PPR.389: Politics Employability and Engagement through Outreach
2017/2018

Dr Matthew Johnson (Politics, Philosophy and Religion)
Credits: 15
Term: Michaelmas

Outline: Politics is an extremely broad subject area, encompassing issues as small as familial relationships and as great as international conflicts. However, politics as a discipline is deeply misunderstood, often regarded merely as the study of white men in suits childishly point-scoring in Parliament. This narrow understanding of the nature, scope and implications of politics serves to dissuade young people from studying Politics at university, to lead employers to under-appreciate the talents and transferrable skills of politics students and to undermine political capabilities and agency in the general public, particularly among those in disadvantaged communities who would benefit most from engagement with political ideas and activities. This skills-based, employability-enhancing module attempts to deal with this knowledge deficit and its consequences by enabling Politics students to use their existing comprehension of politics to engage effectively with different lay audiences including, in particular, prospective employers and Sixth Form pupils participating in Lancaster University's Politics/IR outreach, widening participation and recruitment programme. This interactive course, which has been revised in accordance with feedback from 2015-2016, requires students to be proactive and to use their initiative in developing the assignments. The practical nature of the sessions and the divergent nature of the assignments means that the module enhances the employability and CVs of students by providing unique and valuable experiences throughout the term. Students who produce exceptional presentations will have the opportunity to have their work included in Lancaster University's Politics/IR online and outreach material, while authors of outstanding role play scenario outlines will have the opportunity to have their role plays used in our nationwide outreach programme, with a possibility of running the role play in schools themselves, interest and resources permitting.

Subject-specific learning outcomes
On successful completion of this module you should be able to demonstrate:
- knowledge of clear, concise definitions of core political concepts;
- the relevance of political concepts, approaches and research methods;
- effective oral and visual presentation of political ideas and concepts;
- effective Politics essay and report writing skills;
- constructive criticism of work in Politics;
- the capacity to formulate knowledge of the background and context of topic of choice for simulation assessment;

Transferable skills
On successful completion of this module you should be able to demonstrate:
- enhanced preparedness for graduate employment;
- understanding of employer requirements;
- presentational skills;
- oral and debating skills through participation in debates in sessions;
- essay, dissertation and report writing skills;
- the capacity to evaluate the key features of an argument;
- the capacity to provide constructive feedback on the work of others;
- the capacity to communicate in different forms (spoken, written) and different contexts with different groups;
- organisational skills by meeting assessment deadlines;
- research and study skills;
- experience of working with and evaluating different sources of information;
- a level of self-awareness and social understanding;
- intellectual independence and initiative;

Organisation: The interactive workshop session is an intrinsic part of this course. In each session, there will be a mix of lecture, audio-visual material, seminar discussion and practical workshop in which the material for the assessments is examined and developed. In several workshops, guest speakers will lead sessions on their areas of expertise. These are noted in the overviews of the sessions below. Sessions will be on **Tuesdays** from **15:00-17:30** in **Michaelmas Term** in **County Main Seminar Room 6**. Details concerning essays and assessment (including a full list of essay titles) are to be found below. Please raise any concerns about the course with me in the first instance. I will be happy to discuss any concerns with you.

Office hours: My office hours for Michaelmas term will be **Tuesdays 12:00-13:00** and **Wednesdays 11:00-12:00**.

Attendance: It is a University rule that attendance at workshops is compulsory and this will be monitored. Poor attendance may result in penalties, and very poor attendance will certainly result in referral to the University authorities. If you have a good reason for absence (such as illness), please inform your tutor about this in writing.

Notices and Emails: Sometimes it is necessary to post messages on the Moodle notice board. Additionally, if (for whatever reason) we have to contact you, we will do so via your Lancaster email account. It is therefore important that you check both regularly.

Moodle will also host lecture PowerPoint slides to enable reflection and revision, though lecture notes will not be uploaded.

CORE Information
Core university-level information, such as timetables, course handbooks, and campus maps is contained in documents accessible from the Current Students web page
http://www.lancaster.ac.uk/current-students/

Assessment:
This course is assessed by a combination of a presentation and two pieces of coursework:

Assessment 1: One four minute individual presentation filmed in the LUTV studios explaining Politics in lay terms to Sixth Form pupils, to take place in **week 5** (**20% of overall mark**). You will have four minutes in which to: a) define politics and discuss its scope, b) identify and describe a political issue that you regard as being important and/or interesting and, c) explain how that issue can be approached, researched and/or addressed. **The recording will stop at four minutes and any material beyond the time limit will be ignored. You will be marked on your performance within those four minutes.** Selected presentations will, with your consent, appear in Outreach, Widening Participation and Recruitment materials and can be cited by you in CVs. The **date of assessment** is **Wednesday 9th November 2016 in Lancaster University Television Studio in the Roundhouse**. **Time slots** for the presentation will be pre-allocated from **15:00-17:00** on that date.

