.78	.59	632	4.89	.51	-	-
Contribute to the development of pluralistic culture.	46	4.75	.60	632	4.89	.51	-	-
Explain the reasons for disagreement.	46	4.78	.51	632	4.96	.24	25.87	0.00*
Value reconciliation.	46	4.87	.40	632	4.97	.19	-	-
Identify the benefits of reconciliation.	46	4.89	.40	632	4.97	.19	-	-
Apply the reconciliation process.	46	4.93	.33	632	4.96	.21	-	-

Note. HRs = Human Rights.

Table 2 presents descriptive and Chi-Square results for various objectives related to HRE among FMs and TCs, indicating that there are varying levels of understanding or emphasis on these areas between the two groups. While FMs strongly supported “advocate for fundamental rights and freedoms” ($\bar{X}=4.92$) and “contribute to democratic participation” ($\bar{X}=4.94$), TCs rated “to internalize democratic culture” ($\bar{X}=4.98$) and “contribute to democratic participation” ($\bar{X}=4.98$), “have awareness of democratic citizenship” ($\bar{X}=4.96$) and “advocate for fundamental rights and freedoms” ($\bar{X}=4.96$) as strongly supported. However, while FMs rated “evaluate HRE models” ($\bar{X}=4.50$) “define public interest concept” ($\bar{X}=4.67$) and “contribute to the development of pluralistic culture” ($\bar{X}=4.76$) as the least supported objectives, the TCs underrated the “adopt a pluralistic lifestyle” ($\bar{X}=4.89$). The chi-square results revealed differences between the views of FMs and TCs on some HRCDS items.³ The findings suggest that both FMs and TCs agree on the importance of acquiring the knowledge needed to advocate human rights, but they have different views and priorities regarding HRE objectives. FMs prioritized the internalization of democratic culture and democratic participation, while TCs emphasized the awareness of democratic citizenship, advocacy of basic rights and freedoms, and adopting a pluralistic lifestyle. These differences may be attributable to the different levels of exposure and experience that FMs and TCs have with human rights and democracy concepts as well as their views on the importance of certain HRE concepts.

Qualitative Results. Both confirmatory and complementary results for the HRE curriculum development objectives are shown in Figure 2.

³ ‘to evaluate HRE models’ ($X^2(3) = 55.37, p < .05$), ‘to appreciate democratic culture’ ($p = [0.007^*]$), ‘to have democratic citizenship awareness’ ($p = [0.005^*]$), ‘to explain basic rights and freedoms’ ($p = [0.004^*]$), ‘to be responsible for protecting fundamental rights and freedoms’ ($p = [0.015^*]$), ‘to devote oneself to ensure justice’ ($X^2(2) = 18.54, p < .05$), ‘to explain the concept of public interest’ ($X^2(3) = 25.87, p < .05$) and ‘to explain the reasons for disagreement’ ($X^2(3) = 14.27, p < .05$).

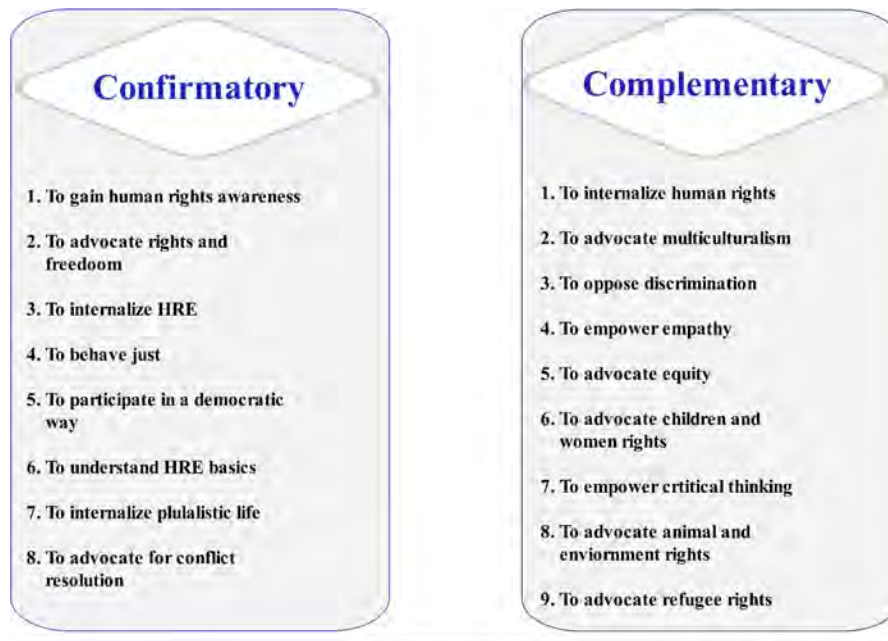


Figure 2: Confirmatory and Complementary Objectives

Figure 2 shows how participants affirmed HRDCS objectives primarily as gaining human rights awareness to advocate rights and freedom, participating in democratic life, valuing pluralistic life, and supporting tolerance and reconciliation. One FM participant, by expressing, “unfortunately, the level of human rights understanding is not at the expected level; thus, I believe the teacher must have learned this knowledge earlier,” makes clear that the lack of human rights awareness is a significant challenge in teacher education. One TC added, “fundamental human rights and freedoms knowledge, skills, and values must be taught in teacher education; otherwise, there will be no ground to discuss human rights in social life.” Moreover, they provided complementary remarks on objectives such as internalizing human rights, advocating multiculturalism, opposing discrimination, empowering empathy, advocating equity, advocating children’s and women’s rights, developing critical thinking, advocating animal and environmental rights, and advocating refugee rights. One FM emphasized the need for teachers to internalize human rights mentioning that “the teachers must internalize human rights values to be a good role model.” Another FM said, “living together and appreciating multiculturalism must be among the objectives.”

Similarly, one FM echoed, “objectives must emphasize prejudice and discrimination,” drawing attention to multiculturalism and anti-discrimination curriculum objectives. Another TC highlighted racism as a global issue mentioning that “equity is one of the critical issues to fight against racist movement around the world.” One TC highlighted violence against women, saying, “as violence against women rises in Turkey, empowering individuals to fight against it must be included as one of the objectives.” One TC highlighted Turkish teacher education’s lack of critical thinking, asserting, “unfortunately, we cannot train teachers ‘outside-the-box thinking.’ Teacher education should therefore incorporate critical pedagogy enabling them to think and act for transformation.” Lastly, one TC draws attention to refugee rights mentioning, “teachers require internalizing and advocating human rights to deal with refugee children’s education in our country.”

Figure 3 presents a joint display integrating the quantitative and qualitative findings on objectives and highlighting the meta-inference; the purple color represents the quantitative findings, and the blue color reflects the qualitative findings, providing a meaningful representation of the key findings.

