



The Doha Declaration:
PROMOTING A CULTURE
OF LAWFULNESS



Education for Justice (E4J)
University Module Series: Counter-Terrorism

Teaching Guide

**for lecturers using the
E4J University Modules on
Counter-Terrorism**

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EXECUTIVE SUMMARY

This Teaching Guide accompanies the series of 15 University Modules on Counter-Terrorism which were developed by UNODC under its Education for Justice (E4J) initiative. The series contains the following modules:

- Module 1: Introduction to international terrorism (foundational module)
- Module 2: Conditions conducive to the spread of terrorism
- Module 3: Overview of the international counter-terrorism legal framework
- Module 4: Criminal justice responses to terrorism
- Module 5: Regional counter-terrorism approaches
- Module 6: Military/armed conflict approaches to countering terrorism
- Module 7: Counter-terrorism and situations of public emergency
- Module 8: Right to life
- Module 9: Prohibition against torture and other cruel, inhuman and degrading treatment
- Module 10: Arrest and detention
- Module 11: Right to a fair trial
- Module 12: Privacy, investigative techniques and intelligence gathering
- Module 13: Non-discrimination and fundamental freedoms
- Module 14: Victims of terrorism
- Module 15: Contemporary issues

This Teaching Guide provides relevant background information and pedagogical guidance for lecturers who are using or are interested in using the above modules in the classroom. Following a brief introduction to the E4J initiative and the modules, the Teaching Guide includes four substantive sections.

Section one explains the design of the counter-terrorism modules, which are framed around the United Nations Global Counter-Terrorism Strategy 2006. The modules focus especially on binding and non-binding international, regional and, to a lesser extent, national instruments drawn from the fields of international human rights law, international humanitarian law, international refugee law, and international/national criminal law which form the principal legal base of the Strategy, drawing as well on interdisciplinary perspectives. The associated strengths and weaknesses of these instruments, both in theory and in practice, are examined through the consideration of illustrative case law and case studies together with scholarly critique. This section also introduces the structure of the modules together with materials available in support of each module topic, including selected reading resources, case studies, exercises and other available tools.

The discussion in section two turns to providing guidance on how the teaching materials may be integrated into curricula, whether to augment the materials of existing academic modules or to form the basis of new modules, courses or programmes. This section also explains how the materials from other E4J University Module Series may be ‘mixed and matched’ with these counter-terrorism modules to develop bespoke, unique and innovative courses for both lecturers and students.

In its third section, the Teaching Guide provides summaries of each of the 15 modules and their learning outcomes. These summaries offer a first glimpse into the content and approaches of the individual modules as well as an overview of the entire university module series on counter-terrorism.

Finally, section four introduces and explains foundational pedagogical principles, including their related educational theories, which underpinned the design of these modules. Lecturers may wish to be cognisant of these also in the design and delivery of their own classes. This section then introduces and explains how to prepare for and run the innovative teaching exercises that form integral elements of each module, which are aimed at enhancing the student learning experience. To accommodate the diversity of needs, teaching preferences of as well as resources available to lecturers, a mixture of exercises are included, some of which require the use of technology and others which do not.

INTRODUCTION

A. THE EDUCATION FOR JUSTICE (E4J) INITIATIVE

The United Nations Office on Drugs and Crime (UNODC) launched the Education for Justice (E4J) initiative as part of its Global Programme for the Implementation of the Doha Declaration on Integrating Crime Prevention and Criminal Justice into the Wider United Nations Agenda to Address Social and Economic Challenges and to Promote the Rule of Law at the National and International Levels, and Public Participation. The Doha Declaration was adopted by the Thirteenth United Nations Congress on Crime Prevention and Criminal Justice in 2015 and endorsed by the United Nations General Assembly in its Resolution 70/174. The Declaration recognizes the fundamental importance of universal education for children and youth, for the prevention of crime, terrorism and corruption, as well as to promote sustainable development.

In support of the Doha Declaration, the E4J initiative aims to build a culture of lawfulness among children and youth through the provision of age-appropriate educational materials on topics related to criminal justice, crime prevention and the rule of law, and the integration of those materials into the curricula of all education levels. The E4J initiative is also closely linked with the 2030 Agenda for Sustainable Development, which emphasizes the importance of education for ending poverty, protecting the planet and ensuring prosperity for all.

At the university level, E4J aims to facilitate and promote teaching on issues related to UNODC's mandate areas, including anti-corruption, organized crime, human trafficking and migrant smuggling, counter-terrorism, cybercrime, crime prevention and criminal justice, firearms, as well as on integrity and ethics. As part of these efforts, UNODC has developed university modules and teaching guides on the above areas, which lecturers can adapt and integrate into their courses.

B. THE TARGET MARKET

The primary intended audiences of the E4J university module series on counter-terrorism and the teaching guide are academics and other instructors at higher education institutions, such as universities. The materials have been designed to be appropriate and adaptable for both undergraduate and postgraduate students.

Although the modules have been written around legal frameworks relevant to terrorism and counter-terrorism, they also embed several interdisciplinary perspectives including: history, international relations (including securitization studies), computer science, victimology, criminology and traumatology. Additionally, where possible, gender and Sustainable Development Agenda 2030 perspectives are also woven into the curriculum. Such interdisciplinary features are intended to facilitate the implementation of these modules by a broad range of academic faculties, schools and departments, as well as by other higher educational and professional institutions. In addition, the

interdisciplinary element of the university module series is intended to help lecturers to enhance the learning experience of students by being exposed to diverse perspectives.

To ensure the global relevance and appeal of the modules to all geographical regions, every effort was made - so far as it was possible, and subject to such factors as language constraints - to draw upon regional and some illustrative national perspectives. In addition to the embedding of regional and national instruments as well as scholarship within this university module series on counter-terrorism, the various modules identify several contemporary issues, which reflect at least some current regional and national priorities, challenges, policies and practices.

The fifteen modules are freely available on the E4J website. UNODC offers them as open educational resources (OER) to assist lecturers in preparing and delivering university classes on counter-terrorism. Users may visit the E4J website and download and copy the information, documents and materials for non-commercial use. For tracking purposes, UNODC would appreciate being informed about the way in which the material was used and how many students were involved (messages should be sent to unodc-e4j@un.org). Users can also contact E4J or register on the E4J website to receive news updates.

SECTION ONE: TEACHING METHODS

The university module series on counter-terrorism, as outlined below in the overview of modules, is designed around the framework and key objectives of the United Nations Global Counter-Terrorism Strategy 2006. It focuses especially on binding and non-binding international, regional and, to a lesser extent, national instruments drawn from the fields of international human rights law, international humanitarian law, international refugee law, and international/national criminal law which form the principal legal base of the Strategy. The associated strengths and weaknesses of these instruments, both in theory and in practice, are examined through the consideration of illustrative case law and case studies together with scholarly critique.

Each module includes exercises which are designed to further enhance and facilitate student learning, including one innovative teaching exercise which can take the form of an online quiz, mobile phone poll, gallery walk, jigsaw technique, or moot court. Mindful of the resource constraints that many tertiary level teaching institutions experience - such as poor access to IT equipment and the internet, or regular power outages - many of the innovative teaching methods suggested are not technology dependent and can be successfully run with minimal resources (e.g., paper and pens). Many of the proposed exercises can be readily adapted to suit different class sizes, sought learning outcomes or classroom layouts. In support of these innovative teaching methods, in section four there is an Innovative Teaching Strategies Guide, which discusses the benefits of sound teaching pedagogy and gives technical guidance regarding how to teach each of the innovative teaching exercise embedded within individual modules.

