**Foreword**

Georgia, as the nation of the ‘associated trio’, recently was granted a clear ‘European perspective’, which transformed the country’s long-lasting pro-EU aspirations into a tangible result of extension of European Enlargement Policy towards the Eastern Partnership region. The unprovoked invasion and aggressive war launched by Russia in Ukraine triggered a need across the Western countries for a ‘paradigm shift’ in global approaches, which created for Tbilisi a unique chance to take the steps towards EU membership. At the same time the pressure has increased to keep the pace for the speedy democratic transformation and for the establishment of the rules based order, where the trust of the public in democratic institutions is increased. EU actorness had always been strong in Georgia, however, these developments broadened further its scope and presence in the country.

Since its establishment in 2007, the Institute for European Studies of Ivane Javakhishvili Tbilisi State University embraced the mission of contributing to the efforts aimed at Europeanization of country through streamlining the purpose-driven education. Over time, it led to the creation of the interdisciplinary Master’s, Doctoral and undergraduate programmes in European Studies, with strong focus on the integrative processes in the EU. Development of the new Bachelor’s programme became possible only recently with the support of the EU funded Erasmus+ Jean Monnet project ‘EUStBA,’ which turned itself into the important milestone: it resembles the accomplished strategic goal to teach European Studies at TSU at all three cycles of higher education; additionally it leveled up the resilience of the IES academics and administration to stay devoted to the mission as well as increased the institutional self-sustainability capabilities. One of the most important dimensions, beyond the establishment of the new Bachelor’s prorgamme, where ‘EUStBA’ project contributed significantly was the active participation of the stakeholders in the development of the efficient teaching and learning methods strategy.

This edition is dedicated to the effective pedagogic tools and methods that are connecting the content of the TSU European Studies programmes to the needs of the graduates to be better in comprehending the complex issues and be prepared for the job market. The volume gives opportunity to get acquainted with the case studies of the most efficient pedagogic tools that are being used by the academics of IES-TSU, who are involved in implementation of European Studies BA, Master and Doctoral Programmes. Technically, this edition of the journal can be split in four parts: With my article in the first section, the readers of the journal will have the opportunity to get the insight of the hands-on-experience of the process of building the new interdisciplinary Undergraduate programme in European Studies at TSU; Besides, they will be able to detect the unique context, which framed our priorities including on strategizing the integration of effective pedagogic methods in the Bachelor’s curriculum.

In the second part the academics involved in teaching the ‘Specialization courses’ at all three levels of TSU European Studies education are providing the reviews of their syllabi. The Co-Head of the European Studies programmes at IES-TSU and the leader of the European legal module, *Prof. Natia Lapiashvili* analyses the effectiveness of various pedagogic tools based on her experience of teaching the European Union Law and the related disciplines. By paying tribute to the to the legacies of the greatest educators of all time as well as her personal experiences on existing challenges, she shares with us her thoughts on “finding balance between teaching the European Union law based on the classic legal textbooks and teaching it in the way, which would be useful for Georgian students to benefit from the acquired knowledge and skills in their future careers”. *Ambassador Archil Karaulashvili* discusses his teaching experience with innovative methods during the distance mode education at IES, which is based on his practical course related to the Political and Legal Relations between Georgia and the European Union. *Prof. Giorgi Meskhi* outlines the efficiency of streamlining a Socratic Method as a key pedagogic appraoch in teaching Intellectual Property Law. The contribution by *Prof. Levan Makhashvili* is significant for his broad perspective on existing challenges in European Studies education in Georgia as well as for his suggestions on “incorporating technology and game-based learning platforms and applications such as Kahoot and Quizlet”, which as he claims, *inter alia*, allows ‘a more balanced approach’ to cover various complicated issues of the field with the groups of students with diverse educational background. Article by *Tamar Kvaratskhelia* on teaching methods in EU Fundamental Rights course is especially significant for the efforts of the author to signify the relevance of integration of methods enabling structured analyses of the court case-law (the ‘commentary on the court decision’ - as she labels it), which she became acquainted with during her education at Paris Saclay University, where she continued her education after graduating from the IES-TSU Master programme in European Studies.

In the third part we have opportunity to get acquainted with the reviews on teaching methods that are widely used by the authors of various disciplinary courses that are part of the curriculums of several faculties across TSU and of other higher education institutions of Georgia. At the same time they form the inalienable part of the core curriculum of IES-TSU European Studies programmes: We usually label them as ‘preconditions’ or ‘scaffolding courses’, which is a local jargon at IES and describes their function to help either to pave the way for a better understanding of the specialization courses of our interdisciplinary programmes at all three cycles of European Studies education, or to contribute to the development of transversal skills. In the first article of this part, *Professor Tamaz Zubiashvili* reviews “the main components and organization of the teaching process of the ‘population’ course, which also covers “the problems of demographic policy in the countries across various regions of the world and their reflection in the educational process of the university”. *Prof. Vakhtan Charaia* and *Mariam Lashkhi* co-authored the article on innovating the FinTech Technologies-related courses at the higher educational institutions, which is *per se* is a remarkable novelty in Georgia. The specific teaching methodology they plan to use in the implementation of the new course outlines its value in the process which leads to the learning outcomes as defined in their syllabus. *Aleksandre Davitashvili* describes the most efficient pedagogic methods he uses during teaching the course on the Introduction to Politics (another name of the course is ‘Principles of Democratic Governance’). The author says that his methodological approach was crafted in the process of testing various tools across the groups of students in various multidisciplinary environments. *Prof. Giuli Shabashvili* discusses the advantages of blended approach in teaching academic writing. At the same time she makes a strong emphasis on the effectiveness Problem Based Learning. The case study which author highlights is a review of the specific task related to the issues of multilingual education.

The final part of this issue of the journal gives us an opportunity to read the article by *Prof. Eter Ghvineria*, which is based on her famous course on “Teaching and Learning Methods”– that majority of the PhD candidates of many generations across the various Doctoral programmes of all faculties of TSU are well acquainted with. Within the frames of the EU funded ‘EUStBA’ project, Prof. Ghvineria made a valuable input into the special Jean Monnet Workshops and International Conferences that had been dedicated to the development of the strategy of integrating effective pedagogic tools into our new Bachelor’s programme.

Neither this publication, nor the accomplishment of the mission of integration of effective pedagogic methods and tools in the curriculum of the undergraduate programme in European Studies could have been possible without the absolutely fascinating and outstanding role played by the international experts, where we have to underline the invaluable contribution provided by *Kerry Longhurst* -Professor at Collegium Civitas and Visiting Professor at College of Europe,  *Marek* *Martyniszyn* -Professor of Law at Queen’s University Belfast (UK),  *Agnese Dāvidsone* -Rector of Vidzeme University of Applied Sciences, Dean of Faculty of Social Sciences and Associate Professor,  *Kamil Zwolski* -Associate Professor in International Politics, Jean Monnet Chair of European Security Governance, Senior Fellow of the Higher Education Academy Politics & International Relations, University of Southampton (UK), and *Daniela Urse* - Professor at the Department of Sociology, University of Bucharest. We are extremely delighted that Professor Urse accepted the offer of IES to undertake the position of Academic Co-Head of European Studies programmes. Also, together with Professor Longhurst she also joined our editorial board recently. We would like to welcome both academics wholeheartedly once again and to thank them for their contribution to the development of IES at TSU.