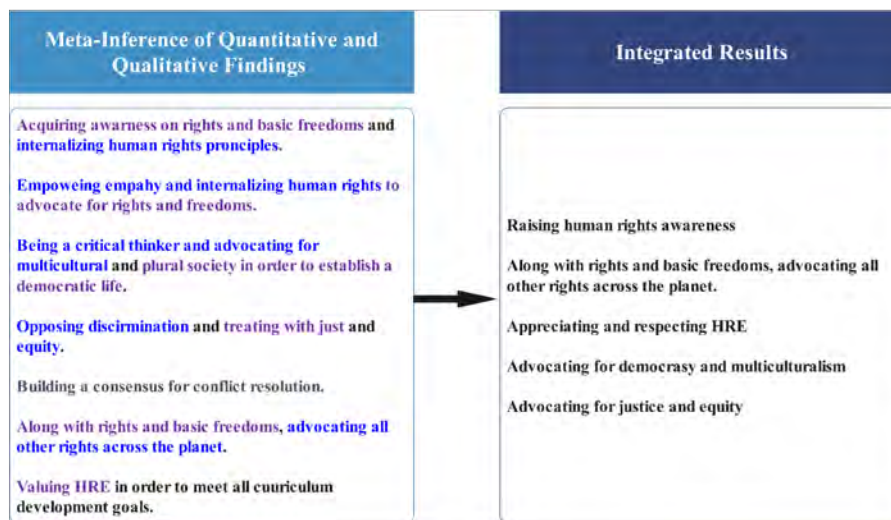


Figure 3: Meta-Inference of HRE Curriculum Development Objectives

It is clear from Figure 3 that acquiring human rights knowledge is essential for advocating all rights, democratic participation, and justice. The

quantitative results suggest that TTEP should emphasize internalizing human rights values, advocating multiculturalism, opposing discrimination, empowering empathy, advocating equity, advocating children's and women's rights, developing critical thinking, advocating animal and environmental rights, and advocating refugee rights, whereas the qualitative data reveal that the lack of human rights awareness is a significant challenge in TTEP. FMs emphasize the need for TCs to internalize human rights values as good role models, and they believe that living together and appreciating multiculturalism must be among their objectives. Moreover, TCs draw attention to global issues, such as equity and racism, violence against women, and refugee rights. They also highlight the lack of critical thinking in TTEP, which requires critical pedagogy, enabling students to think and act for transformation.

The results align with the recommendation of the United Nations (2011a) that teacher education should focus on human rights knowledge. Similarly, Brander et al. (2020) also emphasized that raising awareness should be at the core of any human rights curriculum development, and Merey and İşler (2018) argued that teachers should internalize human rights before beginning their teaching practicum to serve as effective role models. The curriculum objectives highlighted by (Öztürk et al., 2015; United Nations, 2011a) emphasize respecting rights and freedoms to empower teachers' experiences. Yemini et al. (2019) highlighted that developing empathy as an essential element of HRE should be internalized before the teaching practicum. In terms of specific rights, the MoNE (2018) underlined the importance of women's and children's rights in the "Human Rights, Citizenship, and Democracy" curriculum, but Merey and İşler (2018) argue that teachers should adopt a right-based approach to human rights before teaching to effectively convey these concepts. Benedek (2012) agreed that women and children should have access to rights-based education, and the HRE curriculum should reflect this. Öztürk et al. (2015) suggest that a complete curriculum development should be considered to empower students on all human rights issues, including refugee, women, and animal rights.

Robinson et al. (2020) advocate for democratic principles and values objectives in HRE to strengthen teachers' skills and responsibilities, which

supports the study's results. Ferguson Patrick et al. (2014) highlight the need to include multicultural concepts in the objectives, and Polat and Ogay Barka (2014) note the lack of multicultural education in TTEP and the need to include multiculturalism in TTEP HRE curriculum objectives. Regarding including anti-discrimination among the objectives, Koşan et al. (2018) assert that TTEP should align with the anti-discrimination curriculum and include it in the curriculum objectives. Bajaj (2011) argued that HRE teachers need knowledge, skills, and attitudes to promote sustainable development and social justice. Similarly, Kukovec (2017) underlined the necessity of providing TCs with skills for conflict resolution, reconciliation, and human rights awareness, taking a holistic approach. In conclusion, the TTEP should equip teacher candidates with the knowledge, skills, and values necessary to advocate for human rights and democratic values in their classrooms and communities.

Content

Quantitative Results. Descriptive statistics and chi-square findings are presented in Table 2, followed by an interpretation and discussion of the key findings.

Table 3: Descriptive and Chi-Square Results for content (N = 678)

Item	Faculty member			Teacher candidate			χ^2	p
	n	\bar{X}	SS	n	\bar{X}	SS		
Fundamentals of HRE	46	4.71	.69	632	4.97	.16	9.13	0.01*
Democratic Life	46	4.91	.35	632	4.97	.16	-	-
Rights and Freedoms	46	4.89	.38	632	4.97	.16	-	-
Justice	46	4.87	.40	632	4.97	.18	-	-
Pluralism	46	4.76	.48	632	4.88	.53	-	-
Reconciliation	46	4.85	.47	632	4.97	.18	6.38	0.01*
Fundamentals of HRE	46	4.71	.69	632	4.97	.16	-	-
Democratic Life	46	4.91	.35	632	4.97	.16	-	-
Rights and Freedoms	46	4.89	.38	632	4.97	.16	-	-
Justice	46	4.87	.40	632	4.97	.18	-	-
Pluralism	46	4.76	.48	632	4.88	.53	-	-

Table 3 presents descriptive and Chi-Square results for various content items related to HRE among FMs and TCs, indicating that there are differences between the two groups in their perspectives on the fundamentals

of HRE and reconciliation, which suggests these concepts may be interpreted or valued differently. While both FMs and TCs highly support “democratic life” ($\bar{X}=4.91$), “rights and freedoms” ($\bar{X}=4.89$), and “justice” ($\bar{X}=4.87$), TCs rated “HRE basics” ($\bar{X}=4.97$) as strongly supported. The chi-square results revealed differences between the views of FMs and TCs on some HRCDS items⁴ Both groups strongly support the core elements of curriculum content, such as democratic participation, basic rights and freedoms, and justice. However, FMs prioritize objectives related to pluralistic culture and evaluating HRE models lower than TCs. These differences may be attributed to the increased vulnerability of Turkish society to political polarization, which could impact how individuals view the importance of pluralism and critical evaluation. It is clear that political polarization significantly impacts educational priorities and the promotion of pluralism within educational contexts. Somer (2016) highlights the profound impact of political polarization in Turkey, particularly how it affects social cohesion and the public's approach to democratic values and human rights. This polarization often aligns with differing educational priorities and perceptions of pluralism. This finding is also supported by Martin (2023) who underscores the challenges polarized political cultures introduce to education's core objectives, such as fostering pluralistic societies. These findings point to the importance of addressing political polarization to safeguard educational goals related to pluralism and democratic participation. These differences may also suggest that FMs and TCs may have differing views and priorities regarding HRE, which may be influenced by their backgrounds and experiences. However, their preferences suggest a solid willingness to establish a democratic and just human rights-based society.

