Teaching portfolio

Reini Schrama

1   Learning is constructing through interaction

Learning is a verb. It is an *activity*, requiring students *to organize knowledge, skills and competences*. Knowledge, skills and competences are not simply given by the teacher and accumulated students. I strongly believe that they are *constructed through interaction*. In Vygotskian fashion, I understand learning as the result of continuous interaction among students, as well as between students and the material, as facilitated by the teacher. In short, learning occurs when individuals are engaged in concrete social interaction.

The implications are that learning necessitates 1) *active engagement*, 2) *case-based application of knowledge* and 3) *community building*. In this portfolio, I will discuss all three components in relation to my own teaching experiences and reflections, starting with community building. I argue that community building is crucial condition for both active engagement and case-based application of knowledge to be successful, involving a great responsibility of the teacher.

1.1.   Community building

My approach to teaching is very much *learning-oriented* and *student-centered*. I see my role as a *facilitating* one. It starts and ends with the students. However, an important distinction to be made is between students as consumers and students as a *full-fledged member of the community* that allows them to learn. It is all about establishing a good *learning environment*. Creating an environment that is good for learning entails good relations between the teacher and the students, and more importantly among the students, since learning is the result of exchange between them.

In my course on "Networks in Public Governance; Going beyond the Metaphor", I was able to work on building a *safe space* for students to learn from each other. In the course, there was a lot of emphasis on *collaboration*, something I will elaborate on in the following section. I tried to stimulate different kind of collaborations, so that each student got to know each other. It was extremely interesting to see that *the diverse classroom* I was dealing with, comprising different nationalities, exchange students and full-degree students, bachelor and master students with different kind of knowledge concerning the methods and the contents, grew to such a *cohesive group*. Though not every student ended up working with every other student, I did observe that students collaborated with three to five other partners throughout the course. This was not only directly beneficial for their learning experience, since every student

actually brings something different to the table (such as expertise in methods, EU governance, IR governance, policy networks), their interactions also led to a more integrated group. Even though there were differences in levels on some aspects, the diversity of the group actually worked more as an equalizer, allowing students to learn from what other students knew more about.

In my view, to allow such a learning community to emerge, the teacher needs organize the course such that students ´meet´ each other. Of course, there should be many opportunities to work together. However, even the *physical environment* matters. Instead of the standard rows of tables, I let the students put together a *semi-circle* of tables and chairs every week. Even the activity of moving tables creates some exchange, but the shape further encourages students to look each other in the eyes and facilitates *plenary discussion* as well as *short buzz working groups*. At the same time, the semi-circle allows the teacher to perform its facilitator role, allowing for mediation between plenary discussions, group discussions and teacher-student exchange.

A further crucial responsibility of the teacher in building a community towards learning is the *structuring of the learning process*. Unquestionably, it starts with the student's curiosity and willingness to learn. This is why I start my courses with asking students to tell me about their background and motivation to take the course. In my experience, particularly at the Master level, students have very *diverse backgrounds and motivations*. All have something to do with the content of the course, but they may interplay with different aspects. This was particularly the case with the very hybrid course on "Networks in Public Governance; Going beyond the Metaphor", which deals with both governance networks in theory and the methods of studying them. I had students with experience in the methods, while being curious to learn about a new case to apply them, and I had students with in-depth knowledge about public governance and policy networks, but were interested in learning more about how to study them empirically. My responsibility as a teacher here is to *find common ground* for both types of students and letting them learn about where their interests meet. Certainly, the course was designed to serve both, but to do that it requires the teacher to structure and scaffold a *common learning process*. As a teacher, you are most familiar with the material, and you can bring structure in it. It is essential to know where to start, before going deeper into the process. This can be a *back and forth process* between the teacher and the students and gradually students will start to learn the *common language* and *underlying concepts*.

Only at the end of the course you will know whether this community building worked, whether students learned a common language and are able to link different kinds of concepts. One way of stimulating these links and testing them before examination is by means of a *concept game*. Not only is this a festive way of concluding the course, it allows students to interact with the material *together*. The game works as follows. The teacher creates an overview of the most important concepts as discussed throughout the course, digging back as deep as the very start and as recent as the last session. This list alone already provides students with some *feedback* on what the teacher understands as the treated content. The concepts are cut into cards, which can be picked blind one by one by each student. When I prepared the game, I provided each student with a conference badge, which they could use as a placeholder for the concepts. The game is that in *dialogue*, this can be both in small and

larger groups, or consecutively, students need to explain the concept that their counterpart has picked blindly. They can do this by providing *descriptions* and *examples* in relation to the course of by *making links* to other concepts discussed. As such, both the student that needs to guess and those that explain, can *test their knowledge*, *learn about other perspectives* on the concepts and *get an overview* of the key concepts. I clearly noticed that it was a fun and engaging exercise, which built *self-efficacy* as well as created a sense of belonging to the *group*. It is a prime example of learning because of engaging in social interaction.

1.2. Learning through active engagement

An important means through which students can actively engage in interaction is *group work*. If well *prepared* and sufficiently *scaffolded*, group work has many positive effects on learning. It requires students to *explain concepts* to others, to *broaden perspectives*, to *increase their engagement*, to collaborate in a *team effort* and it exposes and *removes misunderstandings*. However, it may also entail *power struggles* and *dominant positioning* by some members of the group. Although even this is a learning experience that may be useful for future collaborations, the teacher should be aware of these pitfalls.

One way to manage this is by stimulating different *group formations* throughout the course. While I am not in favor of bluntly forcing groups, as it can hurt the motivation of students, some steering by the teacher can be helpful in the beginning of the course. Throughout the course, the teacher should also keep track of who is collaborating with whom, to ensure there is sufficient variation. As part of a small empirical study for the pedagogical course, I observed student collaboration in group work throughout one single course. Based on data I let the students collect themselves, as it was part of learning how to set out a social network survey, and my observations on consecutive group work formations, I could test what drives collaboration. I found that similar types of students (based on educational level, university affiliation, gender, course interest) tended to work together. However, the fact that they knew each other either socially or from a different class did very much affect the chanced they would collaborate. This shows how important it is to integrate students not only academically, but also socially, in order to facilitate interactions. It also demonstrates that we as teachers should be aware of existing social relations, as they will surely be brought into the classroom.

Another way to avoid potential problems of conflicts and free riding in group work is to *make contributions clearly visible*, and allow all group members to take *accountability* for their group product. For example, working transparently in *google docs*, or asking each group member a related question to their product. In my course, I worked mainly with groups of two to three students, which each had to solve a task. Sometimes, they had a different task as part of a joint effort. For example, they would jointly create a *concept map* using *mindmeister*, in which you can collaborate digitally and simultaneously. But each group would be responsible for their own subcategory of concepts. As a result, they could all profit from their *distributed efforts* and come back to the concept map throughout the course. Sometimes the tasks were similar, but there was *freedom in how to solve the task*. Afterwards

this would result in a plenary discussion of the different approaches to the task, in which both I and the students would ask questions. For example, based on a case of a policy network on energy transition students had to perform a stakeholder mapping, according to the most relevant actors in the decision-making process. They were free to 1) argue who were the most relevant, 2) determine the relation between the actors and 3) organize them according to interest and power. The *product* was a mapped out network based on post it's on a similar grid, but with very different constellations. The remaining part of the session entailed a *plenary discussion* on the choices made. Apart from the preparation of s*electing the right case*, providing *clear instructions* and the material for the stakeholder mapping, a crucial task for the teacher lies in the *facilitation of feedback* on the products. I learned that without sufficient time for this, *motivation* could sink deep. While students find it encouraging when they *discuss their findings* with both the teacher and their peers.