Assessment 2: One feedback report of no more than 1,000 words (i.e. no '10%' rule) to be submitted **in week 8** (**40% of overall mark**) on outline plans for one EPQ student's project. The EPQ topics will broadly be within the field of Politics or require related research skills for completion. You will not need prior, detailed knowledge of the specific project topic. You will be expected to acquaint yourself with the topic and provide comments on content and, potentially, research on that content, but your main focus will lie in providing feedback on the feasibility, research methods and structure of the plan and the clarity, cohesiveness and style of the writing sample. The **deadline for assessment** is **12:00 noon** on **Friday 25th November 2016**.

Assessment 3: One coursework role play/simulation outline of no more than 2,500 words (i.e. no '10%' rule)to be submitted in **week 10** (**40% of overall mark**). Role plays are practical means of students adopting and pursuing in an educational setting the roles, characteristics, motivations, aims and objectives of actors in political conflicts or processes. The role play outlines are intended for use by Sixth Form students as part of the Politics/IR outreach programme. The coursework will a) outline the relevant background and context to the crisis, b) set out the institutional and procedural structure within which actors work and through which the crisis is negotiated, c) describe the actors within the structure, outlining their characters, interests, agendas, powers and capacities, d) set out the ends to which the participants in the role must work, e) list any injunctions to be deployed to ensure that the scenario remains fluid, dynamic and interesting, f) include a series of online resources for participants to use in preparation for the event, and g) set out a timeline for events. Selected outlines will, with your consent, be added to an online bank of role play outlines for use by schools. If your outline is selected, you will be offered the opportunity to run your role play in schools (interest from schools and logistical considerations permitting). **Outlines which are significantly under the word count limit risk omitting important and/or necessary detail and information.** The **deadline for assessment** is **12:00 noon** on **Friday 16th December 2016**.

Coursework deadline and submission:
Coursework submitted after the deadlines will be considered late. You must submit your assignments electronically via Moodle. For this module, no hard copy is required. Instructions for electronic submission

can be found in the Undergraduate Handbook. Be aware that your work will be considered late if you do not submit your electronic copy by the deadline. You should note that, following a decision by the University Senate, there is now no period of grace: work that is even a day late will be penalised. You should also note that just because term has ended it is not the case that the University shuts down. Thus, non-term time is also included when calculating the 'lateness' of essays. You must present assignment i) in order to receive a mark. If you do not present the assignment, you will not receive a mark.

Course structure:
This skills-based, CV-enhancing module enables Politics/IR students to develop skills and knowledge that are highly valued in a range of professions, including, but not limited to, those associated with teaching and the public and charity sectors. It draws upon the expertise of specialists in employment and communication to facilitate sessions in which you explore the practise of communicating politics. The core activities are grounded in, and contribute to, the Politics/IR Outreach and Widening Participation programme which engages with A Level pupils in Sixth Forms in the North. There are four interrelated sections to the module.

In the first part, the module seeks to identify and consolidate awareness of the basic definitions of core concepts required to explain politics to lay audiences. Heather Tomlinson and Sarah Fox from Careers work in weeks 1 and 2 to help you to develop broad strategies for communication, particularly with regard to employers and employability, and to identify the particular needs and interests of audiences. The module then seeks, week 3, to analyse and identify key qualities for the communication of political ideas orally and visually. Session 3 is led by Roger Appleton of Brightmoon Media, an experienced filmmaker who will explore the complications of mass communication and provide feedback on presentations in advance of the first assessment in week 5.

In week 4, there is a PPR Politics/IR alumni workshop who now occupy roles in the media, NGOs and Politics of relevance to Politics/IR 3rd year students, to enable you to apply the skills acquired from the sessions to articulate skills and capabilities to potential employers in CVs and personal statements.