Qualitative Results. Both confirmatory and complementary results on HRE curriculum development content are shown in Figure 4.

⁴ ‘human rights and the fundamentals of HRE’ ($X^2(2)= 9.13, p <.05$) and ‘reconciliation’ ($X^2(2) = 6.38, p <.05$).

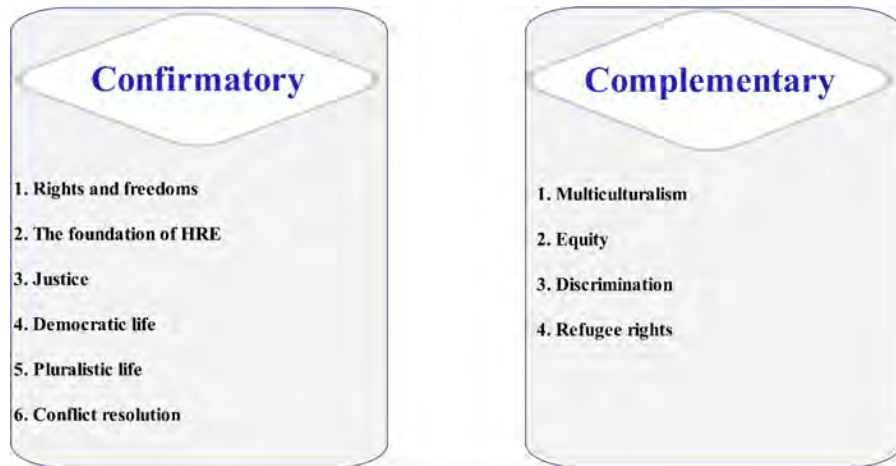


Figure 4: Confirmatory and Complementary Content

Figure 4 illustrates that participants placed high importance on HRDCS content related to rights and freedoms, justice, democratic life, pluralistic life, and reconciliation. One FM participant highlights social problems mentioning, “considering our recent problems and issues, the content should be chosen around rights and basic freedoms.” Another FM agreed by saying “rights and freedoms should be prioritized before other issues.” One FM, by saying, “HRE fundamentals will help students obtain a wide and diverse insight into the situations,” notes that learning about HRE itself is an important content area. While another FM states, “without internalizing HRE principles, human rights advocacy among students lags.” One TC complaining about justice issues acknowledges that “our country needs justice; thus, it should be included in the content to enable TCs to raise awareness and take actions to their best.” Another TC adds, “the students should internalize democratic life,” appreciating the democratic premises of the HRE process. However, another TC discusses, “without basic human rights and freedom, democratic existence is impossible.” Pluralism is another prerequisite where “diversity and respect for minority rights and preserving them” is highlighted by a TC.

Moreover, they provided complementary remarks on content, such as multiculturalism, equity, discrimination, and refugee rights. One respondent proposed that “TCs should gain multicultural communicative skills” followed by “acquiring the necessary multicultural awareness” of another participant's

view. Most interviewees emphasized the necessity of equity-related content as “the inevitable component of the curriculum” and anti-discrimination as “we must learn not to discriminate.” Lastly, a respondent urged the inclusion of refugee rights in the content by mentioning, “there are now refugee students in our schools who need inclusion.” Figure 5 presents a joint display integrating the quantitative and qualitative findings on content and highlighting the meta-inference as the purple color represents the quantitative findings and the blue color reflects the qualitative findings, highlighting the key themes that emerged.



Figure 5: Meta-Inference of HRE Curriculum Development Content

It is clear from Figure 5 that both FMs and TCs strongly support the core elements of the curriculum, namely democratic life, rights and freedoms, justice, and HRE basics. However, there were differences between the two participant groups in terms of their ratings of HRCDS items related to human rights and the fundamentals of HRE and reconciliation. The qualitative findings further elaborate on the support for the core curriculum elements and reveal additional content areas suggested by the participants, including children's, women's, and environmental rights, violence, multiculturalism, equity, discrimination, and refugee rights. The participants emphasized the importance of teaching human rights and HRE principles, as they provided students with diverse insights into social issues and fostered

advocacy for human rights. They also highlighted the necessity of justice- and equity-related content in the curriculum to raise awareness and act on social issues. The participants recognized that democratic life is a prerequisite for human rights and freedom, and that preserving minority rights is important in promoting pluralism. The participants' suggestions for additional content, such as multiculturalism and refugee rights, indicate the need for a curriculum to address the changing social landscape and diverse needs of students.

The results align with the emphasis of United Nations (2016) on strengthening and integrating respect for human rights and fundamental freedoms into higher education curriculum content. This is further supported by Öztürk et al. (2015), who argued that knowledge of fundamental rights and freedoms is crucial for enhancing the teaching experience of TCs. Additionally, Brander et al. (2020) stated that HRE aims to create a culture in which human rights concepts are accurately recognized, understood, respected, and defended, and that pre-service teacher education in HRE is essential. Regarding pluralism and multiculturalism, Coysh (2014) highlighted that HRE is a pluralistic process that shapes teacher-education HRE content based on different contexts, people, and experiences. In the "HRE Model for Coexistence," Bajaj (2011) emphasizes the importance of conceptual knowledge, skills, and attitudes for learners to internalize pluralism. Therefore, it is an essential area that should be acquired by TCs before teaching practice. Furthermore, the results highlighted justice, equity, and discrimination as critical content areas to be included in the TTEP HRE curriculum. Gündoğdu (2011) stressed that teachers are essential in ensuring human rights and social justice in democratic societies, while Derman-Sparks and Edwards (2010) asserted that anti-discrimination educators should have relevant knowledge, skills, and attitudes. Thus, the TTEP HRE curriculum should cover important topics and themes to empower TCs in their future practice. Finally, the study agrees with the United Nations (2019) in that higher education HRE can promote participatory democracy and sustainable development to prevent violence, resolve conflicts, and achieve reconciliation.

Teaching & Learning process

Quantitative Results. Descriptive statistics and chi-square findings are presented in Table 4, which is followed by an interpretation and discussion of the key findings.

