

TEACHING HUMAN RIGHTS: USING BLOOM'S TAXONOMY - A STUDY

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ABSTRACT

Benjamin Bloom's taxonomy is one of the best rubrics to improve the pedagogies of the teaching. It is not a cooked fact if we say that Indian higher education is still lagging behind and lack of proper teaching strategies is one of the main reasons for the failure of the Indian Education system. Especially given the background that the serious discussion is on to introduce the practical subjects such as human rights, , sex education, sexuality and others, the need for the improved pedagogies such as Bloom's Taxonomy has been essential and thus my paper shall try to give inputs in using Bloom's Taxonomy in teaching human rights.

Keywords: *Bloom's taxonomy, human rights and pedagogies*

Objective:

Observers should be able to

- ✚ Enhance their skills to use Bloom's Taxonomy for teaching Human Rights

INTRODUCTION

The age travels with numerous changes. During the period of Spartacus, even raising your face to look at landlord's face would have been considered as a criminal offence and you would have been sentenced to death immediately. The margin of so called freedom increased a bit, the moment feudalism came into picture. The violation of human rights was not subdued but eventually hidden, the moment world moved in to the capitalist arena. Right after the French revolution, the insurgents cried out "freedom, equality and fraternity". But after the Russian revolution the oppressed masses with their raised iron fist shouted for "right to revolt".

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Different views regarding violence are on the platform. Taking violence in your hands alone can't be considered as the violation of human rights. But it has to be considered and treated with the context. When a poor girl is seduced by a mob in the eve of a New Year celebration, her friend can have the right to save her even with violence if she/he can. If you restrict yourself by considering that violence as human right violation, then it means that your views are class biased.

With this background I am going to present my paper which will deal teaching human rights by using Bloom's Taxonomy. Since the time frame doesn't allow me to give a short introduction about the great educationalist Benjamin Bloom, let me go directly into his Learning theories.

Three types of Learning Domains:

Benjamin Bloom introduced three types of learning domains named **Cognitive, Affective and Psycho meter**. As these first two domains Cognitive and Affective (not like Psycho meter which deals with the psychological skills) deal with the mental skills called knowledge and attitude, I restrict myself to take only these two domains for this paper.

Cognitive:

Let us see the first domain **Cognitive** which deals with the development of the knowledge like recalling and recognizing the facts and creating one's own ideological or conceptual background to approach a subject/an area like human rights. Making this process, a fundamental one for learning is very important. Under this cognitive method we have six categories.

The following different levels of questioning skills will encourage and develop students' different levels of Understanding. I am going to have the execution of Saddam Hussein as an example for human right violation as I believe that we share the same opinion on this.

Knowledge:

These knowledge-based questions will help the teachers to know how their students have observed the incidents and how they recall their observations.

For example:

- ✚ Which country does Saddam Hussein belong to?
- ✚ List the countries, which supported the execution of Saddam Hussein.

Comprehension:

Comprehensive questions will help the teachers to check and verify the levels of understanding of their students and it will help the students to produce their mental thoughts (about that incident, which was taught by teachers) into write ups.

For Example:

- Describe the arguments happened between Saddam Hussein and his executioners?
- Summarize the different opinions among the Iraqis about the execution of Saddam?

(I would say there is no difference between the Knowledge and Comprehension based questions except the length of the answers)

Application:

From here your ideological or conceptual background is going to work. For example if you think that Saddam is a tyrant and he deserved that execution, that means you are western biased. If you question, who are these foreigners to punish one Iraqi, it means you are a Humanist. You may have different opinions. But here having one ideological background or approaches like Sociological, religious, western and etc is very important to answer these questions. This applicative method means nothing but animation of your very own ideologies.

For example:

- Discover the western reasons behind the execution of Saddam Hussein.
- Relate the execution of Saddam with the revenge of Shia people in Iraqi.

Analysis:

It will analyze the whole Human right violated incident by separating that into various components. It will try to distinguish the observation and interpretation of one incident. It will analyze that incident ideologically. (For example, Capitalism (which is not like feudalism which never allows any sort of freedom compared to capitalism) is for the so-called democracy and it will go for the 'fair trial' even to execute a dog.)

