

METHODOLOGICAL COLLOQUIUM ON TEACHING

GENERAL INFORMATION

ECTS credits: 6 ECTS

Proposed Length of course: 6 days including travel

Host Unit: Johan Skytte Institute of Political Studies

Venue: Lossi 36, Tartu / Kääriku Recreation centre

Accommodation: UT Students hostel 19 EUR/night per person

Target group: PhD students and junior teaching staff of social and political sciences, economics, law and humanities

COURSE DESCRIPTION

INTERNATIONAL DOCTORAL COLLOQUIUM ON TEACHING METHODOLOGIES

Introduction/Synopsis:

The colloquium is meant to support the planning and management of the inter-university summer schools organized within the network and prepares the potential lecturers, young researchers and junior teaching staff to create and implement an academic course. The participants of the colloquium will be provided with overview of components of teaching the European Union to graduate students and adults, to support the smooth performance of inter-university activities, to provide sufficient knowledge on teaching methodologies and to broaden the knowledge and skills for teaching European studies in higher education. The colloquium will also focus on two issues: (1) the origins of the European Higher Education Area, its evolution, the actors involved in the entire public policy cycle and the balance between expected and achieved results of the process; (2) the essence of quality teaching, its methodological grounds and recent developments.

Course Description

The colloquium will be held in the form of "residential crash course" (date TBD) and will be composed of the practical and theoretical modules dedicated to the teaching methodologies. The course will be structured in a total of 12 hours: 9 hours will be held in the form of seminars, one additional hour will be dedicated to networking simulation (face-to-face meetings between students and professors or experts) and, finally, a two hour slot as practical exercise of project planning will be held. More detailed information will be available in the schedule.

Structure

The following topics will be covered during 6 days of intensive crash-course:
Working in multicultural environment:

- Communicating internationally
- Advantages and disadvantages of the multicultural classroom

Interactive teaching methods for significant learning

- Group-tasks and simulation

- Team learning
- Problem-, project-, group- based learning and teaching
- Creating Significant Learning Experiences;
- A Taxonomy of Significant Learning;
- Integrated Course Design Model;
- The Human Significance of Good Teaching and Learning
- Blended learning

Peer review

E-learning

- Planning a course (***Content and support model, Wrap around model, Integrated model***)
- Online pedagogy (assessment,
- Interactive course materials
- Collaborative activities and structured discussions

Teaching staff

The colloquium will be guided by experts of the University of Tartu

Learning outcomes:

Upon the end of colloquium, the participant is acquainted with the concepts of EU-related knowledge and theories of adult learning; can create courses that are in balance from theories and practices point of view, can choose motivating and fair methods of grading, are well familiar with the specifics of active learning methodology.

General purpose and goals

The general purpose of the colloquium is to provide PhD students with a strong preparation for their future role as professional educators at the university level. The well-prepared educator should be able to:

- build a sophisticated philosophy of teaching
- demonstrate implications of pedagogical strategies (including e-learning)
- develop skills and capabilities i.e. skilfully design powerful learning experience, create and assess different kinds of student learning, lead classroom activities effectively and evaluate own teaching
- create a professional development plan (including supervision)

The given colloquium is specifically designed for PhD students and junior academic staff working in the field of EU studies taking into account the multicultural environment and specificity of the classroom.