International Relations Problem Based Learning: Hypotheticals

Centre for University Teaching
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problem based learning

Literature:

• Contemporary pedagogical research reveals that students learn effectively and acquire skills where they have the opportunity to apply knowledge in actively solving problems (Burch 2000, Ambrosio 2006).

• PBL produced ‘noticeable’ affects on student critical thinking, communication and negotiating skills (Karin and Lantis 2006)

• operationalise the value of the learning activity and embed it within an active learning culture of the topic (Haack 2008)

Experience:

• IR US
• Moot court and mock trials

Grant $:
SS
Australian Foreign Policy
third year practice

Aims:
• to enhance the specific learning of Australian foreign policy
• to provide interconnected opportunities for work integrated learning to support the cultivation of the graduate qualities as prioritised by the university
• to offer opportunities to practice for graduate assessment centres

• Flinders graduate students: ‘are knowledgeable; can apply their knowledge; communicate effectively; can work independently; are collaborative; value ethical behaviour; and connect across boundaries’ (Flinders 2009)
• work integrated learning: ‘support experiential and authentic learning’ (Flinders 2009)

Implementation:
• 2x semester within a 14 week topic

Australian Foreign Policy
third year practice

3 June 2009, Hilton hypothetical
• 9.15-9.20 Registration
• 9.20-9.30 Welcome & presentation of the task: Maryanne
• 9.35-10.25 Group discussion: Task 1: incl briefings Alex, Aaron, Maryanne
• 10.25-10.55 Presentation of advice 1
• 10.55-11.10 Group discussion: Task 2 Update
• 11.10-11.25 Presentation of advice 2
• 11.25-11.50 Discussion of presentations, feedback, questions: Kim, Richard
• 11.50-11.55 Skills feedback: Verity
• 11.55-12.00 Close: Andrew
outcomes and relevance

• enhanced student learning
• positive student feedback
• staff learning
• development of institutional relationships eg DFAT
• media reports
• university support
• fun

• Shapes strategic thinking:
  
  Contributes to organisational purpose and direction

  Uses experience and common sense, exercises judgment, intelligence, discretion and appropriate independence

  Analyses issues, impacts, options and consequences for the delivery of timely, considered advice and action

  Identifies risks and uncertainties and takes account of these in planning and priority setting
International Relations: An Introduction
first year practice

introductory:
• same principles
• less complex
• less formal setting: within tutorials
• eg humanitarian intervention/torture

humanitarian intervention
torture