Table 4: Descriptive and Chi-Square Results for Teaching-Learning (N = 678)

Item	Faculty member			Teacher candidate			χ^2	p
	n	\bar{X}	SS	n	\bar{X}	SS		
Organizing teaching in line with students and their needs	46	4.87	.40	632	4.96	.21	-	-
Organizing learning experiences in line with the needs of society	46	4.76	.64	632	4.96	.23	12.61	0.00*
Organizing activities that motivate students for HR advocacy	46	4.87	.45	632	4.96	.23	-	-
Organizing learning experiences that encourage discussion	46	4.93	.25	632	4.95	.29	-	-
Organizing learning environments that encourage students to defend HR	46	4.85	.42	632	4.96	.22	7.90	0.01*
Working on HR problems.	46	4.85	.42	632	4.95	.29	-	-
Working on HR stories	46	4.65	.67	632	4.93	.35	21.72	0.00*
Implementation of HR debates	46	4.83	.53	632	4.93	.35	-	-
Implementing group work on HR	46	4.76	.64	632	4.95	.26	10.80	0.01*
Case studies on HR	46	4.91	.35	632	4.93	.32	-	-
Drama/role playing	46	4.74	.53	632	4.94	.30	14.57	0.00*
Field-trips, observations and investigations on HR issues	46	4.65	.79	632	4.87	.45	12.56	0.01*
Inviting relevant people to classes for HR	46	4.71	.58	632	4.25	1.06	30.26	0.00*
Presentation	46	3.80	1.22	632	3.09	1.68	51.93	0.00*
Organizing HR conferences	46	4.17	.95	632	4.16	1.39	28.62	0.00*
Organizing HR panel discussions	46	4.35	.87	632	4.50	.98	20.80	0.00*
Watching movies about HR	46	4.57	.62	632	4.51	.81	-	-
Preparing short films	46	4.57	.81	632	4.66	.67	-	-
Preparing brochures	46	4.50	.89	632	3.48	1.25	53.67	0.00*
Preparing diagnostic branched tree	46	4.41	.88	632	3.29	1.39	46.57	0.00*
Organizing teaching in line with students and their needs	46	4.87	.40	632	4.96	.21	-	-
Organizing learning experiences in line with the needs of society	46	4.76	.64	632	4.96	.23	-	-
Organizing activities that motivate students for HR advocacy	46	4.87	.45	632	4.96	.23	-	-
Organizing learning experiences that encourage discussion	46	4.93	.25	632	4.95	.29	-	-

Note. HRs = Human Rights.

Table 4 presents descriptive and Chi-Square results for various content items related to HRE among FMs and TCs, indicating differences in

opinions on organizing teaching in line with students' needs and organizing learning experiences in line with the needs of society, with TCs showing a stronger preference for these strategies than FMs. FMs were strongly in favor of “organizing learning experiences that encourage discussion” ($\bar{X}=4.93$) and “case studies in human rights” ($\bar{X}=4.91$). Whereas TCs rated “organizing instruction based on students' needs” ($\bar{X}=4.96$), “organizing learning experiences in line with the needs of society” ($\bar{X}=4.96$), and “organizing learning environments that encourage students to defend human rights” ($\bar{X}=4.96$) as highly supported. The findings suggest that FMs support encouraging debate and case study analysis, while TCs support organizing instruction based on students' and society's needs and providing a learning environment that encourages advocacy for human rights. The chi-square results indicate the differences between the views of the participants regarding learning experiences such as organizing based on society's needs, encouraging advocacy for human rights, storytelling, group-work, drama/role-plays, field trips, inviting related individuals, presentations, conferences and panels, posters, and diagnostic decision tree items.⁵ These findings suggest that educators should consider these factors when striving for effective learning experiences.

Qualitative Results. Both confirmatory and complementary results on HRE curriculum development teaching-learning are given in Figure 6.

⁵ ‘organizing learning experiences based on society's needs’ ($X^2(2)=12.61, p < .05$), ‘organizing encouraging learning environments to advocate for human rights’ ($X^2(2)=7.90, p < .05$), learning through story-telling ($X^2(4)=21.72, p < .05$), learning through group-work ($X^2(3)=10.80, p < .05$), use of drama/role-plays ($X^2(3)=14.57, p < .05$), go on field trips ($X^2(4)=12.56, p < .05$), inviting related individuals to the class, ($X^2(4)=30.26, p < .05$), use of presentations ($X^2(4)=51.93, p < .05$), organizing conferences ($X^2(4)=28.62, p < .05$), organizing panels ($X^2(4)=20.80, p < .05$), use of posters ($X^2(4)=53.67, p < .05$) preparing diagnostic decision tree ($X^2(4)=20.80, p < .05$) items



Figure 6: Confirmatory and Complementary Teaching-Learning Process

According to Figure 6, participants agreed that case studies could be effective in teaching human rights. One FM mentioned that “case studies with engaging, real-life challenges and scenarios should be used.” Another FM emphasized discussion and debates as “the students do research among articles and debate over them in the class.” Role-plays can help the process, as a TC mentioned that “role-plays both raise awareness and help the students develop their empathy.” However, one TC stated that “the human rights curriculum should go beyond theoretical content and address students’ needs and interests,” stressing that all processes should center around student needs. Social needs should be considered along with individual needs, as highlighted by a TC saying, “human rights content should be shaped around societal consensus among diverse groups.” Lastly, problem-based learning, field trips, movies, and real-life narratives were highlighted by both groups to strengthen the teaching-learning process. Figure 7 presents a joint display integrating the quantitative and qualitative findings on the teaching-learning process and highlighting the meta-inference, as the

purple color represents the confirmatory findings, providing a meaningful representation of the key findings.

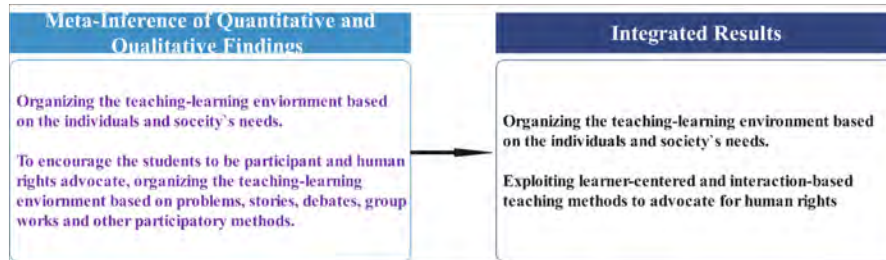


Figure 7: Meta-Inference of HRE Curriculum Development Teaching-Learning

Overall, Figure 7 reveals that both FMs and TCs prioritize individual and social needs when creating interactive and learner-centered learning environments. The study highlights the differences in the approaches of FMs and TCs towards HRE instruction and the need to improve the TTEP HRE curriculum to better meet the needs and preferences of both groups. The disparities in their approaches could be attributed to their educational backgrounds, teaching practices, and cultural and social contexts. The chi-square results suggest conflicting views on the most effective instructional methods, such as drama/role-plays, field trips, presentations, and posters. The United Nations (2011b) emphasizes empowering communities and individuals to identify their human rights needs and claim them effectively, while Ornstein and Hunkins (2018) recommend a problem-based curriculum that addresses social life issues, and Tibbitts (2015) suggests organizing the HRE curriculum based on individual-society needs. The study recommends teaching methods like case studies, discussions, drama/role-playing, field trips, and inviting relevant people to classes to enhance TCs' success and productivity, foster supportive and committed relationships, and boost mental health, interpersonal skills, and self-confidence. Benedek (2012) supports the Participatory, Interaction, Reflection, and Anticipation (PIRA) multi-methodical approach in the HRE process, which aligns with the study's results. The United Nations (2016) also highlights the need for practical, participatory-oriented HRE instruction to strengthen professional self-esteem and enable colleagues to learn from each other. In conclusion, the recommended teaching methods aim to enhance TCs' success and productivity, foster supportive