In the third part, the module uses an EPQ project planning and feedback scheme to examine the fundamental components of effective writing and project planning. The three-week scheme, which involves a session by university EPQ mentors, brings you together with your partner school to conduct a meeting with your respective student and concludes with a session on the provision of constructive feedback. This leads into the second, feedback, assessment in week 7.

In the fourth section, the module considers alternative means of demonstrating and explaining political theory, institutions and behaviours through simulations and role plays. The sessions will introduce you to the rationale of the approach and the importance of contexts and characters in developing successful events. You will develop you own role play as part of your third, simulation, assessment. You will have an opportunity to test and revise your work in the final week of teaching.

Guide to each session

Week 1: Presenting politics: identifying and articulating the relevance of political study
This week's introduces the module by outlining the problem faced by Politics/IR graduates in demonstrating the relevance of their knowledge and skills and introducing the outreach programme from which the assessments will be drawn with the help of current Postgraduate participants Rosie Mutton and Laurenz Gerger. This leads into a practical session led by Heather Tomlinson, from Careers, who will highlight the transferrable skills acquired by virtue of studying Politics/IR and enable you to convey your accumulated knowledge and skills to employers through a series of role plays. This is an interactive workshop that will allow you to

- Consider the sort of jobs and further study Politics/IR graduates have gone into. This should broaden your horizons and inspire you to look at job areas you may not have previously considered
- Participate in a creative task to get you thinking about how to communicate your degree to employers
- Reflect on the skills you have developed/are developing through your subject and what will set you apart from other graduates

The session then concludes with a series of activities aimed at developing a coherent account of politics capable of being conveyed to lay audiences. This consolidates the conceptual work completed in Part I of degrees, highlighting the various different levels at which politics occurs, emphasising the everyday nature of political theory and practice and the importance of appreciating the political irrespective of scale or number of people involved.

Week 2: Presenting politics: methods of explaining politics and identifying the nature of audiences
This week's session focuses on communicating ideas to particular audiences. Sarah Fox, from Careers, will lead an interactive workshop in which you will learn how to develop your oral presentation skills, and your understanding of techniques to tailor your presentation effectively depending on the audience, content and context. The learning objective is to enable you to demonstrate effective oral and visual presentation of political ideas and concepts. During the workshop you will be given a specific presentation scenario, and you will work in small groups to identify how to undertake the research required to present effectively. Your learning can then be applied to enhance your assessed presentation as part of this module. The second part of the session builds on this to develop particular analyses of imagery for different audiences, using Politics/IR outreach and recruitment PowerPoint slides, which were produced by Daca Studios, as stimulus material.

Week 3: Presenting politics: clarity, cogency, coherence and concision
This week's session concerns the practice of public speaking, using the example of David Cameron's criticism of various cultural practices to examine the extent to which abstract and complicated ideas can be conveyed effectively to audiences who may have limited prior understanding of the topic of the talk. The session will feature a talk by the filmmaker, Roger Appleton of Brightmoon Media, who will discuss his experiences of representing complex ideas to lay audiences and analyse the way in which material produced by organisations can often constitute 'propaganda'. Students will develop and give to camera two minute versions of their presentations for assessment i). Roger Appleton will provide feedback on these presentations in advance of the assessment session in week 5.

In addition to this week's session, there will be a practise event held at the Lancaster University Television Studio on 2nd November 2016, in which students will practise their presentations in front of the camera in studio conditions. Students will be allocated a time slot between 15:00-17:00 to run through their presentation. This will enable refinement prior to the assessed presentation in the separate assessment session in week 5.

Week 4: Making use of politics: Politics Alumni Workshop
This week's session facilitates interaction between you, your peers and successful Politics/IR alumni who now occupy key positions in NGOs, the media and politics.

Aim:
- To enable students to develop an understanding of the key skills gained through the module and broader degree scheme and their applicability to a range of related career choices and common Politics graduate destinations.

Objectives:
- Make explicit how, through their degree subject, students are developing skills highly relevant for their desired careers
- Develop students' understanding of key aspects of personal development, including communicating effectively, presenting themselves and being able to solve unfamiliar problems, providing them with opportunities to practice these skills within subject-related careers contexts.
- Use alumni to develop students' awareness of the jobs and careers available to them (including the media, local and national government, policy-making and NGOs).
- Develop students' confidence in their existing capabilities.
- Develop students understanding of the steps they need to take to prepare for a work

Format:
The event will have three main strands and will attempt to move away from a traditional 'panel with Q&A' format to encourage more participation and active engagement by the students.
- Introduction to the event, including format
- Overview of alumni and their respective professions
- Problem Solving Exercises with alumni: A day in the life of a TV producer/ a civil servant/ a policy-maker/ a marketing manager, for example.

