Workshop 1:  Blogged and Tweeted: Using Social Media in EU Law Classroom

Egle Dagilyte

Have you ever used social media or blogging to teach EU Law? Maybe you always wanted to, but did not know the benefits and pitfalls of these tools, or where to start? This informal experience-sharing session will allow to emerge conversations (and future pedagogic research outputs) on how social media may change how we teach EU law.

Note: Please bring your own technological device (mobile phone, tablet, laptop...)

Workshop 2:  Theoretical theatre

Viviane Gravey & Brendan Moore

Students often struggle when first faced with social science theories. This can be particularly the case with students in multi-disciplinary degree programmes with only a few social science modules, as is our experience in the School of Environmental Sciences at UEA. Lecturers at UEA have developed an innovative teaching approach to introduce students to a variety of competing theories – in a way that is less daunting and more approachable than a traditional lecture. In a “theoretical theatre” lecturers and PhD students, each embodying a theory or theorist, are pitted against each other in a lively debate to convince the audience that their theories best explain a case study or general academic debate. Developed in three modules at UEA since 2012, this approach has received very positive feedback from students (and staff), and has helped students better apply theories in their own work.

Conference delegates will discuss a key problem – exposing students to social science theories. The session will be interactive with ample discussion with the audience about teaching philosophies and how to make an EU theoretical theatre work in practice.

Workshop 3:  European studies through the camera lens: teaching through movie making

Laura Asarite

The overall challenge of teaching European Studies is not just to convey knowledge. Nowadays a creative approach and development of different skills relevant for future employability are a crucial part of European Studies. Using digital media is an integral part of the everyday life. Uploading self-made videos and movies on facebook.com or youtube.com and sharing experiences, information and impressions is part of the everyday life for many young people. Why not using this development into teaching European Studies? Thus the proposed teaching tool is movie making.

The task of this teaching method is to make a documentary movie on a given topic related to the course in a group of four to seven students. The work is divided into several phases: initial brainstorming, research, script writing, movie making, sharing of results and reflection. Additionally, the last phase of this teaching method ensures the sharing of the outcomes with the rest of the class, as well strengthens the students’ ability to approach information in a critical manner.

The aim of this workshop is to share the experience gained in teaching European Studies at the Master European Studies in Europa-Universität Flensburg(Germany) with the method of movie making. The audience will be actively engaged and challenged to develop ideas for a movie on a given European Studies topic.

1 Gill Seyfang, Irene Lorenzoni, Tom Hargreaves
Workshop 4: Wherefore Innovation in Higher Education? The Case for E-learning in EU Studies
Silviu Piros & Alexandra Mihai

Teaching and learning online can often feel solitary and isolating. At the same time, it is generally acknowledged that learning at its best takes place within a community. Successfully creating and supporting an online learning community proves to be one of the challenges designing and delivering online courses entails. This workshop will focus on the design of an asynchronous online course, with a special emphasis on the pedagogical aspects such as: techniques for engaging the students, assignments and assessment, feedback, etc. The aim of the workshop is to offer insight and exchange best practice regarding finding the right balance in designing an asynchronous online course.

The workshop has a two-fold aim: in the first phase it seeks to update the audience on the tools and methods employed by the IES – VUB on asynchronous e-learning and bring everybody to the same common denominator. It will discuss the benefits and drawbacks of some of its choices as well as their long term consequences. This should not take up more than 10 minutes, leaving the remaining half an hour to an open discussion among all participants to share their own views and practices, and for those new to e-learning to consider new ways of adapting their content and methods to online environments.

Workshop 5: Innovative Pedagogies: research informed Economics teaching
Rob Ackrill

In this workshop we want to discuss student-centred and student-led activities, drawing on multiple types of activity that fall under the heading ‘research informed teaching’. Based on the experience as National Teaching Fellow of the UK HEA and experience from teaching Economics of the EU (focus is much more on application of concepts for empirical analysis, than on heavy theory – and certainly no econometrics!), we share best practices on how to adopt and adapt one own’s practice for different modules but also for different disciplines.

Workshop 6: Capstone courses & field trips: innovative contributions to assessment of multidisciplinary programmes
Ben Tonra

This presentation will discuss applied models of both capstone courses and field trips as integral and assessed components of multidisciplinary European Studies programmes. The evolution of these models will also be discussed, assessing pedagogic strengths and weaknesses as well as practical issues in implementation.

Workshop 7: Screen capture technology in European Studies: Goodbye Word, hello creative, visual learning
Emma Mayhew

The new generation of student expects greater flexibility in the pace and place of learning and often responds brilliantly to the visual delivery of information. This session will introduce a simple and cost free way to respond to student demand using screen capture software. A number of lecturers are already starting to use this technology in a wide range of ways-from the creation of bite sized videos on key subject topics, explanatory screen casts on essay writing and marking criteria, mini module summaries and even individual video feedback on assessed work. The student response has been incredible with some individual screen casts recording thousands of views. The session will show a range of examples and demonstrate how colleague can start to engage with this simple and creative technology. For more information, please click the link below: http://www.screencast.com/t/HAjtfUoxO8jg