For example:

- Analyze the positive and negative sides of American invasion.
- Explain briefly the Iraq pre and post Saddam Hussein.

Synthesis:

Synthesis category will concentrate on projecting a full-fledged structure from its various aspects. This category can help your students to collect all the scattered facts in to a single cup of tea. This sort of questioning skills will develop your students' integrating skills to gather all the facts and evidences to solve a problem.

For example:

- Combine and contrast both the activities of Insurgency and counter insurgency.
- Categorize the various features of American Army's mental pressure and its outcome against their own officials and also the innocent Iraqi peoples.

Evaluation:

Evaluation will direct the students to go for their own thinking or ideas. Though the educationalists are confused themselves whether to have this as last one or last but one, it will create room for the children's creativity. Here they can imagine like if it happens or if it not happens...In this part a teacher can be a better listener. But when your kids are in this category, make sure they have understood all the before said categories clearly.

For example:

Describe the various consequences, that would have followed if Saddam Hussein's Execution were stopped by UNO. Imagine. Militants have saved Saddam Hussein. What would have happened then?

Affective:

Mostly, the second domain named **Affective** relates with the attitude of a person who is ready to learn. When we talk about learning, it is not necessary to confine that students alone are only expected to listen and learn but teachers also. Here it will provide a chance to both teachers and students to listen.

Receiving phenomena:

The name itself will explain everything i.e. how to receive a message from a speaker (Teacher /student or some one). Here I am going to use this strategy for teachers to receive the thoughts the students have. Teachers can go for the different type of questions those we have seen in the cognitive category. Here the teachers have to remember the

names of their kids and address them by their names only. Apart from these all, remember this quotation “Listening is better than speaking”. But some times it becomes impossible for teachers to listen to their slaves (sorry, students).

Responding phenomena:

It plays a vital role .It needs a better body language and a good usage of throwing in the monosyllabic or meaningless words like mm,ya ya,carry on, that’s fine. Even your slightest distraction of staring out of window may stop the interest of the delivery of a student. Your unclosed mouth may better encourage your student to carry on his/her speech with much more enthusiasm. Jerking your shoulder positively may double up your kid’s interest in speaking.

Valuing:

Since your students emerge from various backgrounds they may differ from your own views. Do not think since they differ from your opinion they do not have right to speak out. Even though their opinions tend to be wrong, try to acknowledge it. Especially, the area of Human rights has different sorts of opinions with the speaker/student’s own class background. So value everyone’s opinions. Even your facial gestures showing recklessness or negligence towards your student’s speech may become a speed breaker or an end of the road. So be aware of your facial expressions.

Do not be carried away by the age-old saying “Teacher’s word is Mantra”. Try to acknowledge the word of your student though his/her saying is wrong (who knows? it may be right in near future. For example Bhagath Singh who had thrown Bombs inside the parliament was a war criminal against British Empire, but after 1947 he is the martyr and the heartthrob of Indian youth (Listen friends; I don’t mention anything about Mohammed Afzal).

Organization:

The purpose of organization is to organize the different opinions into priorities by considering different values. It needs a passive mind to understand and analyze the process. Here while one kid speaks out his/her opinion, when another kid interrupts, it’s up to the context, which will be given priority to speak. So in this stage a teacher has to predict mentally whether this interruption is needed here or not. But any way that should not spoil the first or latter’s expressing freedom with the possible behavior.

Internalizing values:

This value system deals with the different behavior of the people. It will deal with the following questions.

- How to not rely on other people when you are working independently and how to co-operate with your fellow co-workers when you working in a group?
- How to work for an objective with the professional commitment and accountability?

SUMMING UP:

Given the scenario of the background of higher education system and its failure, Bloom's taxonomy is the one of the best ways to teach the human rights and its importance. Thus I believe Bloom's Taxonomy also can be utilized as a tool to teach human rights in this modern context.

“WAGE WAR FOR WAR FREE WORLD”

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