For each of the module topics, extensive lists of core and advanced suggested readings are given. All the core materials are 'open source' and, therefore, freely available online without the need for any subscription. There are also several open source reports which span a broad number of the issues examined in the modules which academics may find helpful when teaching the Modules. Examples are:

- International Commission of Jurists (2009). *Report of the Eminent Jurists Panel on Terrorism, Counter-terrorism and Human Rights: Assessing Damage: Urging Action*. Geneva: International Commission of Jurists.
- Katja L. H. Samuel, Nigel D. White and Ana-María Salinas de Frías (2012). *Multi-National Counter-Terrorism Expert Network: Report of Key Findings and Recommendations on the Rule of Law and Counter-Terrorism*. Nottingham University, January.

Each module was designed to incorporate approximately 12 notional hours of learning (roughly six hours of preparation time, three hours of class attendance, and three hours of assessment/assignments).

The materials contained in each module have been sufficiently well developed to enable each topic to be taught without the requirement for further reading and extensive preparation, though in practice many academics and instructors will wish to further develop and tailor topics and their notes to their own teaching contexts.

All modules combine practical and theoretical approaches to the specific topics and follow the same basic structure:

- An overview and description of the main topics covered by the module;
- A list of expected module objectives and learning outcomes;
- A breakdown of the session structure (approximately three hours);
- A reading list containing prescribed core literature on the subject and further recommended resources that can be used to explore topics in more depth, with an emphasis on open source materials;
- A PowerPoint presentation;
- At least one student exercise per topic covered by the module;
- Clear demonstration of linkages with other modules.

SECTION TWO: ADAPTATION AND INTEGRATION OF MODULES

The materials have been developed in such a way that they may be used flexibly, in several ways, as is most helpful and appropriate to individual teaching contexts. Some non-exhaustive suggestions are made here:

- Individual modules, as well as the university module series as a whole, could be taught in their current order and/or format;
- Many modules, including all the Part III modules, contain discussion of different regional approaches which could facilitate the teaching of comparative international/regional approaches to further enhance students' understanding of and learning on specific topics;
- Some modules contain more materials than it would be possible or desirable to teach in one class (such as Module 5 on regional counter-terrorism approaches) to allow those materials of most relevance to, for instance, the geographical context in which they are being taught to be selected;
- Materials from one module could be taken and mixed with materials from other module(s) to suit individual teaching styles and approaches (e.g., some materials from Part II could be integrated with Part III topics);
- Materials from this counter-terrorism university module series could be combined with topics and teaching materials from any of the other eight E4J university module series.
- Materials from this counter-terrorism university module series could be taught as a specialist 'standalone' course or could be embedded within existing modules taught by tertiary level institutions.

SECTION THREE: OVERVIEW OF MODULES

Based on the conceptual framework, the following modules were developed:

- **Part One: Establishing Key Issues and Context**
 - Module 1: Introduction to Counter-Terrorism (foundational module)
 - Module 2: Conditions Conducive to the Spread of Terrorism
- **Part Two: Applicable International and Regional Frameworks**

- Module 3: Overview of the International Counter-Terrorism Legal Framework
- Module 4: Criminal Justice Responses to Terrorism
- Module 5: Regional Counter-Terrorism Approaches
- Module 6: Military/Armed Conflict Approaches to Countering Terrorism
- Module 7: Counter-Terrorism and Situations of Public Emergency
- **Part Three: Specific Issues**
 - Module 8: Right to Life
 - Module 9: Prohibition against Torture and other Cruel, Inhuman and Degrading Treatment
 - Module 10: Arrest and Detention
 - Module 11: Right to a Fair Trial
 - Module 12: Privacy, Investigative Techniques and Intelligence Gathering
 - Module 13: Non-Discrimination and Fundamental Freedoms
 - Module 14: Victims of Terrorism
 - Module 15: Contemporary Issues

COUNTER-TERRORISM MODULES

Part One: Establishing Key Issues and Context	
MODULE 1: INTRODUCTION TO COUNTER-TERRORISM (FOUNDATIONAL MODULE)	Introduces students to key concepts and principles which underpin international instruments and institutions concerned with the phenomenon of terrorism and how to counter it. It provides an overview of historical and modern-day terrorism.
MODULE 2: CONDITIONS CONDUCTIVE TO THE SPREAD OF TERRORISM	Building on Module 1, this module examines key concepts relating to radicalization and violent extremism. Identifying key drivers of and conditions conducive to violent extremism, the Module further introduces students to the United Nations framework on, as well as international and regional approaches to, preventing violent extremism.

TABLE 1: OUTLINE OF PART ONE

Part Two: Applicable International and Regional Frameworks	
MODULE 3: OVERVIEW OF THE INTERNATIONAL COUNTER-TERRORISM LEGAL FRAMEWORK	Framed around the United Nations Global Counter-Terrorism Strategy (CT Strategy), the module identifies and discusses the complex matrix of key concepts, legal instruments and outputs, as well as diverse legal regimes that make up the global legal architecture that underpins the CT Strategy.
MODULE 4: CRIMINAL JUSTICE RESPONSES TO TERRORISM	This module focuses on key concepts, principles, instruments and institutions underpinning criminal justice approaches as envisaged in the CT Strategy. It explores some of the underpinning reasons for, and implications associated with, the absence of a universal

Part Two: Applicable International and Regional Frameworks	
	definition of terrorism. Furthermore, the module introduces students to the notion of international criminal law, and examines treaty-based crimes of terrorism.
MODULE 5: REGIONAL COUNTER-TERRORISM APPROACHES	Building on the key themes of Module 4, this module introduces students to the principal regional and multilateral organizations engaged in global counter-terrorism efforts, which have a pivotal role to play in terms of furthering global CT Strategy objectives.
MODULE 6: MILITARY/ARMED CONFLICT APPROACHES TO COUNTERING TERRORISM	Focuses on issues of particular relevance to counter-terrorism efforts within an armed conflict setting. In particular, considers recent and currently contentious issues that have arisen in respect of non-State actors, e.g. in response to the classification of different types of conflict and applicable bodies of rules; and the existence and implications of the categorization of persons as combatants, protected persons or criminals.
MODULE 7: COUNTER-TERRORISM AND SITUATIONS OF PUBLIC EMERGENCY	Examines the circumstances when international law permits the temporary suspension of certain rights in public emergency situations caused by terrorist activities, together with the accompanying risks to as well as safeguards to protect the rule of law in such circumstances.