In groups, students will solve real problems posed by each alumnus relating to their own work. Problems could include issues attached to managing multiple deadlines, dealing with sensitive material, managing stakeholder relationships between MPs, the public and the media, gaining access to interview subjects for journalists, but will come from the experiences of the alumni and will be constructed as case studies leading up to event.

Students will have the opportunity to reflect upon the skills and competencies they relied upon to complete the exercise and particularly the extent to which they drew upon skills of communication, presentation and those inherent within the practice of problem solving.

We will close with reference to the advice on the support available within Careers, the Faculty and other areas of the University to help students in planning their futures.

Week 5: EPQ Mentoring week 1: engagement training and introducing EPQs
This week's session will be led by UKSRO, who will introduce the Extended Project Qualification and will outline the benefits to pupils who take the EPQ, the range of options available to them and the skills developed by pupils during the course of completing their EPQ. The session will also provide students with a range of resources which they may wish to share with the pupils in weeks 6 and 7 which can be used to help pupils complete their EPQ. In addition, the session will look at how to provide guidance to pupils look at the skills students will need in weeks 5 and 6 when working with pupils to ensure they are taking on the role as active listeners and engaging the pupils in reflective learning. As the EPQ is an independent project we will also looking at the boundaries for supportive working with pupils and help students find the balance in this. A part of the session will also be devoted to child protection.

Week 6: EPQ Mentoring week 2: big issues in EPQs and first mentoring meeting
The first part of the session will provide an overview of the big issues in EPQs and try to enable you to identify issues to examine in your initial meeting. You will then meet students in the second part of the session. Your meeting will take place with Year 12 students either on campus, if your student is from a local school, or via Skype, if your student is from a partner school in the North East of England. In advance of the visit, your student will complete a short planning document outlining their approach to the project. You will have 60 minutes in which to lead a 1:1 project planning session which will identify the core issues to be addressed in your student's work and to enable preparation for the second meeting in week 7.

Week 7: EPQ Mentoring week 3: providing feedback and second mentoring meeting
The first part of this week's session focuses on the provision of effective feedback in advance of the final meeting with your student mentee in the second part. In order to participate in the session, you will need to read and provide draft feedback notes on two example EPQ projects submitted in previous years which have been uploaded to Moodle. This will enable identification of key issues in EPQ planning and writing and will ensure that you are able to provide constructive feedback in assessment ii).

Week 8: Demonstrating politics: introducing simulations and role plays
This week's session moves the course toward examination of the use of innovative pedagogical methods, focusing specifically on the use of simulations and role-play scenarios in Politics and IR. In preparation for the session please read the Politics curriculum guide:

Department for Education (2015) *Politics: Draft AS and A level subject content*, London: Department for Education, pp. 4-12.

In addition, the class will be divided into three groups and allocated one of three papers on role plays and simulations, as per the following:

Group 1: Sasley, B. E. (2010) 'Teaching Students How to Fail: Simulations as Tools of Explanation', *International Studies Perspectives*, 11, 61-74.

Group 2: Chasek, P. S. (2005) 'Power Politics, Diplomacy and Role Playing: Simulating the UN Security Council's Response to Terrorism', *International Studies Perspectives*, 6:1, 1-19.

Group 3: Asal, V. (2005) 'Playing Games with International Relations', *International Studies Perspectives*, 6:3, 359-373.

You will need to read the paper allocated to your group before you come to the Week 7 Session. As you read your paper, jot down some notes using the prompts below. Please bring these notes to the Week 7 session, ready to compare your responses with those of your peers who have also read the same chapter:

a)   Summary of key points made by the author about using role plays, including
- Their general purpose in educational settings

- Benefits and challenges of using them (particularly in teaching politics and international relations to young people)
- How they should be set up and structured to have the desired impact on the learners

b) Any questions, comments or concerns that are raised in your mind as you read (bearing in mind that you are going to have to design a role play as part of your assessment for this module!).