Whereas group work can be effective to activate student in engaging with the material, it is certainly not the only way. For some tasks, collaboration is not a necessity, and not all students are motivated through group work. Even though it is important that students learn how to work together, even though it is not their preferred *learning style*, I also think there is a time and place for it. Sometimes, *individual work* fits the learning goals better. Doing analysis, reflecting on learning outcomes and writing essays and papers are important means as well to allow students to actively engage with knowledge, skills and competences. By letting students working on such tasks individually, however challenging for some students, builds *confidence* and provides students with *autonomy* over their learning process. *Self-efficacy* is key to *motivation* and increases active engagement as well. During my courses, I prefer students to learn how to do certain analyses alone, even though in a *controlled environment*. For example, I let them do a similar assignment in class, after which we talk about their products, challenges and solutions. This way, they need to figure things out individually, but there is room for *collective reflection* on their choices as well. Particularly in master thesis supervision, I use this strategy in my sessions with the students. Even though all the students I have supervised work individually on their projects, we met every month to talk about their process. Students are engaged with each other's work as well, as they need to provide two other students with feedback trough *peergrade*. In addition, each session is dedicated to a phase in the common process. First, we discuss what is needed for a good research design, then we go deeper into how to develop a consistent theoretical framework, followed by a session on the methodology. The final joint session is dedicated to a mini-conference, where students present their research design and analysis honestly and as work in process. This way they provide an insight in how their learning process has developed and which choices they made along the way, so that all feedback given by both me and the other students can be used constructively. The lion share of the work in the master thesis is individual, there is also time for individual supervision, but by creating this environment of students working on somewhat different subjects, they can still feel part of a *community of peers working through a similar process.*

1.3. Case-based application of knowledge

The final aspect of learning as an activity to constructing through interaction is the application of knowledge on *real world cases*. This aspect relates to the *transfer* of knowledge. The more different kind of cases students come across upon which they can apply knowledge, the more transfer there can occur between *different contexts*. Application of knowledge alone helps *to order and process* what is learned, but by applying to different cases, students will learn to *connect learning to different situations* in the world outside of the university. Case-based learning helps to develop competences by understanding theory as you put it into *practice*, learn how to *recognize patterns* at higher levels of abstraction and to *solve problems*. Planning case-based learning does require a lot of *preparation* by the teacher. Finding *good cases* is the first responsibility of the teacher, defining the scope and objectives of the case work an important second. I found it extremely time consuming to find cases that are *relevant* for the course in general, to the theory that needs to be applied and to provide the right amount of information to be analyzed by the method to be learned. However, through extensive searches, I came across several databases for case-based learning that encompass both *real cases and mock cases*. The majority case-based learning I use are *short-term cases*; I present the cases to the students during the session and let them work on it for one hour, before we start discussing our findings. The fact that I try out all the cases myself, allows me to take the role of a case *facilitator*. After the students have worked on the cases I go into *dialogue* with them, I listen to their findings and interpretation, but I *challenge* them as well, by asking questions related to case details or with regard to the theoretical or methodological approach. The type of questions do not necessarily require a "right answer", and this is very much the atmosphere I try to create. The questions should navigate towards the learning objective of the case. For example, I let them draw out the balancing operations of NGO´s in order restore power imbalances with their funders they recognized from the case on the whiteboard. What initially starts out as a group assignment, turns into them *sharing their knowledge* with the class and me.

An example of a more *long-term case-based learning* I have used in my teaching was part of the course "Institutions, Policies and Law in the European Union", where a group of students needed to *apply theories* on differentiated integration on a case within EU asylum policy. The case I chose was the EU- Turkey deal on asylum seekers. They had several weeks' time to prepare their case and in a *presentation*, they needed to provide their analysis of this real-world case through the lens of differentiated integration theories. By applying relatively abstract theories, they analyze how these theories play out in practice and in relation to a specific case. It also provides a very *tangible subject* for discussion on the validity and usefulness of these theories. Here I noticed my role as a teacher was very much a facilitative one, as even this *discussion was organized by the students*. And they themselves were able to engage their fellow students and moderate a very insightful discussion. This teacher role was very new to me, as I had to really *give way to the students*, without even much steering to do. As someone who thinks a lot about how to structure sessions, it was kind of a revelation to really let the students even do the structuring themselves.

Structuring case-based learning can be crucial though, so when students do not have the responsibility to steer their own part of a session, I take my time to think about structure

much more. I do not necessarily think that sessions should always be structured the same way; I think *variation* is highly important. Many times, I do start my sessions with a small block of lecturing, so that I can explain the relevant concepts of the session, engage in a dialogue with the students about the concepts to make sure they are with me and then let students to apply learned concepts on a case. Afterwards there is another plenary dialogue about how they treated the case and interpreted their findings. However, I let the structure very much *depend on the material*. For example, when talking about game theories in order to explain preference constellations in relation to coordination and cooperation problems in decision-making in EU asylum policy, it makes most sense to start with *experiencing* such a problem yourself. In this case, I actually started with an *experiment* involving a *role-play* of students based on deciding on particular joint EU asylum regulations, before getting into game theory and how this affected EU asylum policy. I divided students into two groups with opposing preferences, all laid out in a text only they themselves could see. I let both groups read the case and their preferences individually. Afterwards, I formed groups of four with both sides represented equally and let them *negotiate* the best EU asylum policy solution. Without discussing in plenary, I let each student, individually and anonymously respond to a *mentimeter* I made available through a weblink and indicate on which policy option they would prefer. These results in turn informed our discussion of the prisoner´s dilemma, because, as I expected, their decision reflected exactly this outcome. Throughout my lecture on the cooperation dilemma visible in EU asylum policy, I could now *fall back on their experiences* of their own negotiation and the results of it. This made the somewhat theoretical discussion much more *relatable*.

2. The reflective teacher

Communicating knowledge is a key competence of any researcher, and this is something that I am trained to do. However, as argued above, the pedagogical course made me realize that teaching is not just about communicating knowledge. *Teaching is about learning*, and learning requires students to construct through interaction. Although my teaching certainly benefits from the ability to communicate knowledge, by knowing how to *structure knowledge* and adapt it to an audience, turning my orientation towards the student and their role in the *learning process* has helped me a lot in my *development as a teacher*.

For example, in designing my course "Networks in Public Governance; Going beyond the Metaphor", I have learned how to start from the *learning outcomes* and translate them in *pedagogical practice*. By using the *Intended Learning Outcomes* as *guiding principles*, I could decide on what kind of knowledge I needed to transfer to the students, which skills students need to apply this knowledge and what competences students need to develop to work through the learning process. By creating this framework from the start, the course is more *coherent* and separate elements are much more in line with what the students need to learn and are tested on. This kind *of constructive alignment* was also very much of use in the planning of the sessions. The *planning tools* provided by the pedagogical course helped me structure each session in terms of the learning objective of each block, the role of the teacher in that, the role of the students and the necessary materials (e-sources, other sources). This

way I could really *build up* my sessions and at the same time create an overview that will be most useful for future teaching.