Finally, I would like to extend my gratitude to everyone who made possible completion this issue of the Georgian Journal for European Studies. I would like to thank the academics, quality assurance experts, technical staff, for their professionalism and dedication. I would like to thank *Mariam Kveladze* for her incredible administrative assistance, my beloved family and my daughter *Ana Topuridze* for their emotional support.

Overall, the names of those who helped us in implementing successfully all working packages of the EU funded Erasmus+ Jean Monnet Project “Establishment of the interdisciplinary Bachelor’s Programme in European Studies/EUStBA” are numerous. Though, we faced some challenges as well: The autonomy enjoyed by the Institute since its establishment as it was envisaged under the TACIS grant agreement (Special Direct Grant of the European Commission in 2007, that was provided for the Establishment of the Institute for European Studies at TSU), was not a catchphrase over the past fifteen years, but a reliable principle which helped us in the past: (a) to build ties and good collaborative practices with all four founding faculties of TSU, (b) to strengthen interdisciplinary content of our programmes, (c) to contribute to the third mission of the University which includes activities aimed at internationalization of the studies as well as the Europeanization of Georgian society at large, and (d) to avoid unnecessary bureaucracy during various phases of Institutional building. For these purposes the EC-TACIS grant agreement provided to us the autonomous governance under the oversight of Rector. Recently, during the last phase of the Bachelor’s programme accreditation process, we witnessed some unfortunate attempts of the take-over via a creeping centralization process. IES Team did not feel ready to fall prey to a super-centralizing impulse, which suddenly came from some members of the faculty (that we chose as an umbrella faculty for technical reasons) and still bears the scars of the disagreement due to lack of precision and predictability, resulting in suppressing the opportunities in accomplishment effectively of our mission. Saying this, I would like to acknowledge an absolutely outstanding role played by *Prof. George Sharvashidze,* the Rector of Ivane Javakhishvili Tbilisi State University, who showed a stunning resilience and incredible support to IES in a decisive moment during the programme accreditation, securing its traditional path of governance without allowing anyone the earthshaking effects.

Of course, our huge gratitude goes to the European Union and its EACEA office, for guiding us through with their very helpful answers every single time we had a feeling that without the professional clarifications we might had been lost during the various phases of the project implementation.

**Nino Lapiashvili**

Co-Editor-in-Chief and founder of the Georgian Journal for European Studies

Erasmus+ Jean Monnet Project ‘EUStBA’ Coordinator and Team Leader

**Nino LAPIASHVILI[[1]](#footnote-1)**

**Strategizing the integration of the effective traditional and innovative pedagogic methods as part of the process of the development of the Jean Monnet Undergraduate programme in European Studies at Ivane Javakhishvili Tbilisi State University**

**Key Words:** Undergraduate Programme in European Studies, Development of the Programme, Accreditation, Incorporation of the effective traditional and innovative Pedagogic Methods in the curriculum

**Abstract**

This article reviews the context and some of the most important aspects of the process of the development of the new undergraduate programme in European Studies at the Institute for European Studies (IES) of Ivane Javakhishvili Tbilisi State University (TSU). The action was financed by the EU within the frames of Erasmus+ Jean Monnet project ‘EUStBA’. This support became a game-changer in terms of enabling the meaningful participation of the large circle of stakeholders during the different phases of project implementation. Once we had set in train the project of completing our efforts in the building of the European Studies education at all three cycles of education, the initiatives in this field rapidly came to be viewed within the framework of the institutional development and self-sustainability strategy. This action facilitated not only establishment and accreditation of the new undergraduate programme, but also synergized well with the upgrade of the TSU Institute for European Studies across the range of vast spectrum of issues, which ended up in the second mandatory re-accreditation of Master’s programme and successful finalization of the long negotiations on two double degree programmes.

The working package on the effective amalgamation of the traditional and innovative Teaching Methods was another important dimension across the various phases of the ‘EUStBA’ project implementation. This sub-action made sure that the content of the new undergraduate programme reaches its most important audience in an efficient manner. Hence, the second part of this article discusses the role of the ‘EUStBA’ project in mainstreaming the elaboration of a coherent and a purpose-driven strategy, which was aimed at incorporation effectively of traditional and innovative teaching methods in the Undergraduate and graduate programmes of IES. The activities aimed at teaching and learning the EU from the perspective of four different disciplines at Ivane Javakhishvili Tbilisi State University was indeed a challenging endeavor that paved the way for the successful outcome in the accreditation process of the newly developed Undergraduate programme in European Studies.

**Introduction**

The EU funded Erasmus+ Jean Monnet project “Establishment of the interdisciplinary undergraduate/Bachelor’s programme in European Studies /EUStBA at TSU” was unique with its ‘cross-fertilization’ effect, because it enhanced the awareness-raising on European Union, its values, EU Law and Policies across the faculties of the university. Both the elaborative as well as the implementation phases of the project had been directed at the development and the refinement of the new undergraduate programme as an ultimate objective. The adventure had been undertaken in a special framework of the workshops and conferences that ensured the lively discussions among the large groups of stakeholders. The international experts from various prominent higher education institutions of Europe, with whom IES-TSU established the sound partnerships, facilitated the process.

The experienced staff of the Institute for European Studies of Ivane Javakhishvili Tbilisi State University played its decisive role in crafting out the successful outcome: the administrative and academic personnel of 12 people with a vast institutional memory[[2]](#footnote-2) had been enthusiastic to engage in discussions, to participate in collaborative efforts and to accept criticism positively. While the programme development was a constant and a daily non-stop routine during the two and a half years period for the author of this paper, it could not have been a successful endeavor without the input of the stakeholders provided during the high-level workshops and international conferences. These high-level events became a very valuable platform for the discussions and reflections on the particularities of interdisciplinary European Studies education at undergraduate level. This was a thought-provoking process, but at the same time very challenging as well, because establishment of the Bachelor’s programme had a context of accomplishment of all three cycles of European Studies education at IES in TSU, which had to encounter a holistic approach.

During the development phase of the Erasmus+ project, the IES team perceived the workshops and international conferences as some specific tools for spilling over the relevant context on the EU and European Studies education, for setting the standards for future programme and for sharing the best experiences about the mechanisms of bringing the positive repercussions to the broad objective, which is the knowledge-based society. This had been accomplished by elaborating the curriculum, which could deliver both the strong disciplinary knowledge as well as the most relevant content on the acute EU issues from the interdisciplinary perspective to the prospective undergraduate students. Later on it had been transformed into the key format for the structured dialogue aimed at finding the best solutions to the dynamically emerging issues related to programme accreditation.