TABLE 2: OUTLINE OF PART TWO

Part Three: Specific Issues	
MODULE 8: RIGHT TO LIFE	Examines international and regional legal frameworks governing the right to life in peacetime and armed conflict contexts. Furthermore, the module discusses several contemporary issues, such as the arbitrary deprivation of life, use of the death penalty, enforced disappearances and extraterritorial application of the right to life.
MODULE 9: PROHIBITION AGAINST TORTURE AND OTHER CRUEL, INHUMAN AND DEGRADING TREATMENT	Examines international and regional legal frameworks governing the prohibition against torture et al in peacetime and armed conflict contexts. It examines several specific issues, including the use of unlawful coercive interrogation techniques and the 'death row phenomenon' regarding the imposition of the death penalty for terrorism related offences.
MODULE 10: ARREST AND DETENTION	Examines international and regional legal frameworks governing arrest and detention in peacetime and armed conflict contexts. Additionally, it considers several contemporary significant issues such as in relation to the provision of basic due process standards relevant to the detention of terrorist suspects following their arrest

Part Three: Specific Issues	
	as well as throughout the criminal justice proceedings; and what may constitute unlawful arbitrary detention.
MODULE 11: RIGHT TO A FAIR TRIAL	Examines international and regional legal frameworks governing the right to a fair trial in peacetime and armed conflict contexts. Specifically, it considers international and regional fair trial and due process principles and standards during the investigation, trial and sentencing phases, and how these may be eroded in counter-terrorism settings.
MODULE 12: PRIVACY, INVESTIGATIVE TECHNIQUES AND INTELLIGENCE GATHERING	Examines international and regional legal frameworks governing privacy and intelligence gathering in peacetime and armed conflict contexts, together with some related rule of law concerns. It further considers several contemporary issues, namely special investigation techniques, surveillance and the interception of communications especially through metadata and GPS surveillance, and accountability mechanisms.
MODULE 13: NON-DISCRIMINATION AND FUNDAMENTAL FREEDOMS	Examines international and regional legal frameworks governing non-discrimination and fundamental freedoms in peacetime and armed conflict contexts, together with circumstances in which such rights may be eroded in terrorism and counter-terrorism contexts. Specifically, in addition to non-discrimination, this module examines freedom of religion, freedom of expression, freedom of assembly and freedom of association.
MODULE 14: VICTIMS OF TERRORISM	Examines international and regional legal frameworks governing the rights of victims of terrorism, including the provision of remedies. More specifically, it considers such issues as the meaning of key concepts, 'victim' and 'justice', and seeks to better understand the needs together with related common justice or support challenges faced by victims of terrorism. Furthermore, it discusses examples of national assistance schemes for victims of terrorism.
MODULE 15: CONTEMPORARY ISSUES	Examines in further depth a number of contemporary issues relating to violent extremism, the right to life, prohibition against torture, arrest and detention, right to a fair trial, non-discrimination and fundamental freedoms, and victims of terrorism. Additionally, the Module considers counter-terrorism accountability and reparations mechanisms.

TABLE 3: OUTLINE OF PART THREE

SECTION FOUR: TEACHING PEDAGOGY AND INNOVATIVE TEACHING STRATEGIES

A. INTRODUCTION TO AND THE IMPACT OF PEDAGOGY ON TEACHING AND LEARNING

Teaching and learning are complex processes. Educators at all levels have been continuously exploring and experimenting with methods to improve teaching and learning, and to offer a quality education regardless of the discipline. Successful teaching does not happen by chance, but it does when the teacher adopts an appropriate instructional methodology. Instructional strategies, or teaching methods, depend on several factors such as the developmental level of students, goals, intent and objectives of the teacher, content and environment including the physical setting and resources. Teaching and learning styles are changing and more and more there is a significant shift from lecture-based teaching to student-centred activities with proven learning benefits for students and accompanying professional rewards for academic colleagues.

In trying to respond to the key question of what the criteria for quality education in addition to effective teaching are, we need to provide a definition for effective teaching. Defining effective teaching is not easy. As Jerome Bruner has stated: “Teaching is the canny art of intellectual temptation”, and we can define effective teaching as that which leads to improved student achievement. Educational research has offered that for a judgement about whether teaching is effective, to be seen as trustworthy, it must be checked against the progress being made by students (Coe et. al., 2014).

Over the years the importance of high quality practices in education has become more clearly understood, so has the educator’s role in the implementation of these best practices. In all discussions of effective teaching and learning, the term pedagogy is often included. This demands a clear understanding of the meaning of pedagogy of teaching and how it applies to different educational settings. Definitions of pedagogy include, but are not limited to, the function or work of teaching: the art or science of teaching, educational instructional methods. It has also been defined as “... the instructional techniques and strategies that allow learning to take place. It refers to the interactive process between teacher/practitioner and learner and it is also applied to include the provision of some aspects of the learning environment (including the concrete learning environment, and the actions of the family and community)” (Siraj-Blatchford et. al., 2002).

Pedagogy develops from a range of factors including theories and research evidence, political drivers, evidence from practice, individual and group reflection, educators’ experiences and expertise, and community expectations and requirements. It informs both curriculum (all the interactions, experiences, and activities) and teaching. It reflects and supports the principles of and outcomes sought by the original intention of teaching (Child Australia, 2017). Pedagogy also means the dynamic relationship between learning, teaching and culture. Instructor’s actions in the educational setting, in relation to learning and teaching, are underpinned by the ideas and values that they have about education. Pedagogy interacts with and draws together beliefs about learners and learning, educator and teaching, and curriculum. It also includes consideration of the context in which learning and teaching takes place. Pedagogy is often shaped by a teacher’s own experience of learning. For many this was simply knowledge being transmitted by their teacher where they had a passive role as a learner without questions or other interactions. This approach will not give the students of today the experiences and skills that they need to learn and work in the 21st century, such as critical thinking, effective communications, and problem solving (Livingston et. al., 2017). Thus, learning is changing

one's way of experiencing some phenomena and teaching is creating such situations where such change is fostered.

Several studies (e.g., Livingston et. al., 2017; Lafountain, 2010) have offered elements of good pedagogy. These elements of effective pedagogies include, but are not limited to, consideration to student input, what educators know and do, and why they act as they do. In addition, there is an emphasis on considering both the longer-term learning goals as well as short-term ones. Effective pedagogies also include an element of embedded assessment and strive to develop higher order thinking and metacognition. This is often accomplished through the good use of dialogue and questioning. Furthermore, most include a scaffolding learner experience which refers to a variety of instructional techniques used to move the students progressively toward strong understanding and a greater independence in the learning process (Education Reform 2014).

Educational research has also shown that effective pedagogies include a range of techniques involving the whole class, structured group work, and guided learning activity (Husbands and Pierce, 2012). One of the key findings on successful pedagogies is that there are no single strategies that work best. As a result, even though there is research evidence to suggest the positive impact of particular strategies, little of it is rigorously comparative between different approaches (Muijs and Reynolds, 2001). It is important to note that more sophisticated research suggests that the key player in the success of many pedagogical strategies is less based on their intrinsic impact than the effectiveness and rigor with which they are pursued (Galton and Hargreaves, 2009). The critical factor is how well they fit the purpose of particular pedagogies, and the ability of the instructor to select, plan and implement pedagogies. It is the combination of pedagogic strategies and their deployment in combination that can lead to an effective teaching and learning experience.

Principles for pedagogy are focused on the most promising aspects of learner-centred education and help to demonstrate the role of pedagogy in improving the quality of student learning. One of the principles of pedagogy which will be focused on in this document is the importance of learner engagement. All learning opportunities should be engaging and motivate students to learn. It is important to recognize what motivates students as this may vary across different cultural contexts. In this case, building on learner's existing knowledge and skills is a key component. Learning challenges are most effective and motivating when they are developmental but within appropriate reach of learners. Resource constraints (e.g., large enrolment classes) and cultural and pedagogical traditions mean that implementation of this process at the individual level may not be suitable or feasible for all contexts. Based on our knowledge of how people learn as informed by research, opportunities for dialogue in the classroom is critical. By setting up scenarios for students to express opinions and to participate, it will assist the educator with evidence on cognitive development. Learning is most effective when the learners can apply the information that they have learned within different contexts such as social and economic realms. In this setting, learners are guided to respond to particular situations, for example those as a result of conflicts (Livingston et. al., 2017).