relationships, and develop decision-making skills, comprehension, empathy, respect, and personal responsibility before their teaching experiences.

Evaluation process

Quantitative Results. The descriptive statistics and chi-square findings are presented in Table 5, which is followed by an interpretation and discussion of the key findings.

Table 5: Descriptive and Chi-Square Results for Evaluation (N = 678)

Item	Faculty member			Teacher candidate			χ^2	p
	n	\bar{X}	SS	n	\bar{X}	SS		
Assessment tools in line with the objectives	46	4.91	.28	632	4.94	.29	-	-
Written tests	46	3.46	1.57	632	3.70	1.48	-	-
Multiple-choice tests	46	3.11	1.52	632	2.32	1.52	12.80	0.01*
Portfolio	46	4.70	.63	632	4.65	.90	18.28	0.00*
Rubrics	46	4.44	.96	632	4.38	1.05	33.67	0.00*
Self-assessment	46	4.44	.96	632	4.38	1.05	15.07	0.00*
Peer assessment	46	4.61	.88	632	4.90	.42	37.51	0.00*
Teacher evaluation	46	4.33	1.06	632	4.90	.41	65.55	0.00*
Dairy writing	46	4.11	1.06	632	4.91	.36	30.63	0.00*
Reflection	46	4.33	.99	632	4.87	.51	16.37	0.00*
Observation	46	4.59	.91	632	4.77	.64	27.18	0.00*
Interviews	46	4.39	1.02	632	4.81	.60	33.86	0.00*

Table 5 presents descriptive and Chi-Square results for HRE evaluation process among FMs and TCs, indicating differences across various evaluation methods that reflect divergent perceptions or implementations of these assessment tools between the two groups. While FMs rated “the appropriateness of evaluation tools” (\bar{X} =4.91), “portfolio use” (\bar{X} =4.70) and “self-evaluation” (\bar{X} =4.70) as highly supported, TCs rated “the appropriateness of evaluation tools” (\bar{X} =4.94), “teacher evaluation” (\bar{X} =4.91), “self-evaluation” (\bar{X} =4.90) and “peer-evaluation” (\bar{X} =4.90) as highly supported items. The chi-square test reveals the differences between the views of FMs and TCs on HRCDS items⁶ including the use of multiple-choice questions, portfolios,

⁶ ‘use of multiple-choice questions’ ($X^2(4)=12.80, p <.05$), use of portfolios ($X^2(2)=18.28, p <.05$), use of rubric ($X^2(4)=33.67, p <.05$), use of self-evaluation ($X^2(3)=15.07, p <.05$), use of peer evaluation ($X^2(3)=37.51, p <.05$), use of teacher evaluation ($X^2(4)=65.55, p <.05$), dairy writing ($X^2(4)=30.63, p <.05$),

rubrics, self-evaluation, peer evaluation, teacher evaluation, diary writing, reflective evaluation, observation form, and conducting interviews. According to the results, FMs and TCs had different views related to the use of evaluation tools. FMs rated the appropriateness of evaluation tools, portfolio use, and self-evaluation as highly supported, while TCs rated the appropriateness of evaluation tools, teacher evaluation, self-evaluation, and peer evaluation as highly supported. The differences can be due to several reasons. For example, FMs may have more experience with specific evaluation tools or methods, or they may have a different view on what constitutes effective evaluation. On the other hand, TCs may have a more practical view of evaluation methods and prioritize those that are more commonly used and have been found to be effective in their experience.

Qualitative Results. Both confirmatory and complementary results on HRE curriculum development evaluation process are given in Figure 8.

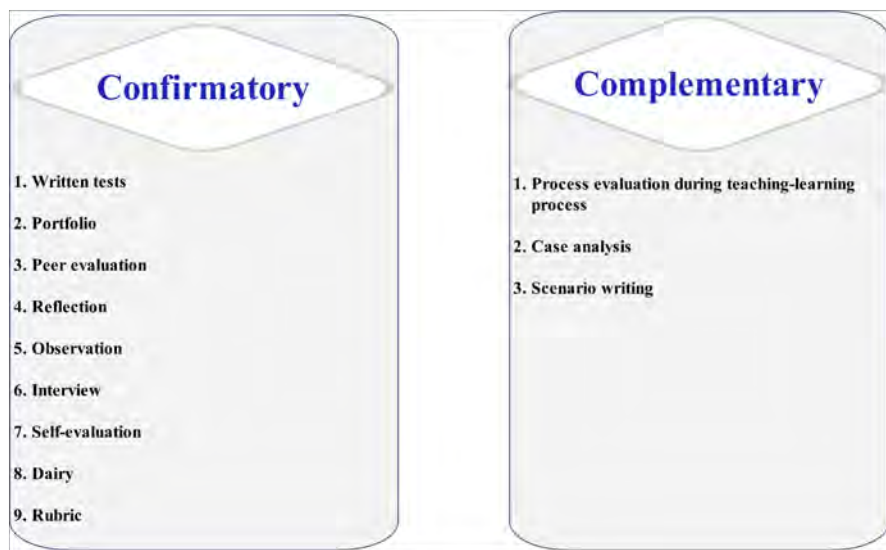


Figure 8: Confirmatory and Complementary Evaluation Process

As Figure 8 shows, the participants supported HRDCS evaluation methods as the less traditional but alternative and learner-centered tools to

reflective evaluation ($X^2(4)=16.37, p <.05$), use of observation form ($X^2(4)=27.18, p <.05$) and conducting interviews ($X^2(4)=33.86, p <.05$)

be implemented along with the teaching-learning process. While a FM mentioned that “tests can be used for certain types of knowledge issues,” one TC posited that “tests fall behind when the aim is to evaluate the deeper learning to take actions.” Portfolios for “self-assessment” peer evaluation for “reflection” and other tools were also supported for inclusion in the HRE curriculum evaluation process by both participant groups. Moreover, both groups provided complementary remarks on the need for process evaluation such as “process evaluation tools seem to be more effective” case analysis “to encourage a deeper learning and internalization of human rights issues,” and scenario writing “to analyze personal and social life experiences.” Figure 10 presents a joint display integrating the quantitative and qualitative findings on the evaluation process and highlighting the meta-inference.