Apart from developing a *new perspective on teaching* and learning, learning from my peers and supervisors in *discussing challenges, pitfalls, best practices and useful tools* in teaching was the most powerful motor in my *progress as a teacher*. I learned about the concept game and all kinds of useful e-learning tools from peers. I learned about how to create coherent course syllabus and the importance of planning courses and sessions according to intended learning outcomes from my supervisors. I learned about how to deal with different kind of students, how to make learning more interactive, how to use my voice and how to establish variation in teaching through my *continuous interactions* as part of the *learning environment*, as facilitated by the pedagogical course. Being part of this *community* helped me recognize the *learning process* I had to go through as a teacher, and will guide me developing my pedagogical skills *throughout my career*.

Appendix

I   Overview of past and ongoing teaching responsibilities

II   Annotated examples of teaching material

III   Student evaluations

IV   Syllabi of taught, coordinated and designed courses

Appendix

I Overview of past and ongoing teaching responsibilities

1. List of teaching experience

A. Developments and Current Issues of European Integration, seminars taught in English, graduate level, Center of Comparative and International Studies, ETH Zürich, 2015-2016

B. Contemporary European Politics, seminars taught in English, graduate level, Center of Comparative and International Studies, ETH Zürich, 2016-2017

C. Contemporary European Politics (coordinator), seminars taught in English, graduate level, Center of Comparative and International Studies, ETH Zürich, 2017-2018

D. Institutions, Policies and Law in the European Union, course taught in English, graduate level, Department of Political Science, University of Copenhagen, 2018 – 2019

E. Networks in Public Governance; Going beyond the Metaphor (course design), course taught in English, graduate level, Department of Political Science, University of Copenhagen, 2019

F. Master thesis supervision, graduate level, Department of Political Science, University of Copenhagen, 2019:

> Strategic Incentives and Discretion in the Commission's Decisions to Enforce Compliance with Community Law

> Social Representations of Wind Energy Projects in Denmark

> A study of Denmark, Sweden and Finland's customization practices

G. Guest lecture on New Forms of Governance in the EU, lecture taught in English, undergraduate level, Department of Political Science, University of Copenhagen, 2019

2. Experience with administration and management of teaching

A. Coordinator of Contemporary European Politics, graduate level, Center of Comparative and International Studies, ETH Zürich, 2017-2018

B. Course design of Network governance; going beyond the metaphor, graduate level, Department of Political Science, University of Copenhagen, 2019

3.   *Completion pedagogical course: Teaching and Learning in Higher Education Program, 2018/2019*

A.   Students as learners/ University as context/ Basic didactics, University of Copenhagen, 2018

B.   Research and teaching / problem-based learning, University of Copenhagen, 2018

C.   Learning activities and feedback / inside and outside the classroom, University of Copenhagen, 2018

D.   Supervision and examination, University of Copenhagen, 2019

E.   Development of students' communicative skills, University of Copenhagen, 2019

F.   Evaluation and development of courses and educations, University of Copenhagen, 2019

G.   Innovation and Entrepreneurship, University of Copenhagen, 2019

H.   Portfolio workshop, University of Copenhagen, 2019

II   Annotated examples of teaching material

A. Concept game

1. *Pick a card blindly*
2. *Others can explain your concept at the hand of descriptions related to the course, examples related to the course and links with other concepts used in the course*
3. *If you guess, you can pick a new card*

Cards in concept game:
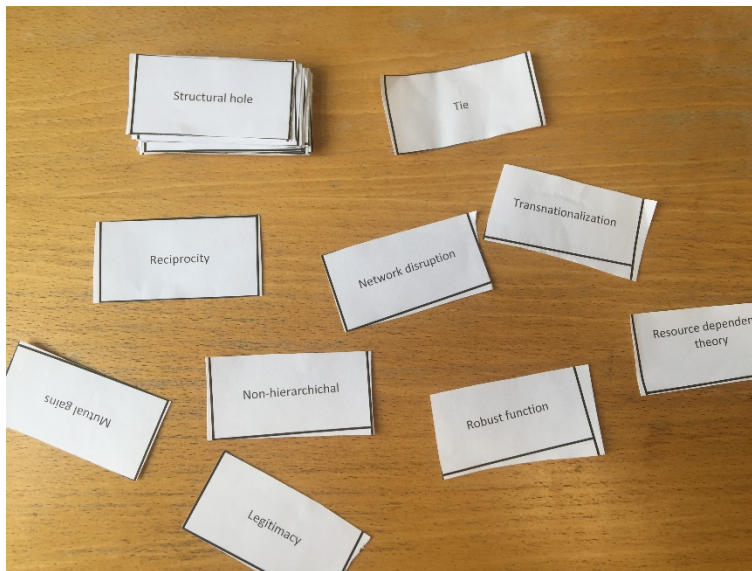
B. Stakeholder mapping

The case: Eliminating coal to reduce carbon emissions.

As reported also by the New York Times (LINK)

1. *Identify the relevant actors and set up their basic profile (actor, interest, position and alliances)*