There will be an interactive session which will help you to identity possible topics for assessment iii). This will include a reading activity using a technique called a 'jigsaw' or 'home and away' to discuss the readings:

- HOME Groups (focusing on same text): Share their responses and then prepare a 10 minute briefing on what the text has to say about issues for designing role plays. Each member will be ready to discuss the key points from the HOME group in an AWAY group.
- AWAY Groups (discussing all three texts): Members of each HOME group will then be redistributed into an AWAY group, each acting as a representative for the HOME reading group. Each person will take turns to talk through their notes and ask questions from the rest of the group (who will not have read the paper)
- As a class we will then work together to create a combined overview of the purpose of role plays, the benefits and challenges and the design considerations for constructing a role play scenario.

Rosie Mutton will then introduce you to the role play scenario to be experienced in week 9.

Week 9: Demonstrating politics: experiencing a role play
This week's session is a practical demonstration of a role play scenario on ISIS which has been used in several schools throughout the country. The event will be assisted by Richardson Institute Outreach Interns, who will be running role plays in schools in the New Year. This is an opportunity to understand the intricacies of content, structure, background and character in the activity, facilitating preparation for submission of the final role play outline for assessment iii).

To prepare for this week's session, please read through the 'Research in a Box' resources on Moodle.

Week 10: Demonstrating politics: refining simulations
This week's session aims to refine plans for assessment iii) through a series of interactive activities. The session focuses on the development of structure and empathy within simulation outline drafts, with a group discussion fostering constructive feedback between peers on characters in the scenarios. This will enable students to revise their simulations prior to submission at the end of term.

Select Bibliography:
As you might expect, there is no one single text book for this course. There are long reading lists for each week. The large number of readings listed is intended to provide you with the means by which to go beyond the lecture material in developing your coursework. Some readings in bold are suggested as being more important, but students may find other material more conducive to their work. The following online text book deals with significant, but not all, parts of the module:

C. Gormley-Heenan and S. Lightfoot (eds.) (2012) *Teaching Politics and International Relations*, Basingstoke: Palgrave (Online). The first four chapters are uploaded to Course Documents on Moodle.

Week 1: Presenting politics: identifying and articulating the relevance of political study
Balbus, I. D. (2010) *Governing Subjects: An Introduction to the Study of Politics*, London: Routledge, pp. 3-9.
Burns, T. (2000) 'What is Politics? Robinson Crusoe, Deep Ecology and Immanuel Kant', *Politics*, 20, 93-98.
Harrison, L., Little, A. and Lock, E. (2015) *Politics: The Key Concepts*, London: Routledge. A series of pithy definitions of key concepts to deploy in assessments.
Heywood, A. (2013) *Politics*, 4th edition, Basingstoke: Palgrave, pp. 1-26.
Jones, B. and Robins, L. (2000) 'For the Guidance of Martians: A Reply to Martin Smith on British Politics Textbooks', *Politics*, 20, 105-109.
A. Leftwich (ed) (1984) *What is Politics?: The Activity and Its Study*, Cambridge: Polity.

Week 2: Presenting politics: methods of explaining politics and identifying the nature of audiences

Burnham, P., Gilland Lutz, K., Grant, W. and Layton-Henry, Z. (2008) *Research Methods in Politics*, 2nd edition, Basingstoke: Palgrave.

Dunleavy, P. (1986) *Studying for a degree in the humanities and social sciences*, Basingstoke: Palgrave, 'Analysing Concepts', pp. 47-77.

Hudson, D. and Leftwich, A. (2014) 'From Political Economy to Political Analysis', *Policy and Practice for Developmental Leaders, Elites and Coalitions, Research Paper 25*, Birmingham: The Developmental Leadership Program.

D. Marsh and G. Stoker (eds) (2010) *Theory and Methods in Political Science*, 3rd edition, Basingstoke: Palgrave.

Phillips Shively, W. (2012) *The Craft of Political Research*, 9th edition, Englewood Cliffs, NJ: Pearson, pp. 13-31.

Pierce, R. (2008) *Research Methods in Politics: A Practical Guide*, Los Angeles: Sage, pp. 22-37.

Week 3: Presenting politics: clarity, cogency, coherence and concision

Archer, L. (2007) 'Diversity, equality and higher education: A critical reflection on the ab/uses of equity discourse within widening participation', *Teaching in Higher Education*, 12:5-6, 635-653.

Bennion, E. A. (2006) 'Civic Education and Citizen Engagement: Mobilizing Voters as a Required Field Experiment', *Journal of Political Science Education*, 2:2, 205-227.