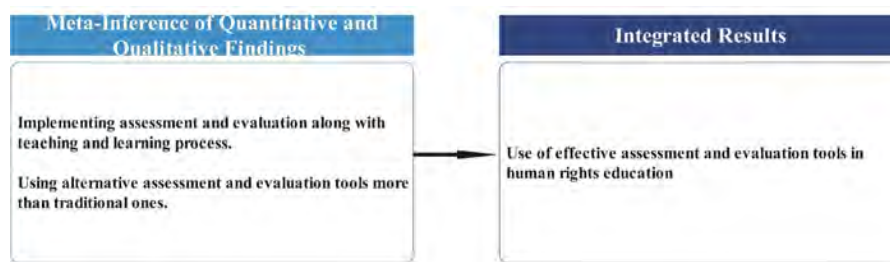


Figure 9: Meta-Inference of HRE Curriculum Development Evaluation

Figure 9 illustrates that FMs and TCs prefer effective evaluation tools, albeit with varying priorities. The significant differences in their preferences on several HRCDS items imply that educators should be aware of the strengths and limitations of various evaluation tools and employ a variety of them for a comprehensive and accurate evaluation of TCs' performance. These findings align with the recommendation of United Nations (2011a) that both quantitative (standardized tests) and qualitative (in-class observation, teacher self-evaluation, self-assessments, peer evaluation, etc.) methods should be used to evaluate the effectiveness of the teacher education HRE curriculum. Brett et al. (2009) suggest that HRE evaluation should assess knowledge, skills, abilities, values, and tendencies as a whole process, going beyond measuring the acquisition of pure knowledge. Similarly, Flowers (2000) suggests using interview, observation, case study, and project evaluation methods throughout the HRE learning process. The study participants

supported the notion that the teaching-learning and evaluation processes should be interconnected.

Implications

This study offers valuable insights into the specific components of the HRE curriculum deemed important by both FMs and TCs. By incorporating the perspectives of both groups, TTEP educators can create a curriculum that meets the needs of a diverse population of TCs and fosters human rights and social justice values in TTEP. However, TTEP educators should consider these findings during the planning and design of the HRE curriculum to ensure its effectiveness and relevance for all TCs, regardless of their backgrounds and experiences. While our study did not directly involve HRE in Turkish schools, the findings can still have implications for the development and implementation of HRE in schools by informing the training and education of future teachers responsible for teaching HRE. The findings are significant for TTEP educators, policymakers, and researchers, as they provide valuable information for planning and developing the HRE curriculum in Turkey. We recommended designing an integrated HRE curriculum in TTEP, enriching TCs' knowledge, skills, values, and behaviors through various curricular and extracurricular activities. This aligns with the observation that TCs who view HRE positively are more adept at incorporating its elements into their future teaching through various extracurricular activities, effectively imparting knowledge, skills, values, and behaviors associated with human rights. Their approach demonstrates the vital role of TCs' attitudes in the successful integration of HRE, suggesting the potential impact of a well-designed, integrated HRE curriculum in nurturing a holistic educational experience.

Given the identified HRE objectives, HRE practice within TTEP appears limited, indicating a need for more comprehensive training in HRE. This training should engage stakeholders in diverse extracurricular activities, fostering a deep understanding and advocacy for human rights. FMs emphasized the importance of democratic participation, suggesting that TCs' awareness in this area should be strengthened to foster societal

transformation towards a democratic vision. The findings also reveal that participants value HRE highly, suggesting that educational policies should ensure that all stakeholders appreciate and integrate HRE into their educational culture. Regarding content, it is essential that the organization of HRE content in TTEP aligns with the identified objectives. Priority should be given to topics like "fundamental rights and freedoms," as supported by all participants. Additionally, "human rights and fundamentals of HRE" should be included in the curriculum, as frequently discussed by FMs. Despite "pluralism" receiving a lower emphasis in the quantitative data, the frequent mention of "multiculturalism" indicates the importance of fostering a multicultural vision in TTEP. The emphasis on "justice" in both quantitative and qualitative data suggests incorporating anti-discrimination activities that reinforce justice-related issues. In teaching-learning, it is advised that TTEP organizes experience-based environments, tailored to learners' social needs, enhancing TCs' knowledge and skills in HRE. FMs should enrich the HRE teaching-learning process beyond classroom hours, encouraging participation in extracurricular activities. TTEP should support TCs in achieving HRE objectives by facilitating events both inside and outside the university. Additionally, TTEP should assist TCs in developing their human rights advocacy awareness and democratic participation skills. For evaluation, alternative methods should complement traditional evaluation methods in assessing the TTEP HRE curriculum.

Future research should focus on enhancing the reliability and validity of HRE studies by adopting other MMR designs, such as observing TCs' practices and involving a broader range of stakeholders. The significant statistical difference in views between FMs and TCs on the objectives of teacher education HRE, notably more favorable among TCs, warrants further exploration using different MMR designs and data collection methods. The use of convenience sampling in this study limits the generalizability of the findings, suggesting that future studies should adopt varied sampling strategies to improve reliability and validity. Expanding the scope of the study to include analyzing TCs' journals, observing HRE practices, and interviewing diverse stakeholders like policymakers or NGOs could enhance the study's reliability and validity. MMR studies involving long-term

observations in TTEP are recommended to determine the effectiveness of learner-centered, participatory, and interactive HRE teaching-learning practices. Regarding evaluation, the results suggest ongoing evaluation as an integral part of the teaching-learning process, and conducting long-term observational MMR studies in TTEP and other contexts could help determine the effectiveness of evaluation methods in HRE practice.

Conclusion

Human Rights Education (HRE) plays a crucial role in promoting human rights values in all aspects of human life. Therefore, developing a comprehensive HRE curriculum is essential for Turkish Teacher Education Program (TTEP). This study aimed to gather the views of Faculty Members (FMs) and Teacher Candidates (TCs) to inform the development of HRE curriculum components in TTEP. While our study was not intended to analyze or design a curriculum, it provides valuable insights into the participants' views on the HRE curriculum components, objectives, content, teaching-learning, and evaluation processes they supported. By using a convergent mixed-methods research design, our study identified the main HRE curriculum components required to train TCs effectively in the TTEP. One of the main contributions of our study is that it guides future research and curriculum development efforts. However, the study had some limitations. Due to the pandemic and availability problems, we had limited participation, which hindered us from obtaining more views. Our study was also limited to four universities in Ankara, Turkey, and it would be more comprehensive to gather views from FMs and TCs across all teacher education programs in the country. Finally, we collected data using one survey and individual and focus-group interviews, and future studies could use alternative designs and data collection instruments to expand knowledge in the HRE field. In conclusion, our study provides a significant contribution to the field of HRE in TTEP by identifying key curriculum components and views from FMs and TCs. We hope that our findings will inform future curriculum development efforts and inspire further research in the HRE field globally.

