**Workshop 1: Making Simulations Work**

*Room 1.033 with Simon Usherwood*

This workshop aims to support colleagues in their use of simulations in the classroom. This will require mapping of the abstract benefits and the potential applications, as well as the theoretical and practical barriers and problems. Participants will then move to an active implementation of their learning by designing their own simulation, working with others to strengthen and enhance their designs. Learning is thus received through multiple channels (instructor-led, peer-led, self-reflection) and is measured by the simulation that each participant produces.

**What is in for you?**

You will gain direct exposure to a highly flexible pedagogy, with application to your specific needs. Moreover, you will gain from interaction with other delegates, both specifically and more generally.

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**Workshop 2: How to...engage undergraduates with academic research and the research process?**

*Room 1.035 with Alison Statham, Chris Goldsmith, Simon Lightfoot and Chris Butcher*

This session will explore ways by which we can engage undergraduate students with academic research. Research-teaching links are seen by many as central to the university experience, yet a review of most of the pedagogic literature on teaching and research links reveals the relative paucity of examples from the social sciences. As Craig (2012) highlights, Politics and IR has some specific challenges as a discipline. Two specific problems stand out for Politics/IR in addition to the broader challenges faced by all social sciences in this area. Firstly, the subject matter of the disciplines includes different subject matters, so a ‘traditional’ curriculum can include Political Theory, Comparative Political Science, Political Analysis, area studies etc. Studying and researching these subjects involves slightly different skill sets and knowledge (see Craig, 2012). Secondly, ‘contemporary Politics presents those studying it with particular challenges given its continuously evolving nature’ (Craig, 2012, p. 33).

The session will start with break out groups that explore the challenges presented, how the delegates view research-teaching links and examples from their own practice/experience. After a brief feedback session, 3 case studies will be presented (students as scholars programme; undergraduate research conference; student think tanks etc) and delegates will be asked to examine how relevant these examples are to their own practice.

**What is in for you?**

A sense of the main barriers to undergraduate students becoming engaged in academic research but most importantly a variety of tips/examples will be shared that delegates can try in their own institutions.
Workshop 3: How to organise and moderate webinars: the art of mastering the virtual classroom

Room 1.036 with Alexandra Mihai and Siviu Piros

Education today is no longer limited to the classroom. Informal and mobile learning are becoming an integral part of the educational process. The offer of online and blended learning programmes is constantly increasing, thus opening up the learning experience to new audiences, be it professionals engaged in full time work or students who are not in the position to use the mobility schemes, but want to take advantage of the benefits of studying in an international environment. But engaging in these new teaching methods in an efficient manner requires a redefinition of the teacher’s role and a thorough analysis of pedagogical strategies to adapt to the virtual environment.

This workshop aims at offering practical suggestions for organising webinars (online seminars) addressed to students and/or to a broader audience. The workshop is based on the three years experience of the IES with organising webinars and virtual roundtables on European affairs and specifically EU foreign policy and diplomacy. It will focus on the role of the teacher as convenor and moderator of the webinars and the pedagogical challenges that this entails, compared to the traditional face-to-face teaching. Practical exercises as well as a real time demonstration will be organised, to allow the participants to experience and engage with the new environment.

What is in for you?

- Become aware of the ways in which webinars can be used to add value to their politics/IR/ES courses;
- Be familiarised with the virtual environment and the main features of synchronous e-learning tools;
- Grasp the main particularities of the teacher’s role as a webinar convenor and moderator;
- Get useful practical suggestions on how to conduct and moderate a webinar.

Workshop 4: Smart Reading? Preparing our Students for the Online Research Environment and Facilitating Critical Discussions about Its Challenges

Room 2.033 with Martin Bartenberger

The last few years have seen an exponential growth of academic online sources. The websites of scientific journals and academic databases such as JSTOR, Ebrary and Oxford Scholarship Online offer a vast amount of literature that is just a mouse click away. This situation presents a novel and unique challenge for our students and us as teachers since the sheer quantity of materials often leads to confusion, anxiety and frustration on the part of the students.

To meet this challenge this workshop will introduce a critical “Smart Reading” approach as a way to prepare our students for this new situation. By teaching students how to “skim” texts they acquire important skills that enable them to work through large amounts of texts quickly. At the same time the workshop will outline how we can facilitate critical discussions about these tools and the problems and dangers of the growing availability of online research sources.

What is in for you?

After attending the workshop the delegates should have gotten an idea why the increasing availability of academic online sources poses a significant challenge to our students that we have to address. Additionally, they should have taken away some concrete and usable ideas (discussion points, template for homework exercise, etc.) how they can prepare their students for this challenge. The knowledge of the workshop can be flexibly used in a wide array of courses and is not limited to a certain sub-field of political science. It is probably most useful for classes on the Bachelor level though.
Workshop 5: Using Problem-Based Learning á la Maastricht: simulating the pre-discussion of a PBL assignment

Room 2.044 with Heidi Maurer

In this workshop we are going to actively apply the seven-steps approach as used at Maastricht University in order to engage with the first (and perhaps more important) stage of Problem-Based Learning: the pre-discussion.

By making use of a typical PBL assignment as used at the Faculty of Arts and Social Sciences, participations take over the role of students (participants, chair and whiteboard person) and come up with suitable learning objectives by using the 7-step approach (approx. 35-40 min). In conclusion we discuss what participants observed in their pre-discussion and link it to the logic of PBL to relate to existing knowledge, define relevance, and actively construct knowledge even before engaging with the provided materials.

What is in for you?

This practical workshop will help you to grasp the logic and the real-life implementation of Problem Based Learning. For a PBL setting, the pre-discussion (i.e. the analytical reflection of a group on what they know, what they want to find out, and how to get there BEFORE they engage with the material) is perhaps the most salient part of the learning process. This workshop thus aims at raising awareness for the importance of the pre-discussion in an active learning environment like PBL and hopefully provides participants with ideas of how the same logic can be adapted for different learning environments.

Please note: Workshop 6 will only be on Friday

Workshop 6: How to work with the Dublin Descriptors in the construction of syllabi?

Room 2.036 with Elissaveta Radulova

The Dublin Descriptors (DD) provide five pillars along which the learning objectives of educational units (and entire curricula) can be specified and communicated to students. The implementation reports of the Bologna Follow-up group continuously state greater or even full alignment of the syllabi across Europe to the DD framework. But is this really the case? The practice points out that many course coordinators still struggle with the adjustment of their study materials to the DD system. The aim of this workshop is to reflect on the ongoing practices and on the use of the DD in various contexts. At the outset the DD will be presented along with the historic context and rationale of their introduction. Examples of the transformation from teacher-centred to student-centred formulation of the course objectives will be provided, and the participants will be invited to work on (individually or in groups) transforming or refining their own syllabi.

What is in for you?

One of the key goals embedded in the Bologna Process agenda was to transform the curricula across Europe and to shift the focus from “studied material” to “learning outcomes”. For the teaching community this aim arguably entails a paradigm shift from teacher-centred to student-centred education. In order to facilitate the change-trajectory, the tool of the so-called Dublin Descriptors was proposed, and implemented (mostly) via the re-accreditation ‘vehicle’. Nowadays they are considered the standard norm that should be used in syllabi construction. By attending this workshop the participants will get insights into the meaning and rationale behind the DD, as well as practical experience in working with the DD in the context of concrete syllabi development.