



Contribution ID: 220

Type: **In-person interactive poster session**

Towards new pedagogical signatures for learner autonomy

Saturday 17 May 2025 11:30 (1 minute)

TITLE

Towards new pedagogical signatures for learner autonomy

RELEVANT SIG

Learner Development

FORMAT

In-person interactive poster session

Short English description

KEYWORDS

multiple viewpoints
learner autonomy
critical incident role-plays
human rights

First-time presenter?

ABSTRACT

Making sense of multiple viewpoints –particularly our own and those of the students we teach –is necessary for deepening our pedagogical understanding and practices, especially when we make fundamental shifts in (re-)conceptualising learner autonomy. This poster session explores one such shift in my own practices by examining how, in the 2024 academic year in a first-and second year English course on human rights, students used critical incident role-plays (involving two protagonists with different interests and power) to explore issues such as climate change, corporal punishment, and labour rights. In their final projects, each student presented their research in small groups, then invited listeners to act out a critical incident, before

discussing the issue together. Enabling students to embody human rights issues from the inside, such role-plays proved challenging but engaging. Extended student reflections in weekly human rights diaries also provided fresh perspectives for me as the teacher in deconstructing and (re-)framing learner and teacher roles, critical thinking, and the role of evaluation, in this shift. In this presentation I focus on such reflective deconstruction, and the unexpected perspectives that it has opened up towards new pedagogical signatures for learner autonomy in human rights education.

Author: Dr BARFIELD, Andy (Chuo University)

Presenter: Dr BARFIELD, Andy (Chuo University)

Session Classification: Saturday Posters

Track Classification: Learner Development