Another application of pedagogy that is included and discussed in this document is what in some literature is referred to as advance pedagogy. Advance pedagogy involves innovative methods in teaching and learning and the integration of technology. Advance pedagogy is the way to enhance teaching and learning performance. The incorporation of technology into teaching and learning methods has the potential to enhance the experience for students as it engages students with different kinds of stimuli and tends to make the material more interesting. Technology provides an opportunity for student engagement enabling the teacher to create a more diverse extension of the curricular materials (Khainar, 2015).

The integration of technology can be accomplished at all levels of educator expertise. For those that are newer users, technology has the potential to present a new method of accessing content materials. Those that have used technology for a longer period find multiple pedagogical applications to enhance instruction and student interaction with materials. Furthermore, it can be an opportunity to consider new abilities students need with information management and critical analysis. Technology enables students to be active learners and researchers leading to overall improved engagement (Sibley, 2003). Some examples of these methods include, but are not limited to, blogging, social benchmarking, screencast, wikis, Lecture Capture, Moodle, and polling tools).

Any teaching strategy that does not affect the main objective could be considered as an innovative method of teaching. Educational researchers believe that the core objective of teaching is sharing information and knowledge with the students. There are several techniques that can improve the process and offer students the tools and experiences that engage and encourage an innovative mindset meeting both short term and long-term objectives. As John Dewey has stated: “All learning begins when our comfortable ideas turn out to be inadequate” (Dewey, n.d.), and more than ever today it is critical to engage our learners in ways that can prepare them adequately with applied knowledge and skill sets that allow them to address the 21st century questions and challenges regardless of their specific disciplines. This guide builds and focuses on several pedagogical principles with an emphasis on innovative teaching strategies in two sections. The first section will pay particular attention to strategies that do not incorporate the use of technology, and the second section on techniques that utilize the application of freely available technological tools. Each strategy is described in detail including information on accessing the tools, suggestions for classroom implementation, and potential impacts on student learning outcomes.

B. INNOVATIVE TEACHING STRATEGIES

Innovative teaching allows students to be more engaged in the process of learning through a broad range of high-impact educational experiences, from designing educational games to research with real-world impacts. Innovative teaching is necessary for the present and future of education to help learners reach their full potential and develop the necessary critical thinking and higher-level thinking skills. Innovative teaching will create a setting for the long-term intellectual needs of the student, for example, whether providing new methods of analysis that will enable the student to gain new insights or opening up new channels of intellectual stimulation or enhanced student’s essential and creative thinking power. Innovative teaching is a necessity for all educators to meet the educational needs of the new generations. There exists a significant amount of research with conclusive results on how people learn. While it is beyond the scope of this document to summarize the literature, several points relevant to the support for the implementation of and practice of innovative teaching strategies to improve the learner experiences are included here. The National Research Council’s publication in 2000, “How People Learn”, clearly indicates that a person must be engaged to learn. Individuals learn best when actively engaged and participating in observing, speaking, writing, thinking, and analysis. Furthermore, learning is improved and significantly enhanced when the learner sees the applications of the materials and how it can benefit others.

To enhance student learning through engagement, teaching strategies should include settings where learners are actively participating and interacting with the material and with other learners. As a result,

students are more likely to learn and retain the information. Designing and implementing innovative teaching strategies and allowing students to participate in activities that explore applications and implications of the subject will improve learning.

C. INNOVATIVE TEACHING STRATEGIES WITHOUT TECHNOLOGY REQUIREMENTS

The exercises listed here are proposed in Modules 2 and 13 (gallery walk), Modules 3 and 11 (debate), Module 4 (moot), Module 5 (jigsaw), Modules 6 and 15 (flipped classroom), Module 10 (role-play) and Module 14 (reflective writing).

1 GALLERY WALK

1.1 Brief description of the tool

Gallery Walk is a discussion technique that gets the students out of their chairs and into a mode of active engagement. A Gallery Walk can be conducted with computers, with pieces of paper on tables, or with posted chart paper. It can be scheduled for 15 minutes (a Gallery Run) or for several sessions.

1.2 How it might enhance student learning

It provides an opportunity for the students to share thoughts in a more intimate, supportive setting rather than a larger, anonymous class. It also provides the instructor with an ability to gauge the depth of student understanding of particular concepts and to challenge misconceptions. Gallery Walk promotes class discussion and debates, higher-order thinking (analysis, evaluation and synthesis), cooperative and collaborative learning, team building, and encourages alternative approaches to problems through exposure to different perspectives. Furthermore, it reassures students that their voices, ideas, and experiences are valued. It can serve as an ice breaker since it promotes interaction amongst the students and the instructor, encouraging movement and interrupting the lethargy that sometimes results from being seated for long periods.

1.3 Ways in which it could be embedded into a class and the technicalities of how to do it

Generate Questions: Think of four to five questions to use around a central class concept. Student teams in a Gallery Walk typically number three to five. So, for a class of twenty write four to five questions. For larger classes either write more questions or repeat the same set of four to five questions, posting the same question set in different sections of the room.

Write Questions: Before class time, write the Gallery Walk questions on large sheets of paper, post-it paper, flip charts, whiteboards, or simply write questions on pieces of paper. An advantage of

whiteboards is that the boards can be used repeatedly. Write one question for one sheet of paper.

Post Questions: Post the questions on the wall around the room, giving sufficient separation space between sheets. Alternatively, questions can be placed on desks dispersed throughout the room.

Prepare Students: The first time Gallery Walk is used, give students instructions for carrying out the technique. If the Gallery Walk has formal oral and written evaluation, mention the important components of that evaluation.

- **Group Students and Assign Roles:** Arrange students into teams of three to five. Provide each group with a different colored marker or pen. Ask that each group member introduce themselves. If cooperative learning techniques will be used, assign roles like leader, reporter, monitor, and recorder. The role should be alternated between each team member. To add even more cooperative group structure, add an "emissary" function to each group. The "emissary" communicates any questions or problems to the instructor. This added role forces group members to channel their discussion through another member of the group.
- **Begin Gallery Walk:** Direct teams to different charts or "stations." Upon arriving at the station, each team writes comments for the question posed at the station. To avoid chart clutter and rambling comments, encourage the recorder to write in a bulleted format closest to the top of the chart.
- **Rotate to New Station and Add Content:** After a short period of time, say three to five minutes but the exact time will depend upon the nature of the question, say "rotate." The group then rotates to the next station. At the new station the group adds new comments and responds to comments left by the previous group. To involve all group members, switch recorders at each station.
- **Instructor Monitors Progress:** As groups rotate, the instructor nurtures student discussion and involves all group members. Be ready to rephrase questions or to provide hints if students either don't understand or misinterpret questions; be ready to provide instructions for those that still don't understand how to conduct a Gallery Walk. To spur discussion, ask questions like "Your group seems to think about this issue. How would you rephrase or summarize what has been discussed so far?" or "What similarities and differences do you see between the responses you are giving at this station and what was summarized at the last station?"
- **Return to Starting Point:** Teams continue to review the answers already contributed by previous groups, adding their own comments. This procedure continues until groups have visited all stations and return to the station at which they started. Instruct students to record their original (starting) question and to sit down in their teams to begin the "Report Out" stage.
- **Report Out:** In the "Report Out" stage, the group synthesizes what has been written about their original discussion question. Allow about ten minutes for the group to synthesize comments. The "reporter" chosen earlier, summarizes the group's comments with the help of other group members and makes an oral presentation to the class using the blackboard or on an overhead projector. The oral report should not exceed five minutes in length. Alternatively, students can write a written report composed either individually or as a group.
- **Gauge for Student Understanding:** During "Report Out" stage, the instructor reinforces

correctly expressed concepts and corrects for misconceptions and errors. What, for example, did students seem to readily understand? What did they find difficult and how can I adjust my teaching to accommodate students?

