The 1st European Conference on Teaching and Learning Politics, International Relations and European Studies

Maastricht, 26-27 June 2014

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Innovating Teaching and Learning of European Studies

Natalia Timus, MGSoG, UM
Outline

• Aim
• Background
• Survey methodology
  – INOTLES vs. SENT survey
• Questionnaire
• Data analysis
• Conclusion
Why INOTLES?

Addressing the core ES problems
- multidisciplinary character of ES
- evolving EU political system
- inter-university exchange and innovative teaching

Specific problems in Eastern Europe
- MA ES programmes new and underdeveloped
- Lack of innovative teaching that answer ES needs
- Need to support or establish ES Centres
What? Wider objectives

• To contribute to curricular reform and modernization of higher education in UA, MD and GE (PC) in accordance with Bologna principles

• To build capacity of PC higher education institutions to support national transition to open society and knowledge-based economy and to respond to modern labour market requirements
What? Specific objectives

1. To promote the convergence of ES core courses between EU and UA, MD and GE

2. To promote innovative learning and real-world skills in ES curricula across EU and PC universities

3. To disseminate the benefits of innovative ES teaching to a broad base of local, national and international stakeholders by providing a model of ES curriculum reform

4. To establish teachers' training in innovative ES teaching methods, in accordance with the ET 2020 objectives

5. To increase competitiveness, employability and flexibility in accordance with job market requirements

6. To develop inter-cultural skills and mutual understanding between EU and PC through inter-university cooperation
How?

**WP2:** Mapping teaching of European Studies
- literature review
- survey teaching methods and tools
- needs analysis of Eastern European partners

**WP3:** Establishment of a system of teachers' training in innovative ES teaching methods and tools and repository of training materials

**WP4:** Development and teaching of six ES courses
**How?**

**WP5**: Dissemination
- national and international stakeholders

**WP6**: Exploitation
- Webportal: [www.inotles.eu](http://www.inotles.eu)
- WIKI on ES pedagogical practices
- Working Papers and Policy Papers series (UM)
- Establishment and support of national CES
- Consortium institutionalisation: INOTLES Centre
Survey on Teaching ES

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Anesa Hosein, US
Aim of the survey

• mapping the existing provisions and pathways in teaching European Studies (ES) worldwide
• gaining practical understanding on
  – the courses taught within the ES field
  – the pedagogical approaches
  – the traditional and innovative teaching methods and tools applied
Background

• Part of WP2 of INOTLES project
• **Time-period**: March-May 2014
• **Web-based survey**: using **LimeSurvey**
• **Survey invitation** was sent to lecturers teaching ES courses worldwide
  – all levels (graduate and undergraduate)
• **Geographical representation**
• **Response rate**: 182 fully completed, 142 incomplete (not included in analysis), worldwide
Questionnaire

• **Part I:**
  – general information about lecturer

• **Part II:**
  – general information about course and class
    • Course background
    • composition and characteristics of the class

• **Part III: pedagogy**
  – teaching methods and tools
Experience of the teacher in ES

- More than 10 years (72)
- 6-10 years (58)
- 3-5 years (43)
- 1-2 years (24)
- Less than 1 year (7)
- No experience at all (4)
- No answer (38)
Main Subject of the course

- EU Economic Studies (21)
- EU Historical Studies (25)
- EU Legal Studies (20)
- EU Intercultural Dialogue Studies (3)
- EU Interdisciplinary Studies (20)
- EU Political and Administrative Studies (98)
- EU International Relations and Diplomacy Studies (57)
- Other (20)
Course level
Composition and characteristics of the class

• English as language of instruction: 59.60%
• Average nr. of students
  – less than 20 (36.7%)
  – 20-30 (30.3%)
  – 30-40 (8.4%)
  – more than 40 (24.5%)
What is the teaching approach used within your course

- Lectures only (16)
- Mixture of lectures and seminars/tutorials (126)
- Joint teaching, involving several academic lecturers (17)
- Joint teaching involving several academic lecturers and special experts as guest lecturers (25)
- Other (22)
## Innovative teaching methods

<table>
<thead>
<tr>
<th>Method</th>
<th>Often or sometimes</th>
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<tbody>
<tr>
<td>Team work</td>
<td>65.38%</td>
</tr>
<tr>
<td>special expert sessions</td>
<td>44.5%</td>
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<tr>
<td>problem-based learning (PBL)</td>
<td>48.24%</td>
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<tr>
<td>simulation/ role plays / learning games</td>
<td>57.14%</td>
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<tr>
<td>project-based learning (e.g. research project)</td>
<td>58.24%</td>
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<td>work-based learning (e.g. collaboration with companies)</td>
<td>14.84%</td>
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<tr>
<td>peer-tutoring</td>
<td>26.93%</td>
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<td>distance learning</td>
<td>17.03%</td>
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<tr>
<td>blended learning (face-to-face and e-learning)</td>
<td>26.92%</td>
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<tr>
<td>field-work (e.g. excursions)</td>
<td>30.77%</td>
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<tr>
<td>internship/student’s volunteering</td>
<td>28.57%</td>
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<tr>
<td>exchange programs</td>
<td>37.91%</td>
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</tbody>
</table>
Often used teaching methods and disciplines

- Team work: used by 80% + of scholars in economic, historical, legal, intercultural dialogue, interdisciplinary, political and administrative studies, international relations
- Simulation/role plays/learning games: more than 75% of scholars in all disciplines use it
- Project-based learning (e.g. research project): 75% use it
# Teaching tools

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<tr>
<th>Method</th>
<th>Often or sometimes</th>
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<tbody>
<tr>
<td>blackboard</td>
<td>68.13%</td>
</tr>
<tr>
<td>transparencies</td>
<td>20.33%</td>
</tr>
<tr>
<td>presentations with overhead projector</td>
<td>66.48%</td>
</tr>
<tr>
<td>interactive whiteboard</td>
<td>27.48%</td>
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<tr>
<td>movies</td>
<td>55.5%</td>
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<tr>
<td>internet</td>
<td>70.88%</td>
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<tr>
<td>software</td>
<td>24.72%</td>
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<tr>
<td>virtual learning environments (e.g. blackboard, moodle)</td>
<td>50.55%</td>
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<tr>
<td>social network (e.g. facebook, twitter)</td>
<td>26.93%</td>
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<tr>
<td>textbooks</td>
<td>71.98%</td>
</tr>
</tbody>
</table>
Teaching tools

• Applied most often
  – Textbooks, blackboard, presentations

• Advantages
  – Academic, easy available, cheap

• Disadvantages
  – Time consuming preparation, boring/simplistic, rigid.
Conclusion

• European Studies – largely multidisciplinary
  – BUT predominance of Political Science degrees
  – BA degrees– dominant

• Innovative teaching methods and tools are increasingly popular among scholars
  – Accessibility and reliability of methods and tools are reasons for being often employed.