Buehler, M. J. and Schneider, L. U. (2009) 'Speak Up! Oral Examinations and Political Science', *Journal of Political Science Education*, 5:4, 315-331.

Cowell-Myers, K. (2006) 'Teaching Politics Using Antigone', *PS: Political Science & Politics*, 2:2, 347-349.

Cunningham, A. (2010) 'Clarity in Multimedia: The Role of Interactive Media in Teaching Political Science Theories', *Journal of Political Science Education*, 6:3, 297-309.

Florez-Morris, M. and Tafur, I. (2010) 'Using Video Production in Political Science Courses as an Instructional Strategy for Engaging Students in Active Learning', *Journal of Political Science Education*, 6, 315-319.

Stafford, W. (1997) 'Teaching and Assessing Oral Skills as Democratic Practice', *Politics*, 17, 197-203.

Walker, M. (2008) 'Widening participation; widening capability', *London Review of Education*, 6:3, 267-279.

Week 4: Making use of politics: using experiences in the module to enhance employability

There are resources on developing CVs and personal statements within the lecture slides. In addition, the following academic resources discuss the employability agenda, civic service and means of integrating them into the curriculum.

Ashe, F. (2012) 'Harnessing Political Theory to Facilitate Students' Engagement with Graduate "Employability": A Critical Pyramid', *Politics*, 32, 129-137.

Clark, A. (2011) 'Embedding Transferable Skills and Enhancing Student Learning in a Political Science Research Methods Module: Evidence from the United Kingdom', *PS: Political Science & Politics*, 44, 135-139.

Rich, J. (2015) 'Employability: Degrees of Value', *HEPI Occasional Paper 12*, <http://www.hepi.ac.uk/wp-content/uploads/2015/12/Employability-Degrees-of-value.pdf>.

Walker, T. (2000) 'The Service/Politics Split: Rethinking Service to Teach Political Engagement', *PS: Political Science and Politics*, 33, 646-649

Week 5: EPQ mentoring week 1: engagement training and introducing EPQs

Please read 'EPQ Resources' on Moodle for more topic-specific resources

AQA (2015) *Level 3 Extended Project Qualification*, Guildford: AQA.

Dunleavy, P. (1986) *Studying for a degree in the humanities and social sciences*, Basingstoke: Palgrave, 'Writing Essays', pp. 78-109.

Wilcox, J. and Langley, P. (2010) *Managing Extended Projects*, Brighton: The Student Room Group.

Week 6: EPQ mentoring week 2: big issues in EPQs and first mentoring meeting

See 'EPQ Resources' on Moodle for more topic-specific resources

Gardner, P. (1998) 'Teaching at Its Best: A Passionate Detachment in the Classroom', *PS: Political Science & Politics*, 31:4, 802-804.

Knopf, J. W. (2006) 'Doing a Literature Review', *PS: Political Science & Politics*, 39:1, 127-132.

Marks, M. P. (2008) 'Fostering Scholarly Discussion and Critical Thinking in the Political Science Classroom', *Journal of Political Science Education*, 4:2, 205-224.

Maxwell, M. (2013) 'Introduction to the Socratic Method and its Effect on Critical Thinking', *The Socratic Method Research Portal*, [Online]. [Accessed 27/11/2013]. Available from: http://www.socraticmethod.net.

Neville, C. (2010) *Complete Guide to Referencing and Avoiding Plagiarism*, Milton Keynes: Open University Press (Online – My Library)

Olsen, J. and Statham, A. (2005) 'Critical Thinking in Political Science: Evidence from the Introductory Comparative Politics Course', *Journal of Political Science Education*, 1:3, 323-344.

Papastephanou, M. and Angeli, C. (2007) 'Critical thinking beyond skill', *Educational Philosophy and Theory*, 39:6, 604-621.

Pears, R. and Shields, G. (2005) *Cite them right: the essential referencing guide*, Whickham: Pear Tree Books.

Week 7: EPQ Mentoring week 3: providing feedback and second mentoring meeting

Bettany-Saltikov, J., Kilinc, S. and Stow, K. (2009) 'Bones, boys, bombs and booze: an exploratory study of the reliability of marking dissertations across disciplines', *Assessment & Evaluation in Higher Education*, 34:6, 621-639.

Bowden, J. (2008) *Writing a report: how to prepare, write and present really effective reports*, 8th edition, Oxford: How To Books (online).