Use Google Docs

2. *Identify key stakeholders according to their influence and interest*

Use poster and post-its

3. *Visualize the relationship between stakeholders*

Use markers
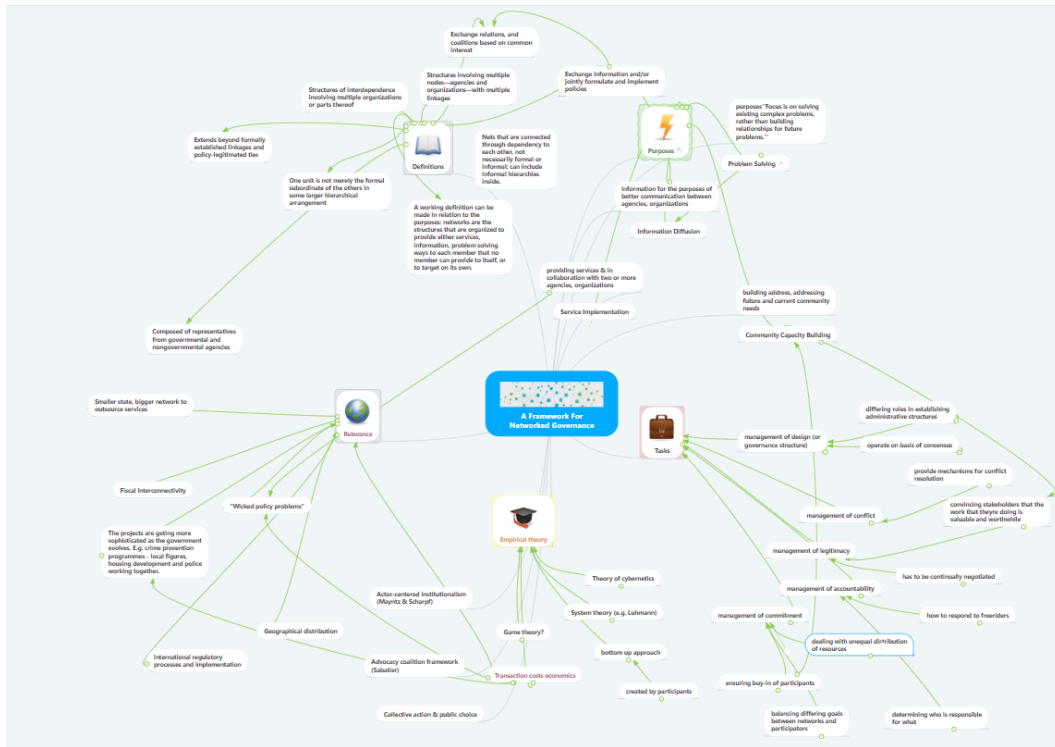
Example end product:
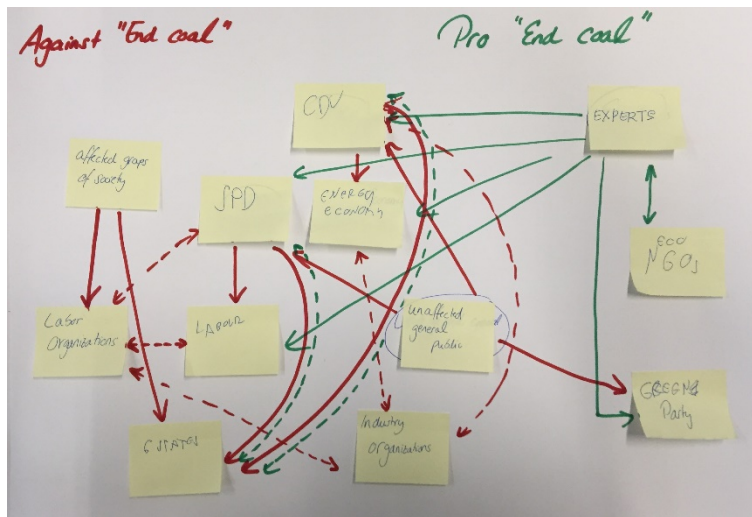
C. Mindmap

Groups of two/three:

1. *Definitions*
2. *Purposes*
3. *Tasks*
4. *Relevance*
5. *Empirical theory*

-> Go to https://www.mindmeister.com

Map relevant concepts from readings (link if you can)

Plenary presentation/discussion

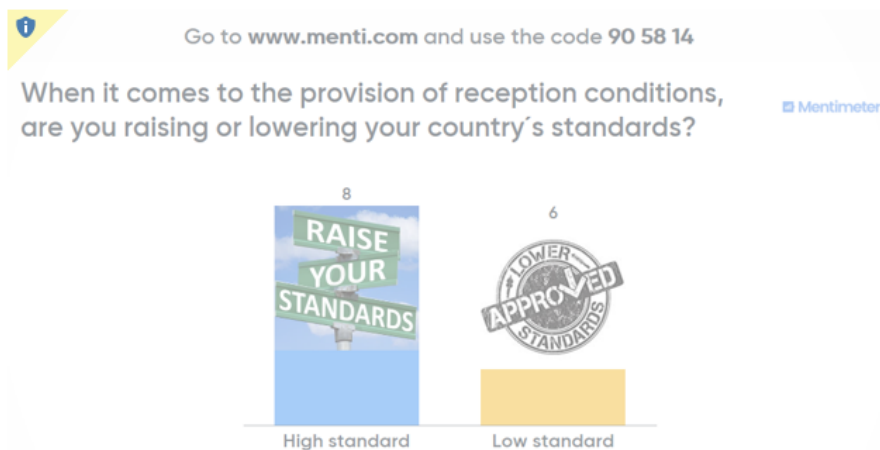Example mindmap in mindmeister:

D. Peergrade in cluster supervision

E. Mentimeter / role-play

Coordinating material reception conditions in Europe

1. *Read your country case*

2. *Discuss: find out each other´s preferences*

3. *Think about, but don´t say out loud yet:*

Do you want to raise or lower your standards?

Example mentimeter question

F. SNA– super hero network

- *Calculate degree, closeness, betweenness and eigenvector centrality for all super heroes*
- *Visualize the various centrality measures with different colors*

What do the centrality measures tell you about the positions of the colored nodes?

Upload your file to the discussion thread

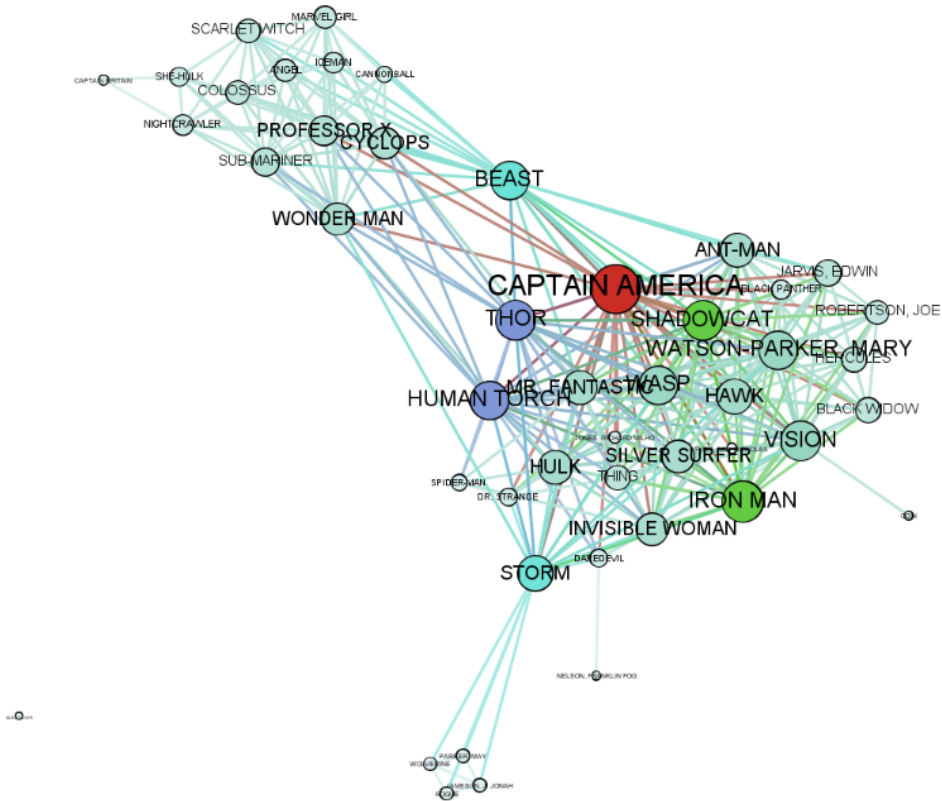Example of student product:

KU Student
17 Apr 2019

Degree Centrality: Captain America, Iron Man, Shadow Cat
Closeness Centrality: Captain America, Thor, Human Torch
Betweenness Centrality: Storm, Captain America, Beast
Eigenvector Centrality: Captain America, Shadow Cat, Iron Man

G. Example session plan

Teacher: Reini Schrama	Session Theme: Dark networks

Networks are also an effective structure to operate in by criminals and terrorists. We call these ´*dark networks*´. A critical policy question is how to cope with such networks that operate illegally and in secret. In this session, we discuss ´dark´ networks and how to they can be disrupted and controlled. We will deal with examples of dark networks, such as international crime and terrorist networks, discuss their *resilience, network capabilities* and the *disruption strategies* available to policy makers and enforcement agencies.