All of these efforts had been reflected into the sequence of the logical and needs-based events as a result of which the following deliverables were successfully accomplished: a. The interdisciplinary curriculum of the new undergraduate programme in European Studies had been elaborated. It includes the programme aims, values, correlation of the objectives with the learning outcomes, programme structure and content, curriculum map, organization of the effectiveness of the teaching and learning methods, adequacy of the criteria envisaged under the student assessment schemes, admission preconditions, a quality assurance system and opportunities for the institutional self-improvement, the framework for the professional development of the academic and administrative staff involved in the implementation of the programme, tentative budget and the self-sustainability mechanisms, shortcomings and risks, etc. b. The detailed syllabi for all the courses, which were integrated into the new curriculum, had been developed. c. The governmental accreditation of the programme had been accomplished. d. Some of the most important outcomes of the international workshops and conferences had been transformed into the academic publication, thus enabling the results to be accessible for wider circle of stakeholders.

The most demanding phase of the ‘EUStBA’ project implementation was the ‘paper -work’, which is the process of preparation of the new undergraduate programme for the accreditation; It required a daily commitment of the author of this paper for more than two years period. By encountering the changing educational context of the EU as well as the demands of the authors of the specialization courses (those covering European and EU issues) to build a solid module of the so-called disciplinary courses/‘scaffolding courses’ (for example to teach first ‘the Principles of Economics’ as a precondition for the course on the ‘Economics of European Integration’, etc.), - it took considerable time and efforts to accomplish the following tasks: 1. To develop the strategy and the first draft concept of the programme for the discussion with various stakeholders, 2. To outline the structure of the curriculum with clear proportions of mandatory and elective courses while at the same time fitting it into the requirements of the national legislative framework, 3. To fill in the special accreditation application forms of hundreds of pages, integrating in it the feedback coming from stakeholders as well as interpreting the results of the research including the case studies and the comparative analyses of similar international experiences, 4. To transform the analyses of the surveys with focus groups into the special annexed forms of ‘evidences’ which had been attached to the accreditation documents, etc.

After the full package of the newly developed Undergraduate programme had been submitted for the accreditation to the National Centre for Educational Quality Enhancement (under the Ministry of Education and Sciences of Georgia), the second phase of this Erasmus+ Jean Monnet project had been launched. At this stage, the project was aimed at the activities directed towards the identification of the best ways for the successful implementation of the new programme as well as at deepening of the content of the curriculum and giving a meaning to some particular aspects of the syllabi of the courses. It had been mainstreamed again through the second-round of workshops and international conferences. These events facilitated the project team to outline the long-term quality assurance mechanisms, helped in setting up the strategy on self-sustainability as well as to draft the guidelines for increasing the employability of prospective graduates. The international experts’ panels provided the valuable insights: their key note speeches and the ‘external evaluation’ documents paved the way for the meaningful dialogue with TSU academic staff, quality assurance experts and the administration. The workshops and the conferences were open for the stakeholders’ contributions, where they could engage in the discussions on the topics related to the structured approaches during elaboration of the undergraduate programme in European Studies.

One of the most important dimensions of the second phase of the project implementation had been a dedicated efforts of IES,-aimed at outlining a broad scope of the pedagogic methods and tools that could have been used by the Academic Staff of TSU across all three levels of European Studies education. A coherently elaborated strategy on the effective teaching and learning methodology usually plays one of the decisive roles in the successful accreditation outcome: it largely determines whether the academic staff involved in the programme implementation have the capability to meet the broad objectives of the curriculum as well as whether they have the ability to achieve the specific learning outcomes defined in the syllabi of their courses. This article will review both the features of the developmental phase of the undergraduate European Studies programme as well as the commitment of the project team to strategize the implementation of the effective traditional methodology and innovative pedagogic tools in its interdisciplinary curriculum.

**Phase 1. Development of the new Undergraduate programme in European Studies at Ivane Javakhishvili Tbilisi State University**

Development of the new interdisciplinary Undergraduate programme in European Studies became possible within the frames of the EU funded Erasmus+ Jean Monnet project “EUStBA”. The idea itself on the development of the Bachelor’s programme at TSU was envisaged under the strategy and the action plan (hereinafter IES-AP) long before launching the application process for the mentioned EU grant: The strategy was elaborated by the author of this paper, which had been asserted[[3]](#footnote-3) upon her election as the Director of the TSU Institute for European Studies in 2010. This very document structured both the short term as well as the long-term priorities as the ‘building blocks’, which could incrementally facilitate the excellence in teaching, learning and research at IES in the future; Expanding the scope of the European Studies education as well as the objectives related to the achievement of the self-sustainability had been enumerated under the column of the long-term goals.

Among the immediate objectives of the IES-AP 2010 had been enlisted the need to lead the English-taught interdisciplinary Master’s programme in European Studies to its first accreditation. The concept of the MA programme was elaborated by the international experts under the EC/TACIS project in 2007, but it had not been wrapped up in the accreditation as the ultimate output, until this task was successfully accomplished in 2011.[[4]](#footnote-4) After the necessary upgrade of the MA programme in line with the national quality assurance standards, the Accreditation Council on Education Programmes (under the Ministry of Education and Science of Georgia) by its decision no. 97 granted the accreditation to the IES MA programme on October 17 of 2011[[5]](#footnote-5). The accreditation had been extended until 1 July 2022 by the Ordinance no. 1881 of 7 September 2017 of the Government of Georgia.[[6]](#footnote-6)

The establishment of the interdisciplinary English-taught Doctoral programme in European Studies had been defined as one of the most important intermediate goals along with the idea of the creation of the bilingual scientific journal, which could turn itself into a platform for the academic dialogue provided to the local researchers and scientists. Both of these objectives of the IES-AP had been accomplished in 2014[[7]](#footnote-7).

The development of the double degree Master’s programmes and the elaboration of the Undergraduate Programme in European Studies, as defined under IES Strategy, had always been considered as pivotal for reinforcing the excellence, promoting the internationalization agenda, increasing the accessibility to European Studies education to local communities and speeding up the resilience of the Institute for European Studies *vis-à-vis*  the continuous financial shocks it had to face as a result of TSU austerity policies during past decade.

The negotiations on the Double Degree Master Programme with Vilnius University (Lithuania) as well as with the Vidzeme University of Applied Sciences (Latvia), were launched in 2019 by the initiative of the author of this paper. As a result, the two double degree Master’s programmes had been elaborated: MA programmes in European Studies and European Law/International Law (Vilnius University) and MA programmes in European Studies, Strategic Communication and Governance (with Vidzeme University of Applied Sciences). The first cohort of the European Studies MA students of the Institute for European Studies of TSU had been sent to Vilnius and Valmiera in 2021. Successful finalization of the negotiations on the two double degree programmes became possible only after the accomplishment of due mandatory re-accreditation of the TSU Master’s programme in European Studies.[[8]](#footnote-8) It is to be emphasized, that the Erasmus+ Jean Monnet project “EUStBA” became an aid to the successful outcome of this process: it synergized well with the primary objectives of the grant, which had been defined as the establishment and accreditation of the Undergraduate programme in European Studies at TSU. The accreditation of the newly established Bachelor’s programme as well as the re-accreditation of the Master programme for the purposes of establishment of double degree opportunities had been mainstreamed by the administration and academic staff of IES as a joint action.