1.4 Variations of the Gallery Walk Technique

Gallery Run – "Gallery Run" is a faster version of "Gallery Walk." The questions posted at each station are lower level questions involving knowledge or comprehension. Such questions typically don't need as much discussion and debate as more open-ended questions. To avoid groups from filling in all possible answers at a station, "run" groups through stations at a much quicker rate. This allows subsequent groups to contribute new material. The "report out" stage can still involve the use of higher order thinking skills when groups synthesize and evaluate the material summarized on their charts.

Computer Tour – "Computer Tour" is carried out the same way as a "Gallery Walk", except the question or image to be discussed at each station is displayed on a computer rather than a sheet of paper posted on the wall. The advantage of this approach is that images for discussion can quickly be posted.

Reference: [Pedagogy in Action](#).

2 DEBATE

2.1 Brief description of the tool

A debate has been described as a form of argument that "has strict rules of conduct and quite sophisticated arguing techniques" (ACT Debating Union Inc., 1996). It must have a topic that has scope for argument, i.e. there must be at least two sides to the topic. The team that has been assigned to agree with the topic is called the 'proposition'; the team on the other side is called the 'opposition'.

2.2 How it might enhance student learning

Debates provide students the opportunity to work in a collaborative and cooperative group setting. By having students discuss and organize their points of view for one side of the argument they can discover new information and put knowledge into action. Debates also help students learn through friendly competition, examine controversial topics and strengthen skills in the areas of leadership, interpersonal influence, teambuilding, group problem solving, and oral presentation.

2.3 Ways in which it could be embedded into a class

Teams work well for classroom debates but two students can be paired as well. Adapt the following format to fit your specific goals and objectives. Adding a third, shorter round will allow teams to further defend their arguments. Alternatively, have all students prepare both a pro and con position for a designated class session. During this class period two teams are randomly selected who will then state their arguments. The other students will contribute differing remarks and suggestions for a more active and well-prepared class discussion.

Round One Team One	Presentation of “Pro/positive” or “Arguments for”	10 minutes
Team Two	Presentation of “Con/negative” or “Arguments against”	10 minutes
Team Discussion Period	This period is used for teams to prepare their responses	5 minutes
Round Two Team One	Response or rebuttal of “Pro/positive” or “Arguments for”	5 minutes
Team Two	Response or rebuttal of “Con/negative” or “Arguments against”	5 minutes

Whole Class Discussion

To determine which team provided the most convincing arguments. A vote can be taken or a more detailed evaluation form can be used to assess each team. (10- 15 minutes)

Note: Explain to the students that the success behind using debates in the classroom is not in winning and losing but rather how well teams prepared for and delivered their arguments and get potential buy-in from those who help the opposite point-of view.

2.4 The technicalities of how to do it

- Prepare guidelines and a set of rules to assist students as they prepare for the debate.
- Include a time frame in which they must prepare for the debate and how they are to present their material.
- Allow non-debate students to be adjudicators to help them learn how to be objective in rating their peers’ performance.
- Provide resources which will help students learn about debates and their structure.
- Consider holding a practice debate to help students understand the process.
- Consider having students prepare brief “position papers” which also includes their reaction to the debate process and how they were able to reach consensus in their team’s arguments.
- Select the format you plan to use: teams, individual students, all students.
- Research controversial, news-breaking and stimulating topics to encourage dynamic and energized classroom discussion. Students are more likely to be authentic when they debate a subject to which they can relate.
- Review the debate process previously established and ask for questions and clarifications on the day of the debate.
- Prepare rating rubrics and distribute to adjudicators before the debate begins.
- Begin the debate, giving students as much autonomy as possible.
- Facilitate classroom discussion and debrief the process at the end of the debate.
- Distribute both student and instructor evaluations to the teams.
- Have a plan in place if the debate gets “hot” and students argue instead of debate.
- Review guidelines before the debate begins to minimize inappropriate discussion and behavior. Also, getting to know your students through observation and actively listening to their classroom conversations can provide helpful information when selecting specific topics for debate.

Reference: [Classroom Debates](#).

3 MOOT

3.1 Brief description of the tool

A moot is a simulated appeal on an arguable point of law. A typical moot involves the selection of a judicial decision or hypothetical problem that raises legal points arguable on both sides – ‘moot points’. It differs from trial advocacy as it is limited to legal argument only. Accordingly, it is purely appellate advocacy. There are no witnesses. There is no tendering of evidence. Moot problems are typically set in areas of law that are unsettled or that have been subject to recent developments. They usually involve two grounds of appeal, argued by each side. The procedure imitates that followed in real courts: the judge enters, the mooters and the judge bow to each other, the clerk announces the matter, the mooters give their appearances and are then called on in turn to present their submissions, the judge asks questions of the mooters, the court adjourns, and the judge then returns to deliver a brief judgment and some feedback.

3.2 How it might enhance student learning

Moots allows the students:

- to engage with and think deeply about interesting and topical legal issues;
- to enhance their advocacy, legal research and writing skills;
- to work closely with and learn from their peers;
- to demonstrate their interest in advocacy and competence as an advocate to prospective employers.

3.3 Ways in which it could be embedded into a class and the technicalities of how to do it

Identify the Problem: A typical moot problem is concerned solely with a point (or points) of law. Normally it will take the form of a case heard on appeal from a lower court with the grounds of appeal clearly stated.

Select the Teams: A moot usually consists of four speakers, divided into two teams, each consisting of a leading and junior counsel. One team represents the appellants, the other the respondents. Mooters may be judged individually or as a team.

The Moot Court: The moot 'court' should reflect, as far as possible, a courtroom scenario in reality. The moot is presided over by at least one judge who delivers a judgment at the end of the moot on the law and on the result of the moot itself. The presiding judge is supported by the clerk of the moot who also times the moot speeches. The two teams of mooters sit at separate tables, taking turns to stand to present their arguments to the moot court. A moot 'speech' will normally have a time limit of between 15 and 20 minutes.

Reference: [The Ultimate Guide to Mooting](#)

[How is mooting done?](#)

4 JIGSAW METHOD

4.1 Brief description of the tool

The Jigsaw Method is a teaching strategy of organizing student group work that helps students collaborate and rely on one another. This teaching strategy is effective for accomplishing multiple tasks at once and for giving students a greater sense of individual responsibility. In a jigsaw, the participants are divided into several teams, with each team preparing separate but related assignments. When all team members are prepared, the participants are re-divided into mixed groups, with one member from each team in each group. Each person in the group teaches the rest of the group what he/she knows, and the group then tackles an assignment together that pulls all the pieces together to form the full picture, hence the name jigsaw.

The jigsaw is an effective way of engaging learners both with the material and with each other. The peer teaching aspect requires that each learner understands the material well enough to teach it to others (individual accountability), and each learner is required to contribute meaningfully to a group problem-solving component (group goals) and comparative analysis.