References

- Abedi, F. Y., & Fer, S. (2023). Human rights education implementation in Turkish teacher education: Faculty members' and teacher candidates' views. *Human Rights Education Review*, 6(1), 72–94. <https://doi.org/10.7577/hrer.5096>
- Akar, C. (2016). Investigating the students' perceptions of the democratic values of academicians. *Journal of Social Studies Education Research*, 7(1), 96-139.
- Bajaj, M. (2011). Teaching to transform, transforming to teach: exploring the role of teachers in human rights education in India. *Educational Research*, 53(2), 207-221. <https://doi.org/10.1080/00131881.2011.572369>
- Bajaj, M., Cislighi, B., & Mackie, G. (2016). Advancing transformative human rights education. *The Universal Declaration of Human Rights in the 21st century*. Open Book Publishers.
- Balbağ, N., & Bayır, Ö. (2016). Etkili vatandaşlık ve çatışma çözme becerisi. Eğitim bilimlerinde yenilik ve nitelik arayışı içinde [Effective citizenship and the conflict resolution skills]. In Ö. D. Demirel, S. (Ed.), *Eğitim Bilimlerinde Yenilikler ve Nitelik Arayışı* (pp. 915-934). Pegem Akademi.
- Benedek, W. (2012). *Understanding human rights: Manual on human rights education*. Graz. https://www.etc-graz.eu/wp-content/uploads/2020/08/Manual_2012_Eng_FINAL.pdf
- Brander, P., De Witte, L., Ghanea, N., Gomes, R., Keen, E., Nikitina, A., & Pinkeviciute, J. (2020). *Compass: Manual for human rights education with young people*. Council of Europe.
- Brett, P., Mompoin-gaillard, P., Salema, M. H., Meira, V., & Spajic-vrkas, V. (2009). *How all teachers can support citizenship and human rights education: a framework for the development of competences*. Council of Europe.

- Burridge, N., Chodkiewicz, A. K., Payne, A., Oguro, S. G., & Varnham, S. (2013). *Human rights education in the school curriculum*. Sydney University of Technology.
- Çarıkçı, S., & Er, K. (2010). Attitudes of the prospective teachers about human rights education at Balıkesir University Necatibey Education Faculty. *Balıkesir University the Journal of Social Sciences Institute*, 13(24), 54-69. <https://dergipark.org.tr/tr/download/issue-file/25067>
- Coysh, J. (2014). The Dominant Discourse of Human Rights Education: A Critique. *Journal of Human Rights Practice*, 6(1), 89-114. <https://doi.org/10.1093/jhuman/huto33>
- Creswell, J. W., & Clark, V. L. P. (2017). *Designing and conducting mixed methods research*. Sage publications.
- Derman-Sparks, L., & Edwards, J. O. (2010). *Anti-bias education for young children and ourselves* (Vol. 254). National Association for the Education of Young Children.
- Dündar, R., & Ekici, Ö. (2019). Ortaokullarda demokrasi eğitimi içeriğine ilişkin öğretmen görüşlerinin karşılaştırılması. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*, 34, 70-82.
- Ferguson Patrick, K., Macqueen, S., & Reynolds, R. (2014). Pre-service teacher perspectives on the importance of global education: World and classroom views. *Teachers and Teaching*, 20(4), 470-482. <https://doi.org/https://doi.org/10.1080/13540602.2014.881639>
- Fetters, M. D., & Molina-Azorin, J. F. (2017). The Journal of Mixed Methods Research Starts a New Decade: Perspectives of Past Editors on the Current State of the Field and Future Directions. *Journal of Mixed Methods Research*, 11(4), 423-432. <https://doi.org/10.1177/1558689817729476>
- Fetters, M. D., & Molina-Azorin, J. F. (2019). New Requirements to Include the Methodological Contribution in Articles Published in the Journal of Mixed Methods Research. *Journal of Mixed Methods Research*, 13(2), 138-142. <https://doi.org/10.1177/1558689819834753>

- Fleiss, J. L. (1971). Measuring nominal scale agreement among many raters. *Psychological bulletin*, 76(5), 378.
- Flowers, N. (2000). *The Human Rights Education Handbook: Effective Practices for Learning, Action, and Change*. Human Rights Resource Room. <http://hrlibrary.umn.edu/edumat/pdf/hreh.pdf>
- Gömleksiz, M. N. Ç., S. (2011). Öğretmen Adaylarının Demokratik Tutumları [Research Article]. *Dicle Üniversitesi Ziya Gökalp Eğitim Fakültesi Dergisi*(17), 1-14.
<https://doi.org/https://dergipark.org.tr/tr/pub/zgefd/issue/47948/606647>
- Guetterman, T. C., Fetters, M. D., & Creswell, J. W. (2015). Integrating Quantitative and Qualitative Results in Health Science Mixed Methods Research Through Joint Displays. *The Annals of Family Medicine*, 13(6), 554-561. <https://doi.org/10.1370/afm.1865>
- Gündoğdu, K. (2011). Türkiyede Öğretmen Adaylarının İnsan Hakları Eğitimine Yönelik Tutumları [Candidate Teachers' Attitudes Concerning Human Rights Education in Turkey]. *Eğitim ve Bilim*, 36(162).
- Jennings, T. (2006). Human Rights Education Standards for Teachers and Teacher Education. *Teaching Education*, 17(4), 287-298.
<https://doi.org/10.1080/10476210601017378>
- Karakuş Özdemirci, Ö., Aksoy, A., & Ok, A. (2020). Evaluation of Human Rights, Civics and Democracy Curriculum through Eisner's Evaluation Framework. *Hacettepe Üniversitesi Eğitim Fakültesi Dergisi*, 35(1), 136-150. <https://doi.org/10.16986/HUJE.2019051813>
- Karaman-Kepeneci, Y. (2005). A study of effectiveness of human rights education in Turkey. *Journal of Peace Education*, 2(1), 53-68.
<https://doi.org/10.1080/1740020042000334091>
- Kaymakçı, S., & Akdeniz, B. (2018). İlkokul 4. sınıf insan hakları, yurttaşlık ve demokrasi dersi öğretim programının öğretmen görüşlerine göre değerlendirilmesi: Nitel Bir Araştırma. *International Online Journal*

