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The international education landscape is changing. New evaluation tools, new universal curriculum standards, and technology enhanced learning are some of the new big initiatives that call for a greater attention (Novak, 2013). Whether a student is a refugee, a member of the vulnerable minority, or has a learning disability, it is important that every learner is entitled to a curriculum that is relatable and meets his or her needs. Unfortunately, however, students in the margins such as refugees or migrants in South Korea and in Germany are educated in separate settings until they meet the core requirements for the traditional schools (Novak, 2013; Choi, 2010; Ugarkovic, 2004). South Korea and Germany have a general school system that is static and follows a fixed script that is designed for certain privileged learners and results in separation of education into general and remedial education. Hence, regardless of such school initiatives to promote integration and ameliorate their resettlement, many marginalized students still face significant barriers, societal pressures, and discrimination while pursuing their academic degrees (Burt, 2015). As a result, many marginalized students identify themselves as lower “*second-class citizens*” (Choi, 2010) and are unaware of their own legal rights, causing them to isolate themselves from the society. A significant limitation that schools, colleges, and departments of education is facing is whether teacher candidates actually graduate from teacher preparation programs with the full knowledge, skills and training to equip every student. That is, do colleges of teacher education really prepare teachers to teach *all* students from diverse backgrounds, accordingly to their needs? In order to help fill this gap, I argue that an universal human rights education (HRE) curriculum guided by a theoretical framework of universal design of learning (UDL) and digital learning (DL) is necessary in assisting the successful adaptation of this population.

The overall purpose of this universal curriculum is to equip the students in the margins with valuable knowledge on basic human rights legal literacy. I intend to offer guidance to help facilitators use this curriculum as a tool to bring about a thorough understanding of the human rights situation from their target population and as a bridge to recruit diverse learners as partners in the teaching process. Through this qualitative research design, I aspire to show that human rights education using the principles of universal design of learning serves as a

useful source of information in today's classroom that aims to lower discrimination, promote integration, and optimize each individual's opportunity to learn.

This research will investigate the efficacy of a qualitative human rights curriculum and to what extent human rights curriculum can increase their legal literacy and promote integration in the classroom settings based on pre-and post-assessments and semi-structured interviews. Central to this research methodology is the attempt to involve the research population in the design and teach the curriculum to them. I intend to adopt a participatory research to elicit insider accounts of life as a refugee or migrant in Germany or in South Korea and their fundamental understanding of human rights.

**KEYWORDS:** *Curriculum Development, Human Rights Education, Refugee Education, Integration, Universal Design of Learning, Digital Learning, Quality of Teacher Preparation, Inclusive education*