

De pitches

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Pitches will be by:

- [Dr. Sarita Koendjibharie](#), Assistant Professor, BA International Studies, Faculty of Humanities
- [Prof. dr. Jaap de Jong](#), Professor of Journalism and New Media, Faculty of Humanities
- [Dr. Jelmer Schalk](#), Assistant Professor, Director of Studies, The Institute of Public Administration, Faculty of Governance and Global Affairs
- [Dr. Florian Schneider](#), University Lecturer in the Politics of Modern China, Chinese Department, Leiden University Institute for Area Studies, Faculty of Humanities
- [Prof. Dr. Jos Schaeken](#), Professor of Slavic and Baltic languages and cultural history, Leiden University Centre for Linguistic, Russian Department, Faculty of Humanities

Abstracts:

Valorization at the Bachelor level - Practising International Studies

Dr. Sarita Koendjibharie, Assistant Professor, BA International Studies, Faculty of Humanities

How can universities align their education with the evolving graduate labor market? This question is becoming increasingly important as educational policy makers put pressure on universities to ensure the employability of their graduates. Graduates themselves often report encountering a gap between university and the labor market which gives rise to the much heard phrase “*you don’t learn in the classroom, you learn on the job*”. Universities can integrate student consultancy to organizations in their curricula as a viable means. However, such courses present challenges for course instructors to master in their development and execution, including balancing interests, managing motivation and reputational risk.

This pitch builds on reflections in course design and student consultancy practice by 250 to 350 undergraduates yearly. So far in the BA International Studies, 900 students have successfully consulted for 17 organizations which are a mix of international NGOs, businesses and government institutions to fit the multidisciplinary, multiregional expertise and interests of our students. They have advised European Space Agency on how to use space tech to advance progress on the Sustainable Development Goals; World Food Programme how to enhance food security data gathering in DRC, Congo and Nepal; and Unilever in which developing and emergent markets to introduce product line extensions for dishwashing!

These organizations value these novel outside-in perspectives and implement some of the ideas in practice. Valorization is also reflected by podcasts made by the organizations with our students, invitations to present at headquarters and internships that follow. Meanwhile alumni report the value of skills and knowledge acquired in the course on the job market and in their career. In my pitch I will share insights on this type of experiential learning at university and alignment with the labor market. I hope to inspire you about valorization at the Bachelor level.

See an impression here: <https://youtu.be/xJarDEoRAW4>

Dreamed of internships as part of the curriculum

Prof. dr. Jaap de Jong, Professor of Journalism and New Media, Chair of Media Studies, Faculty of Humanities

No doubt there are many reasons *not* to integrate an internship into an academic programme. The level is not high enough, assessment takes place outside the university, students waste their time on making coffee and copies, there is not enough room for it in the program, internships tend to run over time, there are no proper internship positions. But there are more and better reasons to DO stimulate students to do an internship. Fact is that NSE-enquiries clearly show that students are unhappy with the way Leiden University prepares them for employment.

I will talk about the pros and cons of the internships from the perspective of the student, the programme, the companies and the supervising faculty members, and discuss the practical problems and proven solutions, based on experience with over 100 internships.

Gamic Learning in East Asian Studies

Dr. Florian Schneider, University Lecturer in the Politics of Modern China , Chinese Department, Leiden University Institute for Area Studies, Faculty of Humanities

What can games tell us about how people learn? In this short pitch, Florian Schneider proposes that we integrate mechanisms from videogames, tabletop games, and pen-and-paper rollplaying games into our course design and teaching to motivate learners, overcome fears of failing, and cater to the diverse abilities and learning preferences of participants. Using examples from Schneider's own work with students of politics and media in East Asia, this short pitch provides ideas on how to put the gamic approach into practice and discusses what a flexible, modular course template might require so that it can freely be adapted to other university courses, agnostic of the respective higher education requirements. Schneider himself plans to refine this gamic approach to learning as part of a textbook on Political Communication and Media in East Asia he is working on for his LTA project.

Traintool: first impressions

Dr. Jelmer Schalk, Assistant Professor, Director of Studies, The Institute of Public Administration, Faculty of Governance and Global Affairs

Many academic teachers experience a gap between the need for students to acquire professional skills and their own capability and time to train these skills in courses. Often heard complaints are that it is (too) hard to simulate real-world situations in-class – especially for larger groups of students – and that academics are not well-suited to teach students professional skills for the labor market. Traintool is a software tool that aims to bridge the gap by offering video simulations and an online environment for teacher feedback. I have been experimenting with this software in my course *Networking for Performance*, a 5 EC course in the *Master Public Administration*. As the course title suggests, the focal skill was networking: being able to establish and mobilize professional ties for personal effectiveness. In this short pitch, I will share my first impressions of Traintool, and some lessons learned.

University account: https://universiteitleiden.traintool.com/users/sign_in

Developing the mindset

Prof. Dr. Jos Schaeken, Professor of Slavic and Baltic languages and cultural history, Leiden University Centre for Linguistic, Russian Department, Faculty of Humanities

Knowledge and skills are important, no doubt. But what use do they have without the proper attitudes? Jos Schaecken will read to us a letter he recently sent to his 2nd year BA students. It is about their sloppy behaviour during the seminars and that such behaviour will get you nowhere when you want to achieve anything later in your professional career. He also reads the response of one of his students.

Preparing for employability is not only about knowledge and academic skills. It is also about professional skills, including the most basic ones.