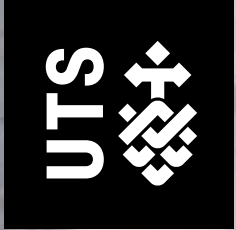


Laurie Berg

UTS Faculty of Law

Social Justice
Simulations



Graphics created by Ullupta
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The Social Justice Simulation project sought to provide human rights education that:

1. Offers abilities and capacities that complement legal approaches
2. Provides students with the tools to grasp complex structural issues that undergird social justice problems
3. Sees social justice influencers at local, national and international levels
4. Portrays actors in this system as complex, rather than 'good guys' and 'bad guys'
5. Offers students the chance to put into practice the skills they learn

Office for Learning and Teaching funded project

- Banki, S., Stubbs, M., Berg, L., Rice, S., Duffill, P., Hartley, L., McGaughey, F., Kerdo, P. P., Orchard, P., and Berg, L. (2016). *Social Justice Simulations: Social Justice Exercise Manual*
- Banki, S., Stubbs, M., Berg, L., Rice, S., Hartley, L., McGaughey, F., Kerdo, P. P., Orchard, P., and Duffill, P. (2016). *Social Justice Simulations: Social Justice Case Studies*.
- http://sydney.edu.au/arts/research/global_social_justice_network/simulation/index.shtml
- <https://www.youtube.com/watch?v=kKP49TmLV6Q&index=1&list=PLXS DVg9HvDBgbD-ogz1ef5wyUxuie84AB>

Collaborative elements of curriculum occurred in a number of ways

- Co-design and co-development of curriculum by teaching partners from different institutions and disciplines
- Co-delivery through
 - Peer review among teaching partners
 - Participation by teaching partners in each other's simulations
 - Participation by other relevant professionals in the simulations
- Co-creation by students in the sense that often activities and teaching needed to cater to the decisions and choices of students as creative participants

Thank
you