Forsyth, P. (2010) *How to Write Reports and Proposals*, 2nd edition, London: Kogan Page. (Online – My Library)

Week 8: Demonstrating politics: introducing simulations and role plays

In preparation for the session, the class will be divided into three groups and allocated one of three papers on role plays and simulations, as per the following:

Group 1: Sasley, B. E. (2010) 'Teaching Students How to Fail: Simulations as Tools of Explanation', International Studies Perspectives, 11, 61-74.

Group 2: Chasek, P. S. (2005) 'Power Politics, Diplomacy and Role Playing: Simulating the UN Security Council's Response to Terrorism', International Studies Perspectives, 6:1, 1-19.

Group 3: Asal, V. (2005) 'Playing Games with International Relations', International Studies Perspectives, 6:3, 359-373.

Please also read the Politics curriculum guide:

Department for Education (2015) *Politics: Draft AS and A level subject content*, London: Department for Education, pp. 4-12.

General reading

Asal, V. (2005) 'Playing Games with International Relations', *International Studies Perspectives*, 6:3, 359-373.

Asal, V. and Blake, E. L. (2006) 'Creating Simulations for Political Science Education', *Journal of Political Science Education*, 2:1, 1-18.

Baranowski, M. and Weir, K. (2010) 'Power and Politics in the Classroom: The Effect of Student Roles in Simulations', *Journal of Political Science Education*, 6:3, 217-226.

Bromley, P. (2013) 'Active Learning Strategies for Diverse Learning Styles: Simulations Are Only One Method', *PS: Political Science & Politics*, 46, 818-822.

Frederking, B. (2005) 'Simulations and Student Learning', *Journal of Political Science Education*, 1:3, 385-393.

Frombgen, E., Babalola, D., Beye, A., Boyce, S., Flint, T., Mancini, L. and Van Eaton, K. (2013) 'Giving Up Control in the Classroom: Having Students Create and Carry Out Simulations in IR Courses', *PS: Political Science & Politics*, 46, 395-399.

Gorton, W. and Havercroft, J. (2012) 'Using Historical Simulations to Teach Political Theory', *Journal of Political Science Education*, 8:1, 50-68.

Grummel, J. (2003) 'Using Simulation to Teach Decision-Making within the Policy Process', *Political Science and Politics*, 36:4, 787-789.

Sasley, B. E. (2010) 'Teaching Students How to Fail: Simulations as Tools of Explanation', *International Studies Perspectives*, 11, 61-74.

Shaw, C. M. (2012) 'Designing and Using Simulations and Role-Play Exercises', in, R. A. Denemark (ed), *The International Studies Encyclopedia*, London: Blackwell [Online]. [Accessed 27/11/2013]. Available from: http://www.isacompendium.com/subscriber/tocnode?id=g9781444336597_yr2011_chunk_g978144433 65976_ss1-4.2.

Simpson, A. W. and Kaussler, B. (2009) 'IR Teaching Reloaded: Using Films and Simulations in the Teaching of International Relations', *International Studies Perspectives*, 10, 413-427.

Smith, E. T. and Boyer, M. A. (1996) 'Designing In-Class Simulations', *PS: Political Science and Politics*, 29:4, 690-694.

Taylor, K. (2013) 'Simulations Inside and Outside the IR Classroom: A Comparative Analysis', *International Studies Perspectives*, 14:2, 134-149.

Wedig, T. (2010) 'Getting the Most from Classroom Simulations: Strategies for Maximizing Learning Outcomes', *PS: Political Science & Politics*, 43, 547-555.

Weir, K. and Baranowski, M. (2011) 'Simulating History to Understand International Politics', *Simulation and Gaming*, 42:4, 441-461.

Werning Rivera, S. and Simons, J. T. (2008) 'Engaging Students Through Extended Simulations', *Journal of Political Science Education*, 4:3, 298-316.

Wheeler, S. M. (2006) 'Role-Playing Games and Simulations for International Issues Courses', *Journal of Political Science Education*, 2:3, 331-347.

Examples of role plays

Asal, V., et al. (2014) 'The Comparative Politics Game Show: Using Games to Teach Comparative Politics Theories', *International Studies Perspectives*, 15:3, 347-358.

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Week 9: Demonstrating politics: experiencing a role play
To prepare for this week's session, please read through the 'Research in a Box' resources on Moodle.

Week 10: Demonstrating politics: testing simulations and developing empathy

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