4.2 How it might enhance student learning

Research on this method and other cooperative learning techniques shows significant benefits for students not only in terms of level of learning but also in terms of positive social and attitudinal gains. It also encourages listening and engagement and provides a context for compare and contrast learning methods. Furthermore, the technique builds on the main message of facilitating interaction and focusing on the value of the contributions of each participant.

4.3 Ways in which it could be embedded into a class and the technicalities of how to do it

- Divide students into 3-4 (or 5-6 depending on group size) jigsaw groups. The groups should be diverse as much as possible.
- Divide the topics (areas, positions, etc.) into segments the same number as the number of groups.
- Assign each student to learn one segment (students should have direct access to their section (each student in a group is working individually to learn one of the topics).
- Provide time for students to read over their segment and become familiar with it (this can also be done ahead of the class meeting time).
- Form temporary “expert groups” by having one student from each jigsaw group join other students assigned to the same segment. Give students in these expert groups time to discuss the main points of their segment and to rehearse the presentations they will make to their jigsaw group.
- Bring the students back into their jigsaw groups.
- Ask each student to present her or his segment to the group (encourage others to ask questions for clarification).

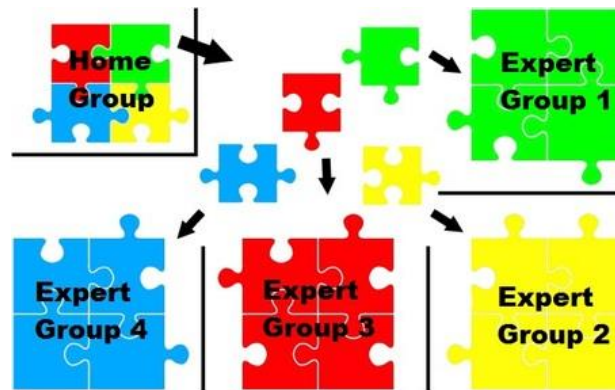


Image illustrating a visual for the jigsaw groups (after Strategies-Jigsaw 2013)

Reference: [The Jigsaw Method Teaching Strategy](#).

5 ROLE-PLAY

5.1 Brief description of the tool

In this teaching strategy, a student looks at the topic from the perspective of a character, who will affect and be affected by the topic. The instructor provides the setting and the characters, but the students must decide their characters' lines and directions. Generally, the students will need to do some research to make informed decisions from their characters' perspectives. This research opportunity can easily become an inquiry element.

5.2 How it might enhance student learning

- The creative aspect of the exercise motivates students.
- The pressure to solve a problem or to resolve a conflict for their character can motivate a student far more than the sort of pressure that they usually face preparing for an exam, and it is far more typical of the pressure that will be on them in real life.
- Allows the students to look at the material in a new light. The instructor is persuading them to alter their mental maps of the world instead of just filling them in.
- Role-playing exercises show the world as a complex place with complicated problems that can only rarely be solved by a simple answer that the student has previously memorized.
- Students learn that skills they learn separately (such as quantitative and communications skills) are often used together to accomplish many real-world tasks.
- Exercises emphasizing the importance of people and their viewpoints are critical.
- Students need to understand the needs and perspectives of the people around them to get through life, and to understand themselves.
- Encourage research or problem solving, students are more likely to retain knowledge that they have constructed themselves more than that simply handed to them in lecture.
- Introducing ethics and ethical issues.

5.3 Ways in which it could be embedded into a class and the technicalities of how to do it

- Identify the details of what you need in terms of topics, time limitation, expectations of student work product, the potential of including a challenge or a conflict element, etc.
- Decide on a problem related to the topic and a setting for the characters.
- Provide the students with information on the characters' backgrounds and directions on how to collect this information.
- Engage the students by describing the setting and the problem. It is helpful to outline your expectations and what you expect them to learn.
- Allow time for students to look over their characters and get into their roles. It is important to be prepared to help the students with understanding each character, address reservations that they may have about a character.
- Role-playing should be followed by a debriefing for the students to define what they have learned and to reinforce it. This can be handled in reflective essays, or a concluding paragraph at the end of an individual written assignment, or in a class discussion.

Reference: [Starting Point](#).

6 FLIPPED CLASSROOM

6.1 Brief description of the tool

The Flipped Classroom strategy offers a model where students gain **first-exposure learning** prior to class and focus on the **processing** part of learning (synthesizing, analysing, problem-solving, etc.). The students receive productive feedback through the processing activities that occur during class, reducing the need for the instructor to provide extensive written feedback on the students' work. Students gain control of the learning process through studying course material outside of class, using readings, pre-recorded video lectures or research assignments. During class time, instructors facilitate the learning process by helping students work through course material individually and in groups.

6.2 How it might enhance student learning

- Provide an opportunity for students to gain first exposure prior to class;
- Provide an incentive for students to prepare for class;
- Provide a mechanism to assess student understanding;
- Provide in-class activities that focus on higher level cognitive activities;
- Increases students' conceptual understanding;
- Supports better retention of knowledge. "Peer-instructed students who've actively argued for and explained their understanding of scientific concepts hold onto their knowledge longer;
- Increases course satisfaction and retention for students;
- Increases student engagement since students often seem more comfortable seeking guidance from their peers, as compared to pursuing clarification from the instructor, and therefore engage in the course at a higher level when there is the opportunity for peer instruction.

6.3 Ways in which it could be embedded into a class and the technicalities of how to do it

- Collaborative Learning: involves students working in pairs or small groups to discuss concepts or find solutions to problems. This often occurs in a class session after students are introduced to course material through readings or videos before class, and/or through instructor lectures. Many instructors have found that through peer instruction, students teach each other by addressing misunderstandings and clarifying misconceptions.
- Case-based Learning: case-based teaching, students develop skills in analytical thinking and reflective judgment by reading and discussing complex, real-life scenarios.
- Problem-based Learning: is both a teaching method and an approach to the curriculum. It consists of carefully designed problems that challenge students to use problem solving techniques, self-directed learning strategies, team participation skills, and disciplinary knowledge.
- Peer Instruction: Peer Instruction, a structured teaching practice that requires students to examine their own and their classmates' reactions to and analysis of the content, is a simple yet effective way to engage students. Rather than simply lecturing and having a discussion, the instructor periodically asks students to consider a carefully designed "concept" question, related to known areas of common confusion or misunderstanding. Students take a few minutes to formulate their answers to these questions and then work in small groups to arrive at consensus. This group discussion often results in students explaining the concepts and providing clarifications to their teammates who may have answered it incorrectly at first (hence the name of the practice, Peer Instruction). Full class discussion, guided by the instructor, takes place as a final step providing additional modeling of concepts and further clarification as needed.

[Verso Free app for Flipped Classroom](#)

Reference: [Center for Teaching](#).

7 REFLECTIVE WRITING

7.1 Brief description of the tool

The pedagogy of reflective writing in professional education has been documented in educational research. The reflective process and reflective writing can provide the necessary skills for practice in a complex world. Reflective writing focuses on the writer's learning experience itself and attempts to identify the significance and meaning of a given learning experience. It has been defined as active, persistent, and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and the further conclusions to which it tends (Dewey, 1910).

7.2 How it might enhance student learning

Reflective writing has the potential to facilitate both self-reflection and integration of theory and practice. It can also help students to develop insights into their own biases and demonstrate the ability to integrate the knowledge with the specific application in actual practice.