- of Educational Sciences*, 10(5), 77-93.
<https://doi.org/http://dx.doi.org/10.15345/ijoes.2018.05.006>
- Koşan, Y., Kuru, N., Korkmaz, A., Karademir, H., & Akman, B. (2018). Metaphors in anti-bias educational program: Educators' voices. *Pegem Journal of Education and Instruction*, 8(2), 353-376.
<https://doi.org/10.14527/pegegog.2018.015>
- Kukovec, M. (2017). Human Rights Education in Foreign Language Learning. *ELOPE: English Language Overseas Perspectives and Enquiries*, 14(1), 13-24. <https://doi.org/10.4312/elope.14.1.13-24>
- Magendzo, A., & Pavez, J. (2017). A perspective of controversy in human rights education: A curricular proposition. *PROSPECTS*, 47(1), 17-29.
- Martin, C. (2023). Symposium Introduction: Discourse Ethical Perspectives on Education in Polarized Political Cultures. *Educational Theory*, 73(2), 174-177. <https://doi.org/10.1111/edth.12572>
- Merey, Z., & İşler, M. (2018). Öğretmenlerin İnsan Hakları Eğitimine Yönelik Tutumları. *Eğitim Ve İnsani Bilimler Dergisi: Teori Ve Uygulama*, 9(18), 99-116.
- Miles, M., Huberman, A. M., & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook*. Sage publications.
- Ministry of National Education. (2018). *İnsan hakları, yurttaşlık ve demokrasi dersi öğretim programı-4.sınıflar* [Human rights, citizenship and democracy curriculum-4th grade]. Talim Terbiye Kurulu Başkanlığı.
- National Committee on the Decade for Human Rights Education. (1999). *Human rights education programme of Turkey*. Basbakanlik Basimevi.
- Ornstein, A., & Hunkins, F. (2018). *Curriculum foundations, principles and issues*. Allyn and Bacon.
- Osler, A., & Leung, Y. (2011). Human rights education, politics and power. *Education, Citizenship and Social Justice*, 6(3), 199-203.
<https://doi.org/10.1177/1746197911417837>

- Öztürk, M., Saydam, A., & Palancı, M. (2015). *Demokrasi, Yurttaşlık ve İnsan Hakları Eğitimi: İlkokul 4. Sınıf için Etkinlik Örnekleri*. Orka.
- Polat, S., & Oğay Barka, T. (2014). Preservice Teachers' Intercultural Competence: A Comparative Study of Teachers in Switzerland and Turkey. *Eurasian Journal of Educational Research*, 54, 19-38.
<https://eric.ed.gov/?id=EJ1057212>
- Rasmussen, M. (2012). *The human rights education toolbox: A practitioners guide to planning and managing human rights education*. Danish Institute for Human Rights. <https://www.humanrights.dk/tools/human-rights-education-toolbox>
- Robinson, C., Phillips, L., & Quennerstedt, A. (2020). Human rights education: developing a theoretical understanding of teachers' responsibilities. *Educational Review*, 72(2), 220-241.
<https://doi.org/10.1080/00131911.2018.1495182>
- Şahin, Ş., Ökmen, B., & Kılıç, A. (2020). Yüksek lisans öğrencilerinin demokrasiye ilişkin görüşleri [Graduate Students' Perceptions of Democracy]. *Ulusal Eğitim Akademisi Dergisi*, 4(1), 1-28.
<https://doi.org/https://doi.org/10.32960/uead.656650>
- Şen, A. (2021). İnsan Hakları, Çocuk Hakları ve İnsan Hakları Eğitimi. *Anadolu Journal of Educational Sciences International*, 11(1), 462-482.
- Sirota, S., & Mitoma, G. (2022). Preparing Educators, Advocates, and Allies: Teacher Education in the HRE Movement. *International Journal of Human Rights Education*, 6(1), 4. <https://repository.usfca.edu/ijhre/vol6/iss1/4>
- Somer, M. (2016). Understanding Turkey's democratic breakdown: old vs. new and indigenous vs. global authoritarianism. *Southeast European and Black Sea Studies*, 16(4), 481-503.
<https://doi.org/10.1080/14683857.2016.1246548>
- Tashakkori, A., Johnson, B., & Teddlie, C. (2021). *Foundations of mixed methods research: Integrating quantitative and qualitative approaches in the social and behavioral sciences*. Sage.

- Tibbitts, F. (2015). *Curriculum development and review for democratic citizenship and human rights education*. UNESCO Publishing.
<https://www.osce.org/files/f/documents/o/b/219381.pdf>
- Tibbitts, F. (2017). Revisiting ‘emerging models of human rights education’. *International Journal of Human Rights Education*, 1(1), 2. Retrieved from <https://repository.usfca.edu/ijhre/vol1/iss1/2>
- United Nations. (2011a). *Evaluating Human Rights Training Activities: A Handbook for Human Rights Educators*. OHCHR.
<https://www.ohchr.org/sites/default/files/Documents/Publications/EvaluationHandbookPT18.pdf>
- United Nations. (2011b). *UN Declaration on Human Rights Education and Training*. Office of the United Nations High Commissioner for Human Rights. <https://www.ohchr.org/en/resources/educators/human-rights-education-training/11-united-nations-declaration-human-rights-education-and-training-2011>
- United Nations. (2016). *Second phase (2010-2014) of the world programme for human rights education*. Office of the United Nations High Commissioner for Human Rights. <https://www.ohchr.org/en/resources/educators/human-rights-education-training/world-programme-human-rights-education/second-phase-2010-2014-world-programme-human-rights-education>
- United Nations. (2019). *Fourth phase (2020-2024) of the world programme for human rights education*. Office of the United Nations High Commissioner for Human Rights. <https://www.ohchr.org/en/resources/educators/human-rights-education-training/world-programme-human-rights-education/fourth-phase-2020-2024-world-programme-human-rights-education#:~:text=The%20Human%20Rights%20Council%2C%20in,inclusion%20and%20respect%20for%20diversity>
- Waldron, F., Kavanagh, A., Kavanagh, R., Maunsell, C., Oberman, R., O'Reilly, M., Pike, S., Prunty, A., & Ruane, B. (2011). *Teachers, human rights and human rights education: knowledge, perspectives and practices of primary school teachers in Ireland*. Centre for Human Rights and Citizenship Education.

- Yemini, M., Tibbitts, F., & Goren, H. (2019). Trends and caveats: Review of literature on global citizenship education in teacher training. *Teaching and Teacher Education*, 77, 77-89. <https://doi.org/https://doi.org/10.1016/j.tate.2018.09.014>
- Zembylas, M. (2016). Toward a Critical-Sentimental Orientation in Human Rights Education. *Educational Philosophy and Theory*, 48(11), 1151-1167. <https://doi.org/10.1080/00131857.2015.1118612>