

## **Appendix 1**

### **Suggested interview guidelines for teachers in the Law Related Education (LRE) Project**

#### **Pre-project items**

1. Can you say something about your academic background? Do you have any training in Citizenship Education?
2. How and why did you get involved in this project?
3. How would you describe the understandings of human rights and rule of law among your students?
4. What do you expect from this project, for the students, yourselves, colleagues, the school?
5. What will you do to achieve your expectations, e.g. preparation, pedagogies etc?
6. With regard to the promotion of LRE, what difficulties did you face? What difficulties do you anticipate? How are you going to address them?
7. With regard to the promotion of LRE, what are your comments on the support from the school?
8. With regard to the promotion of LRE, what are your expectations and comments regarding the support offered by the IEd?
9. How would you describe your understandings of human rights and the rule of law? (otherwise, the scope of this question is too broad)

## **Appendix 2**

### **Students Focus Group Interview Guidelines**

- Please introduce yourselves briefly.
- In general, what do you think about the lessons about the rule of law and human rights?
  - ✧ Did you enjoy the lessons in general? Why or why not?
  - ✧ Can you recall some impressive moments? Why do you find them impressive?
  - ✧ Did lessons enhance your understanding of the rule of law and human rights? What concepts relating to the rule of law and human rights have you learned from the lessons? Please illustrate your ideas with examples.
  - ✧ Please briefly describe how the lessons were conducted in general. Did you find the teaching methods interesting? How and why?
  - ✧ Did your teacher teach about related issues? If yes, describe how she/he used the approach in general. Did these teaching methods challenge you to think critically? How and why?
  - ✧ Did going to court (experiential learning) benefit your understanding of the rule of law? If yes, how and why?
- Did your teacher himself/herself facilitate your learning about the rule of law and human rights? If yes, how and why? Please illustrate your answers with examples.
- Did you encounter difficulties in the learning about the rule of law and human rights? Why? Please suggest some ways of addressing any

problems.

- Do you have any final overall comments?

### **Appendix 3**

#### **Class Observation Checklist**

<b>Teaching approaches</b>
<b>Controversial Issues</b>
Role of teacher:
<ul style="list-style-type: none"> <li>• Neutral chairman</li> <li>• Balance approach / Balance learning</li> <li>• Devil's advocate</li> <li>• Stated commitment</li> </ul>
Divergent views: Are divergent views encouraged?
Examples: What are the controversial issues chosen?
De-controversialization : Are controversial issues treated as non-controversial?
Controversial issues avoidance: Are controversial issues avoided?
Difficulties: What are the difficulties encountered?
Handling: How are the difficulties addressed?
<b>Participatory Learning</b>
<ul style="list-style-type: none"> <li>• Class based</li> <li>• School based</li> <li>• Community based</li> <li>• The participatory experience: What kind of participation?</li> <li>• Affection: How are student emotions affected by participation?</li> <li>• Discussion: Is discussion used to consolidate the participatory experience?</li> </ul>
<b>Critical Thinking</b>
Skills
<ul style="list-style-type: none"> <li>• Bias: detection: Is the detection of bias taught? If yes, how?</li> <li>• Unstated assumptions: detection: Is the detection of unstated assumptions taught? If yes, how?</li> <li>• Facts and opinions: detection: Is the difference between facts and opinions taught? If yes, how?</li> <li>• Vagueness in meaning: detection: Is the detection of vagueness in meaning taught? If yes, how?</li> <li>• Questioning the mainstream: Is questioning the mainstream discourse taught? If yes, how?</li> </ul>
Attitudes: What are the general attitudes of students and their teacher towards critical thinking?

Difficulties: What were the difficulties encountered?
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For student observation, please identify whether some students could demonstrate the above skills, with the exception of the role of teachers.

Other Observations
Observer should also be alert to, and keep a record of, behavior(s) that may restrict the teaching of controversial issues/ participatory teaching/ critical thinking. Such behaviors include, inter alia, excessive commitment, attempts to silence opposing views, lopsided presentation...etc.
Should observer suspect that the concepts being taught are incorrect, please elaborate.