As it was mentioned above, the key concept behind the Erasmus+ Jean Monnet “EUStBA” project, was the establishment of the undergraduate programme. The finalized concept about the Bachelor’s programme in European Studies at TSU was given its credence via the set of internal and external self-evaluations as well as through the analyses and synthesis of accumulated experiences, which the IES administration and it’s academic staff had acquired over past 15 years, during the process of building the inter-faculty and interdisciplinary Institute for European Studies. Therefore it was not a simple depiction of an over-ambitious interpretation of the results of those higher education institutions of the Europe, which are considered as leaders in the field of European Studies. Rather, the willingness of the establishment of the undergraduate programme was supposed to be assessed firstly, as a part of the general aspiration of IES towards excellence in teaching and research, which primarily aims at the promotion of European values and the knowledge on the European Union across the region; And secondly, it should had been viewed in the context of its incremental evolution towards the *sui generis* status as defined under the Institute’s establishment grant agreement (TACIS) in 2007, which describes it as something more than a typical “auxiliary educational structural unit of TSU” (as it was defined by TSU Legal Department in theIES Charter) due to its autonomous character, but less than a fully-fledged faculty of the same University (because it lacks the necessary financial resources as well as the political will from the University top management to transform and upgrade it to the necessary level).

During the past decade the IES, for the purposes of quality assurance, organized several internal and external evaluations, facilitated the feasibility study, mainstreamed the regular interviewing practices with the focus groups as well as systematically analyzed the results of the inquiries distributed across the extended groups of stakeholders. During this process it had been revealed that the demand was great for the establishment of an Undergraduate (Bachelor’s) programme in European Studies. On the positive side, the stakeholders regularly used to outline that the already established English-taught Master and Doctoral programmes managed to attract the best students from the country (Georgia) and across the Eastern Partnership region. Besides, these programmes also supported extensively the internationalization of Tbilisi State University. At the same time, the stakeholders used to refer to the fact, that teaching solely in English language made IES programmes accessible only to “elites” and put them somehow remote from the local Georgian population at large. This was attributed mostly by the existing reality in the country: only few potential students have a good command of English as a foreign language (even if it is the foreign language most taught in Georgian schools and is considered to be the *lingua franca* of science), while passing a high threshold test is among the mandatory pre-conditions for the admission to the programmes. Hence, the interviewees used to elaborate the opinion that it would have been reasonable if the future undergraduate programme would had been operationalized mainly in Georgian language in combination with integrating some English-taught components in the curriculum (for example, one of the suggestions was that several courses would be taught in English language, etc).

Considering all the above mentioned, the idea of establishment of undergraduate programme in European Studies at TSU consolidated around several broad objectives:

Firstly, it was aimed at accomplishment of teaching European Studies at TSU at all three cycles of higher education: at the moment of launching the Erasmus+ Jean Monnet project ‘EUStBA’, the IES had operationalized higher education only at two cycles – Master’s and Doctoral levels. There was a consensus at IES-TSU, that launching the European studies on undergraduate level would enable more advanced education on Master and Doctoral programmes: Starting from a scratch every time on Master’s level was considered by the academic community of the Institute as a hindrance and a ‘stumbling block’ for increasing the responsiveness to promote academic discussions in the classrooms on the acute issues of the EU. It was believed that by offering the education on Undergraduate level, the enrollment of more highly qualified candidates on the later stages of Master’s and Doctoral programmes would had been ensured.

Apart from this, establishment of the Bachelor’s programme was believed to be a game-changer as it could enable application of an open-doors policy towards a wider society: As it was mentioned above, the reason behind was that the percentage of those with advanced English language skills are few in the country and therefore the number of enrolled students is traditionally substantively little as compared to other similar Master’s and Doctoral programmes that are operating in Georgian language. Therefore, IES considered that the creation of an interdisciplinary Bachelor’s programme in European Studies in national language would increase the scales of dissemination of knowledge about the European Affairs and the EU within the country.

Thirdly, there was a common approach at IES that the Undergraduate programme would create opportunity for the representatives of academic community at TSU to trigger the elaboration of the professional dictionary on the key terms and concepts on European Integration in the national language . It would ensure that those experts who are involved in the process of approximation of Georgia with the EU standards - are using coherent and uniform vocabulary in a sophisticated manner. We believed at IES that, launching this process would increase the internalization and domestication of EU terms, concepts and policies, hence, provide a good support to the Europeanization of Georgia.

Finally, there was a belief that undergraduate programme would create a space for IES PhD candidates as well as for the fresh graduates of the Doctoral programme to participate in the teaching process and to get a practical opportunity to disseminate their knowledge and the results of their research among the large numbers of the local students. Over the years, it was considered as a drawback that the TSU Institute for European Studies could not offer the Doctoral researchers any options to teach at the University - unlike the similar well-established practices in the Higher Education Institutions in the EU and beyond.

In order to achieve the main objectives of ‘EUStBA’, the project team organized the workshops and international conferences, which became a game changer during the elaboration of Undergraduate programme in European Studies. It ensured a level playing filed for the meaningful participation of all interested parties, including that of the local academic and administrative staff of TSU beyond IES setting, prominent international experts from the academic circles of the EU Higher Education Institutions, the national and international Quality Assurance specialists, the representatives of the Parliament of Georgia from the ruling coalition as well as the opposition, Members of European Parliament, Civil Society representatives, MA students, PhD researchers, graduates of IES programmes, representatives of Mass-Media, prospective employers, etc.

All the intermediate results of the workshops and thematic conferences had been published in English and Georgian languages on both IES and TSU websites, while some of the best results had been facilitated to be transformed into the academic/scientific publications. The main indicator for the objective evaluation of the successful outcome of the project implementation was obviously considered the very fact of the accreditation of the new Bachelor’s programme, which was accomplished by the decision of the specially assigned council on 30 June 2022.[[9]](#footnote-9)

**Phase 2. Strategizing the integration of the effective pedagogic tools in the curriculum of new Jean Monnet undergraduate programme in European Studies**

Incorporation of the effectively amalgamated traditional pedagogic tools and the teaching innovations at the Undergraduate, Master and Doctoral levels in European Studies programmes at IES-TSU had been largely defined by four important factors:

1.Interdisciplinary nature of the programmes. 2. Long-lasting influence of the efforts of the international experts collaborating with IES-TSU within the frames of the EU funded Tempus project “INOTLES”. 3. Personal experiences of the academic personnel of IES, including those, which they acquired within the frames of the international credit mobility schemes. 4. The necessity to respond effectively to the acute challenges related to the Covid-19 pandemic.

To give the background context, it is to be mentioned that the international experts, who had been working at TSU within the frames of EC/TACIS project, developed the Master’s programme in European Studies in 2007. In this process they also set the concept of interdisciplinary as a guiding principle. They did it by linking the four core courses of the Master programme curriculum to the four founding faculties of Ivane Javakhishvili Tbilisi State University. In particular, EU Law was tied to the Faculty of Law, EU Governance and Policy-Making Process was tied to the faculty of Social and Political Sciences, Economics of EU Integration was tied to the Faculty of Business and Economics and History of Europe was tied to the Faculty of Humanities). All the elective courses elaborated had been interlinked to one or several core courses indicated above.