ILOs for this session:

- **Understand the antecedents underlying dark network resilience**
- **Link methods to control or disrupt dark networks to network characteristics**

Readings:

Milward, H. B., & Raab, J. (9 2006). Dark Networks as Organizational Problems: Elements of a Theory. *International Public Management Journal, 9*, 333-360. doi:10.1080/10967490600899747
-> Focus on the conceptualization of dark networks as organizational problems, reflect on how dark networks are similar and different from ´bright´ networks (think back on how governance networks are conceptualized) and understand the theoretical framework laid out. Think about how the dark networks as organizational problem can be managed.

Bakker, R. M., Raab, J., & Milward, H. B. (2012). A preliminary theory of dark network resilience. *Journal of policy analysis and management, 31*, 33-62.
-> Focus on the conceptualization and operationalization of network resilience and understand what characteristics are associated with network resilience in dark networks and how this relates to the management/ disruption of these networks.

Duijn, P.A.C., Kashirin, V. & Sloot, P.M.A. (2014). The Relative Ineffectiveness of Criminal Network Disruption. *Scientific reports, 4*, 4238.

-> Focus on the conceptualization of criminal network resilience and understand how the social capital approach and the human capital approach relate to the disruption of networks.

Time	Sub-themes, content elements	Key points	Teaching method/ type of activity (what do teacher and students do?)	Teaching tools (models, examples, visualisations etc.)
13.15-13.20	Introduction to class and learning outcomes	Learning outcomes	Teacher explains	
13.20-13.25	Recap and quiz on network governance conceptualization	Recap on network governance conceptualization	Teacher quizzes/asks students	Mentimeter
13.25-13.50	Dark networks as organizational problem	Linking network framework to dark networks	Teacher explains	
13.50-14.10	Network resilience	What determines network resilience	Teacher explains	
14.10–14.25	Break			
14.25-14.40	Video on modelling network disruption	Understanding network disruption modelling	Students watch video	Video
14.40-15.15	Challenges to network disruption	Relate network disruption to the social and human capital approach	Teacher explains	
15.15–15.30	Break			
15.30-17.00	Exercise: analyse how legal networks were employed to halt illegal drug trafficking networks. Relate to network governance framework	Apply concepts to a real case	Students work together	Video, google docs for collaboration

H. Example final exam

Empirical study of network

1. *Find a case (if necessary collect your own data)*
2. *Apply one or two of the discussed theoretical approaches to a case*
3. *Reflect on your operationalization of theoretical concepts*
4. *Graph the network (Gephi or R)*
5. *Use social network analysis to describe the network in relation to your theoretical approach*
6. *Reflect on limitations and what we can learn from your study*
7. *Use literature of the course*

I. Evaluation criteria of example final exam

Grade 12:

1. *The paper deals independently and critically with a relevant and case to study the function, scope and/or interaction of networks in relation to public governance*
2. *The paper demonstrates your understanding of relevant concepts from governance and network theory*
3. *Assumptions of applied theoretical approach(es) are clearly spelled out*
4. *There is a clear link between concepts from governance and (social) network theory*
5. *Operationalization of relevant concepts is clearly discussed and justified*
6. *Methodological approach is clearly described and reflected on*
7. *Findings are discussed in a critical manner: interpreted in terms of contributions and reflected on in terms of limitations*
8. *The formulated problem is answered*
9. *The paper is clearly written and structured*
10. *The literature from the course is used and correctly applied*

Grade 7:

Good performance, in which the paper, with a number of deficiencies lives up to the objectives and/or reveals a lesser degree of independence in the analysis

Grade 02:

Given for adequate performance in which the paper only meets the minimum acceptable level of fulfillment of the criteria for achievement of targets, it is characterized by a superficial analysis and uncritical use of sources.
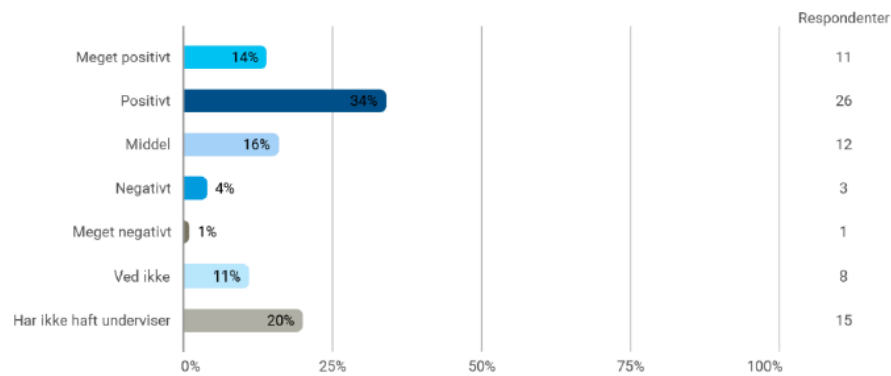
III   Student evaluations

1. *Teaching Evaluations (2019): Guest lecture in Bachelor Course Europæisk Politik;*
    New Forms of Governance in the EU

Antal tilmeldte: 207

Besvarelser (inklusiv fuldendte og delvise besvarelser): 76

Svarprocent: 36,7%

7. Hvordan vurderer du de enkelte forelæseres faglige niveau? - Reini Margriet Schrama
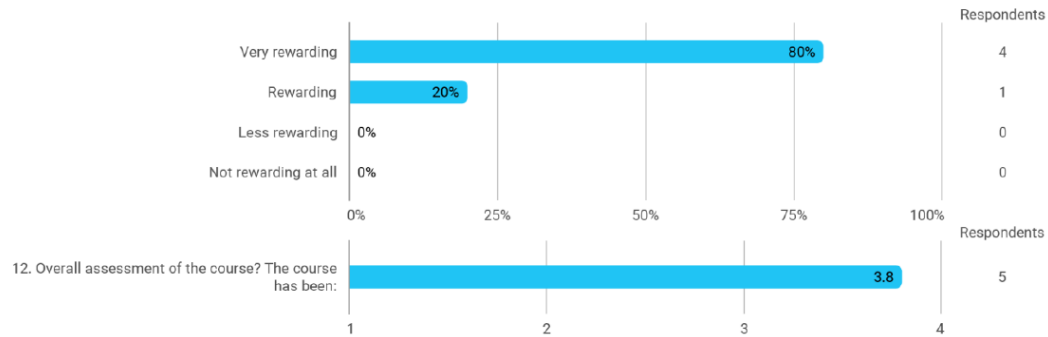
	Respondenter
Meget positivt	14% — 11
Positivt	34% — 26
Middel	16% — 12
Negativt	4% — 3
Meget negativt	1% — 1
Ved ikke	11% — 8
Har ikke haft underviser	20% — 15