7.3 Ways in which it could be embedded into a class

- Writing a reflective piece on experiences, opinions, events or new information;
- Writing a reflective piece on responses to thoughts and feelings;
- Writing a reflective piece for an opportunity to gain self-knowledge;
- Writing a reflective piece to achieve clarity and better understanding of what you are learning;
- Writing a reflective piece to make meaning out of the content information;

7.4 The technicalities of how to do it

Reflective writing activities should include at least two critical components of analysis and personal reflection.

Personal reflection- the following can be considered for this component:

- Initial reaction-first thoughts when learning about a topic, including impressions.
- What resonates with you? How does it fit with your belief system and philosophies? What do you like?
- What does not resonate with you? In what ways does this topic not fit with your beliefs and philosophies? What is causing you to feel negatively?
- Examples from own life -Where or when in your life do you see this subject? What are some specific examples of you experiencing the topic? Have you previously considered the link between the topic and your life? What are some specific examples of times that contradict the subject? If you have no examples of this topic in your life, why not?
- Integration with own life -How might this affect your thoughts, feelings, and behaviours in the future? How could you improve your own life with the knowledge you have gained from this subject? What have you learned from this? How has this subject affected you? What are some specific examples of how you will integrate this topic into your life?

Analysis- the following can be considered for this component:

- Description - What is the topic? What is going on? Who was involved? When did the topic occur? Is a physical description needed? What behaviours were observed? What do you know about the topic? How is the topic connected with the course outcomes?
- Benefits - How does this subject contribute to society? To people's beliefs? To the future? To the present? What makes the topic so great? What are some strengths? Why is it important (to you)? Who might benefit from exploring this topic? What are some specific examples?
- Limitations and logical inconsistencies - What could be improved about this topic? What are some weaknesses in the subject? Are there gaps in the arguments presented? How could this subject be harmful or detrimental to people, society, or other areas? What are some specific examples?
- Applications - What is the real-world meaning for this topic? What are specific areas in which this knowledge or topic could be used? How is this subject useful? Why is it useful? What are some specific examples?

Reference: McGuire, Lisa, Kathy Lay, and Jon Peters (2009). "Pedagogy of reflective writing in professional education." *Journal of the Scholarship of Teaching and Learning*, vol. 9, no. 1, pp. 93-107.

D. INNOVATIVE TEACHING STRATEGIES WITH TECHNOLOGY REQUIREMENTS

The exercises listed here are proposed in Module 1 (Kahoot), Module 7 (wikipedia page), Module 8 (concept sketches), Module 9 (plickers, mobile phone poll) and Module 12 (podcast production).

1 WIKI

1.1 Brief description of the tool

The most famous Wiki is Wikipedia. A Wiki can be defined as a system that allows one or more individuals to build up a body of knowledge in a set of interlinked web pages, using a process of creating and editing pages. A Wiki can be defined as a web-based tool on which users collaboratively add/delete/modify content directly from the web browser. This section will include general ideas about the use and implementation of Wiki's in addition to a section on how to contribute to Wikipedia.

1.2 How it might enhance student learning

- Wikis support collaborative learning because Wikis can enable groups of students to work together to solve a problem, complete a project etc.;
- Using Wikis helps students reach higher order skills, e.g., creating, evaluation;
- Wikis promote active learning where students can actively participate in educational activities like writing, discussion, etc.;
- Wikis can help to create interactive learning environments;
- Wikis can help promote open dialogue and encourage community building;
- Wikis can help prepare students developing digital literacy skills;
- Wikis can improve students' writing skills.

1.3 Ways in which it could be embedded into a class

- Mini research projects in which the wiki serves as documentation of student work;
- Collaborative annotated bibliographies where students add summaries and critiques about course-related readings;
- Compiling a manual or glossary of useful terms or concepts related to the course, or even a guide to a major course concept;
- Maintaining a collection of links where the instructor and students can post, comment, group or classify links relevant to the course;
- Building an online repository of course documents where instructors and students can post relevant documents;
- Creating e-portfolios of student work.

1.4 The technicalities of how to do it

There are a variety of free and easy to use wikis that make it relatively simple to get started using Wikis. The following tool can be used to get started:

- [PBWORKS](#)

Once you have chosen a tool, you would also want to:

- Make instructions explicit and provide clear expectations
- Build in time for practice
- Publish due dates for multi-phase projects
- Start with a simple wiki assignment before attempting a large, collaborative project

Additional information on how to contribute to Wikipedia:

- WikiHow: [Contribute to Wikipedia](#)
- Wikipedia: [The basics of contributing](#)

Reference: [Wiki](#).

2 CONCEPT SKETCHES

2.1 Brief description of the tool

Concept sketches are sketches or diagrams that are concisely annotated with short statements that describe the processes, concepts, and interrelationships shown in the sketch. Having participants generate their own concept sketches is a powerful way for learners to process concepts and convey them to others.

2.2 How it might enhance student learning

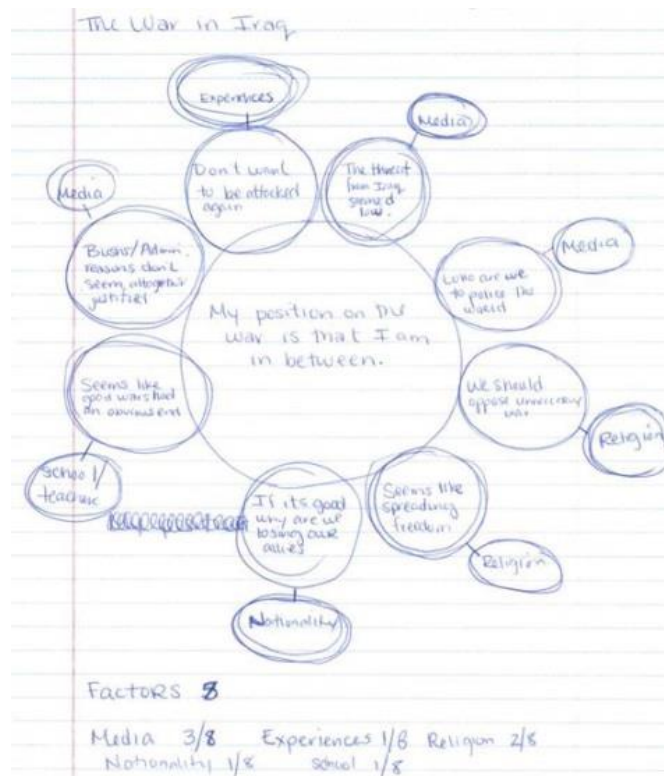
- Helps visual learners grasp the material (however all learners benefit from the activity);
- Helps students see relationships between ideas, concepts, or authors;
- Helps memory recall;
- Helps to clarify and structure ideas;
- Aids in developing higher-level thinking skills (create, analyze, evaluate);
- Helps students synthesize and integrate information, ideas and concepts;
- Encourages students to think creatively about the subject;
- Allows students do self-evaluation of beliefs, values, socialization, etc.;
- Helps students evaluate assumptions.

2.3 Ways in which it could be embedded into a class

- Use as an in-class pre-assessment. Prior to discussing a topic, ask students to create a concept map. Then, as the information is discussed, they can add to or modify their map to reflect their understanding about the topic.
- Do as a small group activity. Give students a problem, case study, or question about a key concept. Divide them into small groups of 4-5 students. Have each group create a concept map as they analyze and synthesize previously learned information into this new scenario. Have the groups present their conclusions.
- Do as a whole class activity. As a class, create a concept map and use it as a springboard to discuss relationships among the concepts and ideas listed in the map.
- Fill in the blanks. Before class, create a concept map of the material you want to cover in class. Then, remove some of the concepts and labels. Show the partially completed map to the class and have them fill in the blank spots and label the relationships.
- Organize the research. Use a concept map to build and organize ideas, layer details, and find connections and relationships that might never have occurred to you before.

