



## Innovative Practices and Pedagogies for Teaching Undergraduate International Development Studies

Workshop on June 7-8, 2021

Scholars have called for the decolonization of international development studies and raised important questions about teaching IDS theory while also adequately preparing students for professional roles in the field. While this work has been ongoing, the disruption of the COVID-19 pandemic and the questions it has raised about international development provides a new opportunity to reconsider educational practices and pedagogies for the teaching of international development studies at the undergraduate level. As the pandemic exacerbates inequities across the globe and raises new questions about the role of international institutions, the global distribution of resources, and the overall practices of international development, professors of development studies have an obligation to reconsider and reshape their educational approaches to development.

To strengthen the educational practices of international development studies faculty, **the Tobias Center for Innovation in International Development at the School for Global and International Studies at Indiana University Bloomington will hold a two-day, virtual workshop on June 7-8 from 10am-3pm ET.** This workshop will include interactive and engaging presentations that share new and innovative approaches to teaching development studies to undergraduate students. Potential topics could include:

- Best practices for online learning
- Decolonizing your pedagogy
- The possibilities of virtual exchanges
- Bringing reflexive practices into the classroom
- Bridging theory and practice in the field of IDS
- Employing partnerships with development organizations in the classroom
- Case studies of different approaches to teaching development studies

### Session Formats

1. **Skill Building Sessions** (90 minutes) offer an interactive environment where conference attendees can develop a pedagogical technique or apply theory to practice. Facilitators will share their experience, relevant scholarship, and evidence related to the topic to help participants build their professional practice. Session proposals should model collaborative and hands-on activities. Topics could include: decolonizing your syllabus, using online technologies for international development studies, running virtual exchanges in class, etc.
2. **Presentation Sessions** (60 minutes) allow presenters to explore an issue, topic or question related to teaching development studies at the undergraduate level and offer space for discussion and application by participants. Presenters will provide an introduction to the session topic, an overview of relevant research, frameworks and/or concepts, and then provide opportunities for small group discussion and application of the topic.
3. **Case Study Session** (15 minutes) provide an opportunity for presenters to share a specific activity, assignment, or approach they have used in the classroom. Presenters will introduce the goals of the activity, the desired learning outcomes, the approach taken, as well as the opportunities and challenges this approach presented.

### Workshop Information



## HAMILTON LUGAR SCHOOL OF GLOBAL AND INTERNATIONAL STUDIES

- **Dates:** The workshop will be held virtually on June 7 and 8 from 10am to 3pm ET
- **Notification:** Applicants will receive an email indicating the decision on the proposal by April 15, 2021
- **Stipend:** Participants are expected to attend all sessions and will receive a stipend of \$750 for their participation
- **Recording:** Sessions will be recorded and made available to the public
- Participation will be capped at 20 people
- **Contact:** Dr. Elisheva Cohen, Tobiasdv@iu.edu

### Application

To apply, please complete [this application](#) by **March 31, 2021** with the following information:

- Name, professional title, institution, and email address of each facilitator
- Statement of interest in this workshop from each facilitator (500 words)
- Session format
- Session title
- Description of session, including anticipated learning outcomes and plan for participant engagement (500 words)