2. *Teaching Evaluations (2019): Networks in Public Governance; Going Beyond the Metaphor*
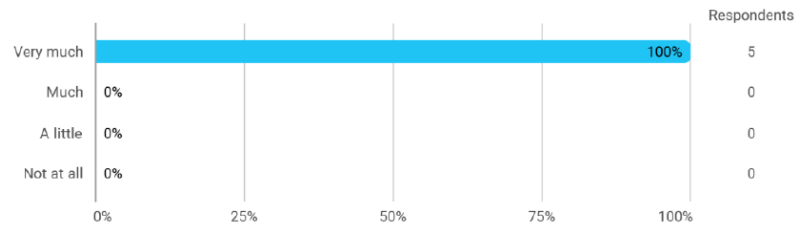
Number of students: 9

Number of evaluations completed: 5
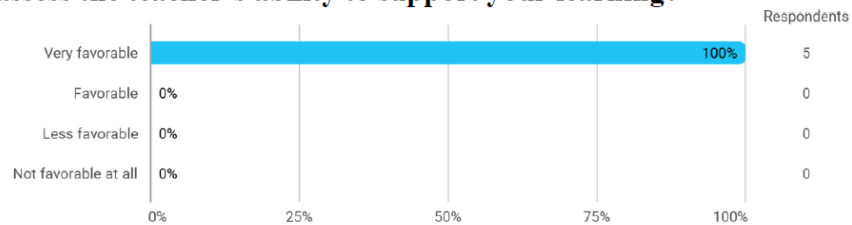
Response rate: 55,55%

Overall assessment of the course? The course has been:

		Respondents
Very rewarding	80%	4
Rewarding	20%	1
Less rewarding	0%	0
Not rewarding at all	0%	0

		Respondents
12. Overall assessment of the course? The course has been:	3.8	5

4. To what extent do you think that the teaching supports your learning in this course?

		Respondents
Very much	100%	5
Much	0%	0
A little	0%	0
Not at all	0%	0

5. How do you assess the teacher's ability to support your learning?

		Respondents
Very favorable	100%	5
Favorable	0%	0
Less favorable	0%	0
Not favorable at all	0%	0

6. How do you assess the teacher's responsiveness to questions and desire to elaborate when there is a need for it?

		Respondents
Very helpful	100%	5
Helpful	0%	0
Less helpful	0%	0
Not helpful at all	0%	0

19
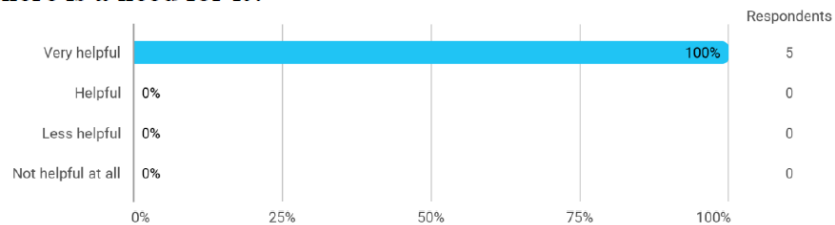
"Especially, the mixture of theoretical input and hands-on exercises has been academically very useful. The structure of the course (i.e., first discussing the theoretical concepts and then applying them) creates perfect learning conditions."

"The entire course is new and fresh. It was out of my depth at first but it is much clearer now due to good hands on work from teacher."

"We proceeded from learning the theoretical background to learn how to operationalize while using the empirical data. To me, the course felt like an analogy of writing the academic article."

"I have participated a lot in the teaching with practical exercises in which I could apply my theoretical knowledge. That was very helpful!"

"All classes were interactive to an extreme degree. The classical lecture model was reduced to the most possible minimum."

"I really liked the course, the structure of the course, the mixture of theory and practice, the group discussions, and the teacher!"

Number of students: 22

Number of evaluations completed: 17

Response rate: 77,27%
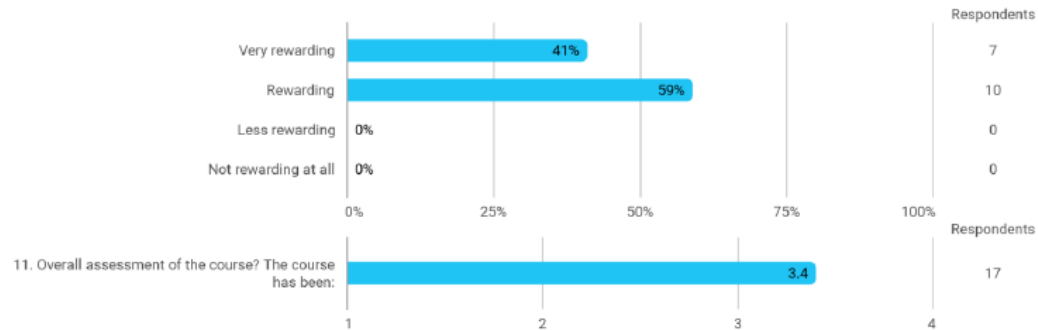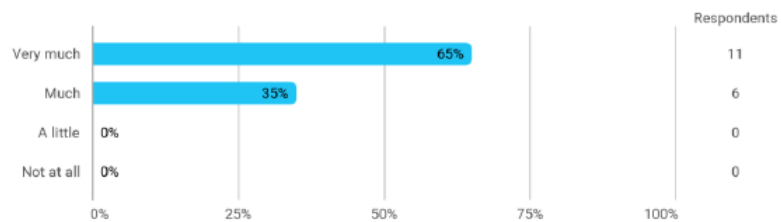
Overall assessment of the course? The course has been:

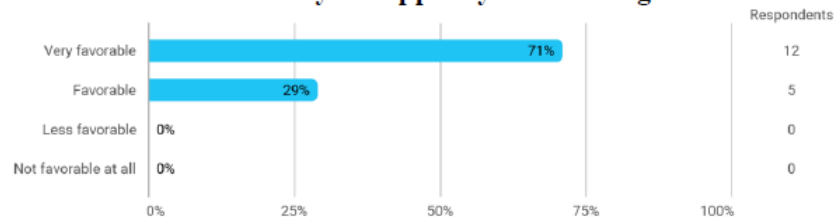|	Respondents
Very rewarding	41% — 7
Rewarding	59% — 10
Less rewarding	0% — 0
Not rewarding at all	0% — 0

	Respondents
11. Overall assessment of the course? The course has been:	3.4 — 17

4. To what extent do you think that the teaching supports your learning in this course?

	Respondents
Very much	65% — 11
Much	35% — 6
A little	0% — 0
Not at all	0% — 0

5. How do you assess the teachers' ability to support your learning?

	Respondents
Very favorable	71% — 12
Favorable	29% — 5
Less favorable	0% — 0
Not favorable at all	0% — 0

6. How do you assess the teachers' responsiveness to questions and desire to elaborate when there is a need for it?

	Respondents
Very helpful	76% — 13
Helpful	24% — 4
Less helpful	0% — 0
Not helpful at all	0% — 0
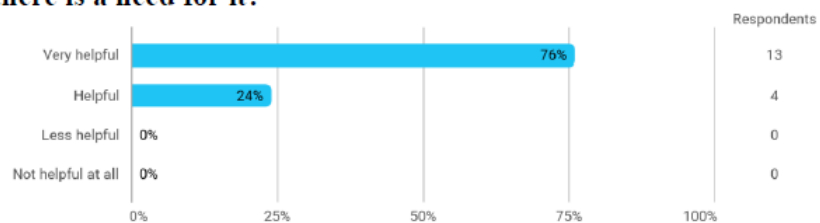
"I really liked the class on how political science and law have affected the EU policy-making - this had not been emphasised in previous EU courses. Additionally, it was a great learning experience to engage within a single policy, using theory and gained knowledge to develop my skills within EU politics. The teachers have been great at communicating the literature in a non-repetitive manner and have urged us students to become active and reflective in the process."