The author of this paper as a team leader, had to consider very closely the above mentioned scheme (or in other words -a guiding principle) of the Institute, when the development phase of the interdisciplinary undergraduate programme in European Studies under the EU funded Erasmus+ Jean Monnet projects ‘EUStBA’ had been launched. Initially, the decision was made on two important aspects: Firstly, agreement was reached that part of the courses of the undergraduate curriculum would be offered in both languages – Georgian as well as English (for prospective international students as well as for those local students who will opt for the course in English language upon its availability). And secondly, IES Team made a choice for integrating the research component in its undergraduate programme. Hence, they decided that the defense of the Bachelor’s Thesis would be mandatory in the final semester.

The interdisciplinary curriculum of the newly developed undergraduate programme, which combines the mandatory and elective courses, is taught during the eight semesters. It comprises of 240 ECTS in total, out of which 145 ECTS is prescribed to the mandatory taught courses, while 15 ECTS is reserved for the research component (Bachelors Thesis), 40 ECTS is for the electives (mandatory electives) and 40 ECTS is kept for the ‘free credits’ (flexible electives). This last option enables the recognition of the ECTS accumulated by the prospective student within the frames of the international academic mobility or the local ‘cross-listing’ practices across various TSU faculties.

The courses under the ‘Legal Module’ of the new undergraduate programme is composed as follows: Correlation of European Union Law and Public International Law(Geo), Basics of EU Competition (Geo/Eng), Introduction to General International Law and the Law of International Organizations (Geo/Eng), History of Law (Geo), Philosophy of Law and International Law Theories (Geo/Eng), International Private Law (Geo), EU External Relations Law (Geo/Eng), EU Fundamental Rights Law (Geo), Role of the United Nations in the enforcement of Economic, Social and Cultural Rights (CESR) (Geo/Eng), European System of Protection of Human Rights: Theory and Practice (Geo), EU-Georgian Association Agreement and Approximation of Laws (Geo/Eng), Basics of EU Private International Law (Geo/Eng).

The courses under the ‘Social and Political Sciences Module’ are the following: Political Ideologies (Geo), General Framework of the Political and Legal Relations between Georgia and the European Union (Geo/Eng), Politics of Euroscepticism (Geo), EU Institutions, Politics and the Mainstream Theoretical Approaches on European Integration (Geo/Eng), Introduction to Quantitative Research Methods (Eng), European Union in the Environment of Security and Military Challenges (Geo/Eng), Introduction to Qualitative Research Methods (Eng), Theories of International Relations (Geo), Foreign Policy of the European Union (Geo/Eng), Humanitarianism and International Aid (Geo), EU Energy Policy (Eng), Social Groups and Interaction  (Geo), Political Systems of European States (Geo/Eng), EU role in peaceful conflict resolution (Geo/Eng), British Politics (Geo/Eng).

The ‘Humanities Module’ offers the following mandatory components as well as electives: History of Modern Europe from the French Revolution to Present Days (Geo), 19th Century European Literature (Geo/Eng), History of European Integration (Geo/Eng), 20th Century European Literature (Geo/Eng), Academic Writing (Geo/Eng), History of Europe and USA relations. Establishing the Euro-Atlantic Space (Geo), Intercultural Communication (Geo/Eng), Culture and Writing/Script System of Georgia (Iberia) in the Early Christianity Era, French (From A1.1 to B2.2).

The courses under the ‘Economics Module’ list the following titles: Principles of Microeconomics (Geo/Eng), Principles of Macroeconomics (Geo/Eng), Macroeconomics (Geo/Eng), Demographic Development of Europe (Geo/Eng), International Economics I (Geo/Eng), Export Management (Geo), Introduction to Economics of EU Integration (Geo), International Economics I I (Geo/Eng), Economic History of Europe (Geo/Eng), Economics of Nordic countries (Geo).

TSU Institute for European Studies is not allowed to have its own affiliated academic staff, hence, the authors of the courses are usually coming either from the ‘four founding faculties’ (wither Full Professors or Associate Professors), or have the status of invited academic personnel. Therefore, it is natural, that the methodology of teaching they bring to IES is very much determined by the specificities and the traditions of the faculties they are affiliated with. Sometimes the teaching practices reflect the international experience brought from the Western Universities from which our academic staff received their post-graduate education(Master’s and Doctoral programmes) or acquired during their short visits within the frames of international credit mobility schemes. Because of this particularity, usually we witness the amalgamation of the traditional and innovative teaching methods with some spillover effects, which is the result of collaborative efforts under the umbrella of IES. Typically, these pedagogic methods are teaching by lecturing followed by traditional seminars where students are expected to summarize the mandatory reading material. Other tools include interactive classrooms involving debates and discussions, teamwork, cooperative learning, experiments, case analyses, mock courts, presentations, screening documentary movies, brainstorming, project-based learning, internship placements, sharing different experiences after participation in international credit mobility schemes, etc.

Majority of the Academic Personnel who were collaborating with IES before launching ‘EUStBA’ project, usually used to indicate in their syllabi the Problem Based Learning (PBL) and Simulations as one of the important pedagogic methodologies. The inquiry revealed that their choice was determined by the legacy of the EU funded Tempus project, acronymic as “INOTLES.” This project was running during 2014-2017, where the staff of IES together with the representatives of other HEIs from EaP region had an opportunity to successfully implement four innovative teaching pedagogical tools (PBL, Simulations, E-learning, Blended learning) in the syllabi of the curriculums of the European Studies Master and Doctoral programmes. The leading experts from the Free University Brussels, the Maastricht University and the University of Surrey contributed with the trainings of the academic personnel of the consortium.

While PBL and Simulations became very popular among the IES staff almost immediately after trainings, the coverage had not been the same for the rest of the methods. For example, Distance Teaching methodology and pedagogic tools for a Blended Learning found its true meaning only belatedly, in particular, since 2020 with Covid-19 pandemic crises. Indeed, during pandemic, the IES academic staff immediately revealed that as compared to the colleagues from other faculties of TSU, they felt themselves better prepared and well accommodated for the academic activities in distance mode, including for the smooth transition to a new era of online education.

Small size of the groups of the students at IES as well as the personal experience of the author of this paper during her MSc education at the University of Edinburgh (UK) facilitated the implementation of the policy of *ad hoc* student assessment system on Master’s programmes. Switching to the submissions of the short-scale research assignments as a substitute to in-class mid-terms and final exams,- proved to be a non-lenient but a reasonable alternative solution during the pandemic-related long shut-down periods, which was a national measure of the Government of Georgia. Later on this assessment practice was adjusted to the outcomes of the working package on the ‘teaching methodologies’ of ‘EUStBA’ project.

Those academic staff who joined IES-Team only after they got involved in the development of the Undergraduate programme in European Studies at TSU[[10]](#footnote-10) - brought with them a rich and diverse experiences on effective pedagogic tools and methods. Still, the Team of Erasmus+ ‘EUStBA’ project identified the need to bring all of them under the common umbrella of the European Studies education. The idea was to ensure that opting for any specific teaching methodology for each separate course could not have been determined only by the aims and the learning outcomes of that particular subject area, but also had to take into consideration the overall broader objectives of the European Studies education at all three cycles at TSU. For this purpose, IES, within the framework of the Erasmus+ Jean Monnet “EUStBA” project,- organized a special workshop (during March 2-5, 2022)[[11]](#footnote-11) and the international conference (during October 14 -15, 2022), which were dedicated to the review of experiences of using the effective traditional and innovative pedagogic methods at TSU in general, and the European Studies education, specifically.