2.4 The technicalities of how to do it

The strategies above can be used in class on paper.



Example of a concept sketch on paper (<http://ctl.byu.edu/tip/concept-mapping>)

There are also a few free online tools that can help with the development of concept sketches:

Bubbl.us

Mind42



Example of a concept sketch.

Reference: [Concept Mapping](#).

3 MOBILE PHONE POLL

3.1 Brief description of the tool

Mobile phone poll tools utilize the existing cell phone technology to assess students' understanding in a real-time setting.



3.2 How it might enhance student learning

- Provide a mechanism to gauge students' comprehension of the material.
- Provide insight into what teaching methods work or don't work well.
- Help to engage students in their learning by knowing they have a voice that is heard.

3.3 Ways in which it could be embedded into a class

- Can be used to learn about what students think about the presented materials (rating the materials).
- Get student feedback about an upcoming group decision.
- Gauging the students' comprehension of what has been taught.
- Determining students' predictions in the context of materials being taught.

3.4 The technicalities of how to do it

There are several options that are available. Here are a few free options:

[Socrative](#)

[Verso](#)

[Plickers](#)

[FreeMobilePolls.com](#)

4 PLICKERS

4.1 Brief description of the tool

[Plickers](#) is an assessment tool that can be used for a quick and simple way to check student understanding. In this online tool students can answer multiple choice questions. Each student is given a card with a unique visual code. The code has 4 sides, each lettered A, B, C, and D. The student holds the card so that the letter they choose to answer the question with is at the top of their card. The teacher uses the iOS or Android app on their smartphone to slowly scan the room. The app recognizes the cards, records who the teacher assigned them to, and captures the answer that the student chose. The app will only record each student's answer once, so you need not worry about a second scan skewing your data.

4.2 How it might enhance student learning

Plickers provides the students with an opportunity to participate and engage in learning without feeling self-conscious. This tool can also help with practicing or reviewing information in teams.

4.3 Ways in which it could be embedded into a class

- Can be used for formative assessment instead of a paper and pencil formative assessment. Instructors can also use Plickers as a formative assessment tool instead of asking students to raise their hands to answer a question.

- Instructors can share how other students have answered without giving away the correct answer so that students can re-think their answer and change it instantly.
- Students can all be part of a formative assessment versus calling on different students at a time or not having some students participate at all.
- Instructors can utilize this tool to ask a question mid-way through a lesson to check for student understanding in real time, to inform instruction instantly.

4.4 The technicalities of how to do it

Plickers is a free tool and can be accessed at [here](#). Each student is given a card with a unique visual code.

The cards can be purchased but are also available for free for printing [here](#).

Please see the document on Plickers with step-by-step instructions in the Appendix.

Reference: plickers.com

5. PODCAST

5.1 Brief description of the tool

A podcast is a topic-specific digital stream of audio files (in some cases, video or PDF also) that can be downloaded to a computer or a wide variety of media devices. They can be educational, often short, and mainly on the point. Podcasts can cover news, current events, history, or pretty much anything the creator would like.

5.2 How it might enhance student learning

- Podcast can benefit auditory learners and help them in their learning
- Creating podcast allows students to develop several important skills such as researching, writing, speaking effectively, solving problems, managing time, grabbing attention and improving familiarity with key terminology.

5.3 Ways in which it could be embedded into a class

- Can be used as alternatives for delivering research content or instructional materials.
- Students can create their own podcast to share their learning experiences with each other and others outside of their immediate learning environment.
- Can record podcasts to provide additional and revision material to students to download and review at a time that fits them the best.
- Hold a class debate. Record ahead of time and have other students listen and weigh in.
- Make podcasts of guest speakers to share with students (can be archived into a course podcast library).
- Students can interview each other in a podcast episode addressing a key concept.
- Students can use a podcast in place of writing a paper.
- Students can go into the field and interview key stakeholders depending on the context.

5.4 The technicalities of how to do it

The first step is to record the podcast using a microphone and an audio recording software. Every software has instructions to guide the recording process. One free example is [Audacity](#).

Podcasts can be submitted to the public podcast directory services such as iTunes Music Store, Podcast.net, OurMedia.org, Podcast Alley, or Podcast Pickle.

For additional detailed information please see the link below:

[How to Start a Podcast: Step by Step](#)

6 KAHOOT

6.1 Brief description of the tool

Kahoot is a free student-response tool for administering quizzes, facilitating discussions, or collecting survey data. It is a game-based classroom response system played by the whole class in real time. Questions are projected on a shared screen, while an unlimited number of players answer the questions with their smartphone, tablet or computer; creating a social and game-like environment. Kahoot allows for the design of multiple-choice quizzes as well as polls and surveys that populate on-the-spot data; the quiz questions and polls stimulate quick instructional decisions as well as whole-class discussion.

6.2 How it might enhance student learning

Game-based learning is considered a best practice in education. Research and empirical data support game learning as an effective tool for educators to use in the classroom because it engages students in problem solving, critical thinking and review of content knowledge.

6.3 Ways in which it could be embedded into a class

- Revise topics, reinforce knowledge, and recap learning.
- Break the ice, re-energize a room.
- Test personal knowledge, evaluate understanding or create a Kahoot to assist formative assessment.
- Survey opinions and insights, facilitate discussion and initiate debate.
- Help learners develop communication and teamwork skills, encourage collaboration.
- Self-challenge, challenging knowledge, assessing progress and reinforcing through repetition.
- Introduce new concepts or preview content.
- Challenge students to create their own Kahoots, individually or in groups to deepen understanding, mastery, and purpose.
- Collaborate with colleagues, introduce concepts, and share knowledge.

6.4 The technicalities of how to do it

- Available as an app for free [here](#).
- Go to [getkahoot](#) and sign up for a free account. Once on your dashboard, choose the type of Kahoot to create from scratch, or duplicate another.
- To edit someone else's Kahoot, duplicate their Kahoot first
- To make a Kahoot from scratch, use the Quiz/Discussion/Survey buttons
- Describe your Kahoot. Whether you chose a Quiz, Discussion, or Survey, you'll be taken to the description page of your new Kahoot. Add a title, description, and audience before clicking "Ok, go."
- Add a question with at least two answers, and set at least one as correct (green checkmark) Click 'Next' when you're ready to go back to the overview page and save or add another question. You can adjust the question's time limit, edit, duplicate, or trash your questions at any time.
- Add and revise. After you're back on the overview page, you'll see your questions just above the 'add question' button. The tools on your dashboard will allow you to edit the description text/tags, cover image, and intro video.
- Review, Play, Share! Once you're happy with the content you've made, click the 'save' button at the top of the overview page. You will be given options to edit, preview, play, or share your new Kahoot. If your browser is not at least 1200 pixels wide, the 'Preview' button will not be available.

Please see the document on Kahoot with step-by-step instructions in Appendix.

Reference: kahoot.com.

CONCLUSION

The E4J initiative offers an innovative approach to counter-terrorism, an area that is of great importance to address some of the most pressing challenges of our time. It is the hope of the United Nations Office on Drugs and Crime that universities and higher-education institutions around the world will make use of the counter-terrorism university module series and that it adds value to new or existing course offerings, both for lecturers and students.

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