"The group work has been very helpful, the discussions in class etc. Also, the case base learning has been very enjoyable."

"I thought it was really interesting to hear about every EU policy area and to get a lot about EU law as well. I also really liked the presentations to give examples of real problems/regulations within these policy areas."

"Especially the case-based learnings have been useful as well as the structure of the entire course. Getting to know the elementary things in the first lectures, and then focusing on a case in the second part of the course was very helpful."

"The case presentations and the different group exercises and debates were particularly interesting and constituted an excellent way to see how the more theoretical knowledge acquired by reading the literature applied to concrete policy cases."

"Because the teaching really encourages participation, like discussions in small and big groups, having debates and so on I feel like I participated in a lot of ways, but without feeling pressured, which is very important. The teaching environment was very encouraging."

Syllabus
Networks in Public Governance;
Going Beyond the Metaphor (15 ECTS)
University of Copenhagen, Spring Semester 2019

Teacher	Reini Schrama
Course description	Both scholars and practitioners in public governance often use "networks" as a descriptive metaphor, however an understanding of networks as a relational structure is less common. Yet, the power of networks in public governance and policy-making depends on the relationships and interactions among relevant actors.
	This course aims to go beyond the metaphor of networks and provide students with theoretical frameworks, relevant concepts and analytical and methodological tools to gain understanding of networked actors in public governance.
	The course focusses on the emergence, driving forces and relevance and effectiveness of networked governance and provides an overview of separate network functions. After setting the stage on the potential of networked governance, the course will cover some of its limitations and the possible dark side of collaboration networks as well. There is special attention for networks in the international arena, such as epistemic communities, transnational advocacy networks, transgovernmental networks in IO and regulatory networks in the EU.
	A considerable portion of the course aims to provide students with knowledge on the analytical and methodological tools of Social Network Analysis in the context of policy networks. The course offers an overview of the most important concepts, terminology of network theory and network visualization tools. Introducing Social Network Analysis, this course provides students with the tools to analyze network structure, actors' positions in the network and crucial interactions in relation to the functioning and effectiveness of networks.

Goal description	<u>Knowledge</u>: The course provides an overview of theoretical literature on networks in public governance, ranging from classics to novel approaches. Throughout the course readings, students will get a general idea of the variety of networks within public governance, both in terms of functions, scope and type of interaction. Besides its potential, students will get to know the limitations of networks in public governance and the limits in controlling dark networks. To gain better understanding on how networks function, the course presents a selection of methods used to study policy- and collaboration networks, such as social network analysis.
	<u>Skills</u>: During the course, students will learn how to read and comprehend studies that analyze policy- and collaboration networks. Students will get familiar with key social network concepts and learn how to apply them. The course will provide students with the necessary tools and skills to visualize networks in a meaningful way, taking into account key social network analysis concepts
	<u>Competences</u>: At the end of this course, students will be able to define and theorize emerging forms of network governance. Their understanding of network management will enable them to assess the limitations of networks in public governance in terms of accountability, legitimacy and conflict and address the boundaries of controlling dark networks. Finally, their competency to link theories on networks in public governance to social network concepts and methods will allow them to analyze the functioning, interactions, positioning and structure of networks in relation to policy-making, governance and implementation performance.

Course overview	**I Networked governance** Session 1. A Framework for networked governance - Relevant concepts - Definitions - Relevance

Session 2. The emergence of network governance

- Literature
- Theoretical foundations
- Explanations
- Drivers

Session 3. Network functions

- Policy formation
- Governance
- Policy implementation

II Managing networks

Session 4. Accountability & Legitimacy

- Accountability within the network
- Accountability of the network
- Implications for democracy
- The value of network participation

Session 5. Conflict & Power

- Dispute resolution
- Network-level goals and specific interests
- Coalitions
- Power

Session 6. Dark networks

- Controlling dark networks
- Criminal network resilience and disruption

III Networks in an international arena of governance

Session 7. Transnational advocacy networks

- TANs
- Epistemic communities

Session 8. Transgovernmental networks

- Governance dilemma
- Dual delegacy
- Policy convergence
- Regulatory networks

IV Analyzing network interactions

Session 9. Introducing Social Network Analysis (using Gephi)

- Describing social networks
    - Terminology
    - Levels of analysis
    - Graphs and matrixes
- Social network theory

Session 10. Network structure

- Structural Holes
- The ties that torture
- Core-periphery

Session 11. Network position

- Centrality
- Influence
- Control
- Power

Session 12. Network relations

- Homophily
- Reciprocity
- Multiplexity
- Strength of weak ties

Session 13. Network effectiveness

- Community level
- Network level
- Actor level

Session 14. Exam preparation

Teaching methods	Classes will be broken down in a session explaining the key concepts and findings of the readings, a presentation by students on one of the readings and a practical session on applying concepts to cases (mini-presentation and/or discussion of a case using theoretical framework or applying network concepts and using network tools).

Feedback	Written feedback will be given to student presentations and to the final paper. Moreover, students get informal feedback to their ideas and arguments during class discussions.
Academic prerequisites	Good command of English and an interest in academic research on networks in public governance. This course does not require previous knowledge on social network analysis, but does discuss its application in detail.
Exam form	Students will write a paper on a fee to choose subject in which they link theories on networks in public governance to social network concepts and apply social network analysis.

Syllabus

Institutions, Policies and Law in the European Union (15 ECTS)

University of Copenhagen, Autumn Semester 2018

Teaching team	Anne Rasmussen, Wiebke Marie Junk, Maja Kluger Dionigi, Dorte Sindbjerg Martinsen, Reini Schrama & Marlene Wind
Course Content	The first core course of the European Politics track is an advanced graduate seminar on EU policy-making and the constitutional design of the EU, as well as the substantial contents of key EU policy areas. The course is divided into two sections.
	The first section provides students with the essential analytical frameworks necessary for understanding the Union. We will discuss the EU as a multi-level political system and the "nature of the beast", the EU's constitutional framework and the central principles of EU law, including its relationship to national law, and theories of European integration.
	Throughout the second section of the course the students will apply these theoretical frameworks to understand a broad range of important policy areas such as single market policies, social policies and employment, agriculture, environmental policy, and justice and home affairs. In each policy area, we consider the role of all the different relevant political, administrative and non-state actors engaged in multilevel decision-making both at the national and EU level. Ultimately, the goal of the different sessions is to conduct a theoretically informed analysis of why specific policies develop the way they do and to understand what is

	really going on in EU decision-making in Brussels and at the national level.
	The course ends with a discussion and writing workshop in which students will assess normative aspects of policy-making and prepare for the written exam.
Course overview	14 weeks with sessions of different length to accommodate case-based learning.
	Week – Number of hours
	Part 1: Analytical Frameworks
	1: The EU as a political system (4 hours)
	2: The EU as a legal system (4 hours)
	3: The EU as a form of integration (4 hours)
	4: The EU as a multi-level system & case-based application of theories (4 hours)
	5: The role of law in EU policy-making (4 hours)
	6: Compliance and enforcement (4 hours)
	Part 2: Policy Fields and Case-Based Learning
	7: The Single Market (3 hours)
	8A: Economic and Monetary Union (3 hours)
	8B. Foreign policy (2 hours)
	9: Environment and Climate (4 hours)
	10: The Budget and Redistributive Policies (3 hours)
	11: Social and Employment policies (4 hours)
	12: Health policy (4 hours)
	13: EU asylum policy and the refugee crisis (4 hours)