The workshop gave the opportunity to the involved academic staff to review the effectiveness of teaching methods they usually use, to reconsider the issue in the context of the European Studies education as well as to plan a publication on methods via reviewing their syllabi that are part of the curriculums of IES European Studies programmes (undergraduate, Master or Doctoral). The participants of the workshop contributed to design the content of the international conference on Pedagogic Tools as well as engaged in the consultations with quality assurance experts with regard to adoption of the level of innovation in teaching at the undergraduate, Master’s and Doctoral programmes.

The international conference leveraged the professional discussion as a follow-up to the presentations of the first drafts of the papers. The papers had been dedicated to the basic features of the courses taught as well as the methodological approaches used. The presenters received valuable feedback from the distinguished project experts. The local stakeholders conceptualized the importance of linkage between the teaching and research from early stages of education, discussed the benefits of research-teaching nexus and provided some practical insights regarding the tools to develop the institutional policy in this regard. Among the participants of the conference had been academic and administrative personnel of the IES, the staff of the TSU quality assurance service, international experts from partner universities, students of the IES and other interested parties. Obviously, this process unpacked the advantage of the peer-review from the colleagues, before the conference participants would submit the papers for publication.

Lastly, it is to be admitted, that both of these events, which were funded under the Erasmus+ Jean Monnet project also facilitated the idea on the creation of the special space at IES library, which is dedicated solely to the teaching methodology, curriculum development and education management[[12]](#footnote-12).

Accomplishment of the mission of integration of effective pedagogic methods and tools in the curriculum of the undergraduate programme in European Studies could not have been possible without the outstanding role played by the international experts, where we have to underline invaluable contribution provided by Kerry Longhurst -Professor at Collegium Civitas and Visiting Professor at College of Europe,  Marek Martyniszyn -Professor of Law at Queen’s University Belfast (UK),  Agnese Dāvidsone -Rector of Vidzeme University of Applied Sciences, Dean of Faculty of Social Sciences and Associate Professor,  Kamil Zwolski -Associate Professor in International Politics, Jean Monnet Chair of European Security Governance, Senior Fellow of the Higher Education Academy Politics & International Relations, University of Southampton (UK), and by Daniela Urse - Professor at the Department of Sociology, University of Bucharest, who later accepted the offer of IES to undertake the position of Academic Co-Head of European Studies programmes [[13]](#footnote-13).

**Conclusion**

Results from the analyses of the of two different phases of the Erasmus + ‘EUStBA’ project implementation led me to find that 16 years anniversary since the establishment of the Institute for European Studies of Tbilisi State University is to be celebrated with the groundbreaking accomplishment, which is the successful development and accreditation of the new Jean Monnet undergraduate programme. Furthermore, the project synergized with a ‘non-planned’ positive results by supporting the re-accreditation process of the Master programme in European Studies as a parallel action accomplished in a synchronized manner. This last development paved the way for the operationalization of the two double degree Master’s programmes with Vilnius University, Lithuania and Vidzeme University of Applied Sciences, Latvia- which is another very important milestone.

It is certainly true that if one measures the success of the higher education programmes by the numbers of the students, then the progress was slow indeed. However, one has to consider that TSU does not have any unit in charge of ‘marketing’ and that it usually does not organize any awareness raising campaigns around the newly established programmes. Hence, the reasons behind the prevailing sad situation, which is caused by the low number of students across all faculties who are in charge of administration the programmes offering the ‘non-traditional disciplines’ - becomes more explicit. In that regards, ‘EUStBA’ project already played its positive role in dissemination as well and it will carry its consequences in the future during the admission of the first cohort of the undergraduate students in summer 2023.

Georgia recently was granted with a clear European perspective, which is the materialization of nation’s pro-European aspirations. In this context, it is to be underlined that the higher education can play a pivotal role in promoting Georgia’s EU-integrative processes. In particular, the European Studies education at Ivane Javakhishvili Tbilisi State University, which is tied with the interdisciplinary approach, provides the unique opportunity to understand contemporary Europe, European integration and the EU-Georgia relations - from the perspective of Economists, Lawyers, Political Scientists and representatives of the faculty of Humanities. Indeed, a proper understanding of the challenges ongoing in the European Union is impossible without the close collaboration of the representatives of the professionals coming across various faculties, who anchored their European Studies teaching and research in a mixed methodology. Since the first accreditation of the Master programme in 2011, this is our declared standing mission that was accomplished in an outstanding manner. The interdisciplinary approach, which is not a convenient expression at all, but a guiding principle, helps to analyze the historical, legal, political and economic processes in the member states of the EU and the neighborhood.

Students enrolled at TSU European Studies programmes start to understand how the countries with different socio-political background manage to find effective and joint solutions to their common problems. Theoretical and practical insights, simulations of the real-life scenarios, e-learning techniques, case studies, discussions and debates,

Problem based learning and blended pedagogical tools are the unique features of the Institute that builds the cooperative culture among the students.

Building a strong European values-based society is another important mission of the European Studies education at TSU, which together with the theoretical knowledge on Europe - is something that is multipliable across the country via the broad awareness-raising activities undertaken by the staff of the Institute and its graduates. The so-called third mission of the institute contributes to comprehend the meaning of democracy, human rights, rule of law, good governance, accountability and transparency. It is through this prism only that the integrative processes in European countries and the key challenges are explained.

Institute for European Studies of TSU is the place where discussions are common on the following: 1. The role and impact of Europe in shaping the continent; 2. EU’s actorness and consistency in promotion of democracy, peace and prosperity in the neighborhood; 3. Impact of the legislative approximation with EU *aquis* on Georgia and its access to the common market. 4. Effective teaching methods and pedagogic tools aimed at bringing the updated content effectively to the relevant audience.

All the mentioned leads me to conclude that the developmental intents at IES aimed at establishment of the new Undergraduate programme in European Studies at TSU wrapped up in another successful academic endeavor of our team, thanks to the EU generous support and the absolutely terrific efforts of every dedicated member of our network of professionals.

**ნინო ლაპიაშვილი[[14]](#footnote-14)**

**ეფექტური ტრადიციული და ინოვაციური პედაგოგიური მეთოდების ინტეგრირების სტრატეგია ივანე ჯავახიშვილის სახელობის თბილისის სახელმწიფო უნივერსიტეტში ევროპისცოდნეობის ჟან მონეს საბაკალავრო პროგრამის შემუშავების პროცესში**

**საკვანძო სიტყვები:** ევროპისმცოდნეობის საბაკალავრო პროგრამა, პროგრამის შემუშავება, აკრედიტაცია, ინოვაციური და ეფექტური პედაგოგიური მეთოდების ინკორპორაცია კურიკულუმში

**აბსტრაქტი**

სტატია განიხილავს ივანე ჯავახიშვილის სახელობის თბილისის სახელმწიფო უნივერსიტეტის ევროპული კვლევების ინსტიტუტში ევროპისმცოდნეობის ახალი საბაკალავრო პროგრამის შემუშავების კონტექსტს და ამ პროცესის რამდენიმე ყველაზე მნიშვნელოვან ასპექტს, მათ შორის, კურიკულუმში ეფექტური სწავლა-სწავლების მეთოდების ინტეგრაციას. ინიციატივა დაფინანსებული იყო ევროკავშირის მიერ, ერასმუს+ ჟან მონეს პროექტის ‘EUStBA’ ფარგლებში. ამ მხარდაჭერას პროექტის იმპლემენტაციის სხვადასხვა ფაზის პერიოდში ქონდა გადამწყვეტი მნიშვნელობა დაინტერესებული მხარეების ჩართულობის გასაზრდელად, რამაც ექსპერტთა შორის მოსაზრებების გაცვლის საკმაოდ საინტერესო დინამიკა შექმნა. გაწეულმა ძალისხმევამ რეალური გახადა ევროპისმოდნეობის პროგრამის უმაღლესი განათლების სამივე საფეხურზე განხორციელების შესაძლებლობა , რაც სწრაფადვე იქნა აღქმული ინსტიტუციური განვითარებისა და მდგრადობის გაზრდისკენ მიმართულ სტრატეგიად. საბოლოო ჯამში, პროექტმა არა მხოლოდ ახალი საბაკალავრო პროგრამის შემუშავებასა და აკრედიტაციას შეუწყო ხელი, არამედ პოზიტიური ზეგავლენა მოახდინა ინსტიტუტის სხვა ‘მონათესავე’ აქტივობებზე. ამგვარი სინერგიის საუკეთესო მაგალითია პარალელურ რეჟიმში ევროპისმცოდნეობის სამაგისტრო პროგრამის სავალდებული რე-აკრედიტაციის პროცესის დაგეგმვა და განხორციელება, რამაც, თავის მხრივ, ევროკავშირის პარტნიორ უნივერსიტეტებთან ორი ორმაგი ხარისხის პროგრამის მოლაპარაკების პროცესის წარმატებით დასრულება გახადა შესაძლებელი. შედეგად, ლიეტუვის ვილნიუსის უნივერსიტეტთან ამუშავდა ორმაგი ხარისხის პროგრამა „ევროპისმცოდნეობასა და ევროპულ სამართალში“, ხოლო ლატვიის ვიძემის გამოყენებით მეცნიერებათა უნივერსიტეტთან ამოქმედდა ორმაგი ხარისხის სამაგისტრო პროგრამა „ევროპისმცოდნეობაში, სტრატეგიულ კომუნიკაციასა და მმართველობაში“.

პროექტის იმპლემენტაციის ერთ-ერთი საინტერესო და მნიშვნელოვანი ფაზა იყო ევროპისმცოდნეობის ახალ საბაკალავრო პროგრამაში სწავლა-სწავლების ტრადიციული და ინოვაციური მეთოდების ეფექტური მიქსის ინკორპორაცია და ამ მიზნით თანმიმდევრული სტრატეგიის შემუშავება. ოთხი დისციპლინის პერსპექტივიდან ევროკავშირის შესწავლის ეფექტური მეთოდების კურიკულუმში ინკოროპორირება , მართლაც, საინტერესო გამოცდილება და იმავდროულად გამოწვევებით სავსე აკადემიური თავგადასავალი გამოდგა. თუმცა, აღნიშნული კომპონენტის სწორად აღსრულება ცალკე განყენებული მიზანი არ ყოფილა, რადგან სწავლა-სწავლების მეთოდოლოგიის სწორად დაგეგმვა ერთ-ერთი მნიშვნელოვანი განმაპირობებლი ფაქტორი გახდა ევროპისმცოდნეობის საბაკალავრო პროგრამის შემუშავების შემდეგ ინიცირებული აკრედიტაციის პროცესის წარმატებით დასრულებისთვის.

**შინაარსი**

შესავალი

ეტაპი 1. ევროპისმცოდნეობის ახალი საბაკალავრო პროგრამის შემუშავება ივანე ჯავახიშვილის სახელობის თბილისის სახელმწიფო უნივერსიტეტში

ეტაპი 2. ეფექტური სწავლების მეთოდოლოგიის ინტეგრაციის დანერგვის სტრატეგია ევროპისმცოდნეობის საბაკალავრო პროგრამის კურიკულუმში

დასკვნა

1. Nino Lapiashvili is the Director of the Institute for European Studies (IES) of Ivane Javakhishvili Tbilisi State University (TSU), Invited Academic Staff at IES, Coordinator of the Erasmus+ Jean Monnet Project EUStBA, Founder of the interdisciplinary Doctoral, Double Degree MA and Undergraduate programmes in European Studies (TSU), National Programme Director (Georgia) of the Regional MA programme in Human Rights and Democratization /Caucasus (TSU), Head of the Tempus Innovative Teaching and Learning Center of European Studies (TSU), Editor-in-Chief of the bilingual Georgian Journal for European, E-mail: nino.lapiashvili@tsu.ge [↑](#footnote-ref-1)
2. IES of TSU operationalizes the interdisciplinary Master’s programme since 2007, the Doctoral Programme in European Studies since 2014 in European Studies and the Regional Master Programme in Human Rights and Democratisation under the EU Globas Campus initiative since 2015. [↑](#footnote-ref-2)
3. Director of IES has an obligation to present the Strategy with its Action Plan to the IES Scientific Council for discussion, and afterwardsit is assertedby the Rector of Ivane Javakhisvili Tbilisi State University. The First Strategy and Action Plan was asserted in September 2010. [↑](#footnote-ref-3)
4. Institute for European Studies (IES) was established at Ivane Javakhishvili Tbilisi State University with the support of European Union through its local Delegation to Georgia under TACIS programme in 2007.  The idea was to launch the first interdisciplinary interfaculty English taught Master’s Programme in European Studies in South Caucasus region which was successfully accomplished with the involvement of academic staff from the University Pierre Mendés France of Grenoble (France), Centre for Public Reforms of Innsbruck (Austria) and Panteion University of Social and Political Sciences of Athens (Greece). The consortium members contributed much in implementing new student-centred teaching and learning methods, allowing the MA programme to reach European quality standards in accordance to Bologna Process.

MA programme proved to be very attractive both for Georgian as well as international students.  Apart from this, IES -as a focal point of brightest representatives of academia and society involved into EU-Georgia policy making process - has taken the path of transformation into the place of constant academic inflow paving the way in 2014 towards elaboration and expansion of research activities through the process of establishment of interdisciplinary structured Doctoral programme in European Studies supported by the EU under ENPI project (in 2014). In this process the contribution of international experts from the Trinity College Dublin, Central European University and Ljubljana University together with local academic staff of IES is to be underlined.