	14: Normative implications of different modes of EU decision-making and Writing Workshop (Exam preparation) (5 hours)
Teaching methods	The teaching style distinguishes itself from a traditional graduate seminar by involving a central element of interactive learning and by being case based. The seminar crucially depends on active participation of students. After the first foundational weeks, each week of the course discusses policy-making in a policy area in more detail. The typical lecture format will be divided into two sections: The first half of the session will be organized by the lecturer, in which the general features of policy-making in the policy field are presented and discussed. Thereafter, the second half is set aside to illustrate decision-making with a specific policy case. This session is student-led and examines decision-making in practice. The task of the student teams is to provide a sophisticated, theoretically informed view about the central features and dynamics in the case. Team presentations take about 20-25 minutes and will be followed by discussion with the whole class, organized and steered by the presenters. These presentations have to be prepared very thoroughly and should be the result of real teamwork (rather than just splitting up the work among team members). The teams have to provide information about: • The central issues (controversial items) • The preferences of different actors with regard to these issues: EU Commission, European Parliament, (coalitions) of member states, interests groups, additional actors

	- The sources of these preferences (domestic traditions, economic structure, interest group pressure, party ideology…) - The way decisions are taken in the case (Which actors are involved? Which types of procedures are used?) - The main developments regarding the case and an explanation for these developments - Additional relevant questions
Exam form	The students will be assessed in a take home exam in which students have a choice between answering three different essay questions.
Description of learning goals	Students will learn to: - Describe the central institutions of the EU - Give an account of the main modes of decision-making in the EU - Understand the main perspectives on the EU as a political system, a legal system, a multilevel system and a form of regional integration - Know and characterise different EU policy fields and specific legislation within them Students will train the following skills: - The ability to apply theoretical perspectives on the EU to understand decision-making in different European policy areas - The ability to relate developments in the European Union to theoretical perspectives and institutional, political and legal features of the Union - The ability to evaluate decision-making in the EU in positive and normative terms

Students will foster the following competences:

- Critical analysis of decision-making in different European policy areas
- Collaboration and knowledge transfer to address a specific case of EU legislation, its genesis and implications
- Independent reflection on institutional, political and legal features of the EU that empower or disempower actors

Requirements and preparation before the course	Basic knowledge about the institutions and the policy making process in the EU is required. Students that have not attended an introduction to the EU are advised to consult the most recent edition of an introductory text book as background reading, for instance: - Lelieveldt, H. and Princen, S. (2011). The Politics of the European Union, Cambridge: Cambridge University Press. - Nugent, N. (2010). Government and Politics of the European Union, Palgrave: Palgrave University Press

Syllabus

Contemporary European Politics (4 to 6 ECTS)

ETH Zürich, Autumn Semester 2017

Teaching team: Marie-Eve Bélanger, Julian Dederke ,Felix Karstens, Densua Mumford, Jofre Rocabert, Dominik Schraff, Reini Schrama, Natasha Wunsch

Coordinator: Reini Schrama

Course description:

Since its start in the fifties, the European Union has evolved into an ever more important multilevel system of integration in terms of decision-making, competences and scope of policy. The course "Contemporary European Politics" discusses the development of the EU powers and the problems the EU faces today. We will engage with current important challenges based on recent scientific insights. At the end of the course, the participants will be familiar with the major topics and debates in EU studies. Based on this knowledge, the participants should be able to identify the strengths and weaknesses of existing studies as well as to formulate and to defend their own argument.

Evaluation:

ETH students (4ECTS)	UZH students (6ECTS)
60% for a written essay (approx. 4000 words)	60% for a written essay (approx. 4000 words)
20% for a presentation on one of the recommended readings of **one** of the sessions	20% for a presentation on one of the recommended readings of **one** of the sessions
20% for **one** response paper (approx. 2-3 pages) about the required readings of **one** of the sessions	20% for **two** response papers (approx. 2-3 pages) about the required readings of **two** of the sessions

Presentation / Response paper(s)

All course participants must give a presentation of 20 minutes on **one of the recommended readings** of **one** of the sessions during the second part of the course (see below). Hence, it is not possible to select an article / book chapter from the required readings. In their presentations, students should (1) provide a summary of the selected of the selected article (i.e., research question, main argument(s) and findings), (2) discuss how it relates and contributes to main topic of the particular lecture (connecting it to the required readings), (3) discuss the strengths and the limitations of the research. Suggestions for improvement are not required but will be graded as a bonus. Moreover, all participations must write one or two response papers (depending on their institution of origin) on *one (ETH) or two (UZH) of the required readings* of **one** of the sessions during the second part of the course. Presentation and response paper(s) have to be about different sessions. Same requirements apply to response paper(s). The paper(s) should be 2-3 pages long and include a short summary of the required reading.

Students have to select their topics of presentation and response paper(s) before **03.10.2017** and inform the lecturers. Presentations will be held during the sessions. Response paper(s) and presentations have to be sent to the lecturer at the latest on Sunday before the session.

Essay:

In their essay, students should try to integrate two or more topics addressed in the second part of the course. Papers may, for instance, concern the relationship between enlargement and differentiated integration, differentiated integration and compliance, public opinion and enlargement, etc. Papers must (1) be approximately 4000 words long, (2) be well structured with a clearly stated research question and relevant arguments to answer this question, (3) illustrate sound knowledge of the addressed topic and incorporate additional literature if necessary. The last session of the course will be dedicated to discussions about students' research designs and ideas.

Regular attendance at the seminar meetings is a pre-requisite for submitting a final paper!

Course overview:

PART I: INSTITUTIONAL SET-UP OF THE EU

Session 1 – Introduction: The EU and its institutions

Session 2 – EU institutions and decision-making I

Session 3– EU institutions and decision-making II

PART II: FUNDAMENTAL DEBATES

Session 4– The EU in a comparative light

Session 5– Democratic deficit of the EU

Session 6– Judicial politics in the EU

Session 7– Enforcing compliance with EU requirements

PART III: CURRENT CHALLENGES TO THE EU

Session 8– Euroscepticism and Brexit

Session 9– Crisis and Reform in the Eurozone

Session 10– EU Asylum Policy and the Refugee Crisis

Session 11– Enlargement and neighbourhood

Session 12 – Democratic Backsliding

Session 13 – Concluding session: discussion of research ideas