The Institute for European Studies is conceptually based on four faculties of Tbilisi State University - Faculty of Law, Faculty of Economics and Business, Faculty of Social and Political Sciences as well as Faculty of Humanities. This model provided with tremendous opportunity in outsourcing, cross-listing and effective collaboration. Being in partnership with Committee on European Integration of the Parliament of Georgia since 2010 as well as with the circles of academia within country and abroad, facilitated upgrading IES onto the new level of opportunities, which enhanced the realization of ideas through various international and local undertakings. [↑](#footnote-ref-4)
5. Available at: https://eqe.ge/ka/decisions/2378/show [↑](#footnote-ref-5)
6. Available at:http://ies.tsu.edu.ge/data/file\_db/Accreditation/%E1%83%9B%E1%83%97%E1%83%90%E1%83%95%E1%83%A0%E1%83%9D%E1%83%91%E1%83%98%E1%83%A1%20%E1%83%92%E1%83%90%E1%83%9C%E1%83%99%E1%83%90%E1%83%A0%E1%83%92%E1%83%A3%E1%83%9A%E1%83%94%E1%83%91%E1%83%90%202011-2012-%E1%83%99%E1%83%9D%E1%83%93%E1%83%98%E1%83%A4%E1%83%98%E1%83%AA%E1%83%98%E1%83%A0%E1%83%94%E1%83%91%E1%83%9A%E1%83%98.pdf [↑](#footnote-ref-6)
7. The Doctoral Programme was accredited first time on 25 March 2014, by the Decision no. 55 of the Accreditation Council on Education Programmes. At: <https://eqe.ge/ka/decisions/886/show>

The TSU Doctoral Programme in European Studies was successfully re-accredited on 1 October 2019 by the Decision no. 183 of the Accreditation Council on Education Programmes. At: https://eqe.ge/ka/decisions/9891/show [↑](#footnote-ref-7)
8. On 30 June 2022 the interdisciplinary Masters programme in European Studies of IES-TSU was re-accredited by the Decision no. 805701of the Accreditation Council on Education Programmes. At: https://eqe.ge/ka/deqars/688/show [↑](#footnote-ref-8)
9. See at: https://eqe.ge/ka/deqars/687/show [↑](#footnote-ref-9)
10. Before launching the Undergraduate prorgamme in European Studies, the Institute for European Studies of TSUhad an administration and academic staff somposed of only 12 persons, most of them permanently residing in Georgia which ensures their uninterrupted involvement in teaching and overseeing research activities since the Institute’s establishment. The number of academic personnel involved in Undergraduate programme is 29. IES requested from the TSU Rector to give permission to increase the number of administrative personel from two at least to four in order to manage the administration of the Undegraduate programme effectively. The Institute supports itself through the modest tuition fees paid by the admitted students. The TSU co-finances the Institute and covers part of the administration salaries and the utility (electricity, water, etc.) fees from its central budget. [↑](#footnote-ref-10)
11. The fifth workshop of the ‘EUStBA ‘project was led by Eter Gvineria, Associate Professor of the TSU Pedagogical Institute. During the meetings Prof. Gvineria discussed and invited the participants to consider critically the Bloom’s Taxonomy, Edward de Bono’s Six Thinking Hats, Howard Gardner’s Theory of Multiple Intelligences, Evaluation forms, The Socratic Method of Teaching (Socratic Questioning), Critical Thinking, Problem-Based Learning, Case Studies, The Educational Theory by David Perkins, Concept of Metagocnition (learning to learn), Daniel Goleman’s emotional intelligence theory, Maslow’s Hierarchy of Needs, Dimitri Uznadze’s Theory, Collaborative and Cooperative Learning Method, Project Based Learning, Role-play, John Dewey’s approach to education, Carl Rogers’ʹ Humanistic Theory, Toold for Teaching Without Talking, Teaching to Learning Paradigm, Theories of Development: I.Behaviorism, II.Cognitivism (Piaget) and III.Constructivism (Vygotsky), Pragmatism, Progressivism-Reconstructivism as well as Existentialism-Humanism.  [↑](#footnote-ref-11)
12. Currently the following relevant textbooks are available at IES library: Alan Tait (Ed.), *Key Issues in Open Learning*, Longman in association with The Open University, 1992. Borje Holmberg, *Theory and Practice of Distance Education*, Routledge, 2000. Desmond Keegan, *The Foundations of Distance Education*, Routledge, 1996. E.C. Wragg, *Classroom Teaching Skills*, Routledge, 2016. Fred Lockwood (Ed.), *Open and Distance Learning Today*, Routledge Studies in Distance Education, 1995. George Brown and Madeline Atkins, *Effective Teaching in Higher Education*, Routledge, 1994. Meredydd Hughes, Peter Ribbins and Hywel Thomas (Eds.), *Managing Education. The System and The Institution*, Holt Education, Holt, Reinhart and Winston, 1985. Peter Tomlinson and Margret Quinton (Eds.), *Values Across the Curriculum*, Routledge Library Editions: Philosophy of Education, 2017. Roger Dale, *The State and Education Policy*, Open University Press, 1990. Sally Brown and Angela Glasner (Eds.), *Assessment Matters in Higher Education, Choosing and Using Diverse Approaches*, The Society for Research into Higher Education and Open University Press, 1999. Starr Roxanne Hiltz, *The Virtual Classroom, Learning Without Limits via Computer Networks*, Ablex Publishing Corporation, 1994. Stefania Baroncelli, Roberto Farneti, Ioan Horga, Sophie Vanhoonacker (Eds.) *Teaching and Learning the European Union, Traditional and Innovative Methods*, Springer, 2014. [↑](#footnote-ref-12)
13. With this new round of accreditation/re-accreditation, theIES made a decision that for the purposes of sterengthening its interdisciplinary approach, all IES programmes (undergraduate, Master and Doctoral) will have four Co-Heads, the leaders of respective modules of European Studies education. Taking this approach, IES is symbolically representing the assurance of its considerations to the four founding faculties of the TSU Institute for European Studies. The Co-Heads of the Programmes are: 1. Daniela Urse (Professor at the Department of Sociology, University of Bucharest )2. Natia Lapiashvili (Associate Professor of the Caucasus University, Associate Professor at the University of Georgia, Invited Professor in the University of Grenoble), 3. Tamaz Zubiashvili (Associate Professor at TSU Faculty of Economics and Bussiness) and 4. Vasil Kacharava (Associate Professor at TSU Faculty of Humanities). [↑](#footnote-ref-13)
14. ივანე ჯავახიშვილის სახელობის თბილისის სახელმწიფო უნივერსიტეტის ევროპული კვლევების ინსტიტუტის დირექტორი, თსუ მოწევული აკადემიური პერსონალი, ევროპისმცოდნეობის ინგლისურენოვანი სადოქტორო პროგრამის, ასევე, ვილნიუსის უნივერსიტეტთან და ლატვიის ვიდძემის გამოყენებით მეცნიერებათა უნივერსიტეტთან ორმაგი ხარისიხის სამაგისტრო პროგრამების და ევროპისმცოდნეობის საბაკალავრო პროგრამის დამფუძნებელი და ავტორი, ადამიანის უფლებებსა და დემოკრატიზაციაში რეგიონული სამაგისტრო პროგრამის ეროვნული კოორდინატორი, ერაზმუს+ ჟან მონეს პროექტის EUStBA ავტორი და კოორდინატორი, ტემპუსის ევროპისმცოდნეობის ინოვაციური სწავლების მეთოდების ცენტრის თანა-ხელმძღვანელი, ევროპისმცოდნეობის ქართული ჟურნალის დამფუძნებელი. ელექტრონული ფოსტა: nino.lapiashvili@tsu.ge [↑](#footnote-ref-14)