# Educational principles

## for EGSH courses

**We aim to design and offer courses that follow, insofar applicable and possible, the next ten principles:**

1. Our courses are as broadly **accessible** as possible. They can be attended by students with a variety of disciplinary backgrounds and who are unfamiliar with what is taught. Furthermore, we offer courses online (if possible) to enable students to attend them even if they are traveling for fieldwork or if they do not live \ work nearby our campus.

2. While our courses need to be broadly accessible, they also need to pursue learning objectives as **comprehensively** and **in-depth** as possible. To this end, instructors offer annotated reading lists and/or worked examples about issues that cannot be discussed in their course due to time constraints or other practical reasons.

3. Our method courses enable students to **practically execute** methods by themselves. To this end, courses consist of concrete step-by-step exercises and demonstrations of "how to do it".

4. Next to the practical aspects, method courses address deeper **methodological** and **epistemological** backgrounds.

5. Our method courses invite students to bring and assess their own research data. That way, students can begin analyzing their data with the help of the instructor. Instructors offer data to practice with to students who do not yet have their own data.

6. Participants should feel free to share their opinion, ask questions, and engage in critical and open discussions in class meetings. To promote such **interaction**, our courses are offered in informal settings and to small groups (max 12 people).

7. Our method courses should not aim to merely "sell" what is taught to students. Instead, instructors actively invite students to **reflect critically** on the pros and cons of methods.

8. Our courses offer **resources** (such as clear PowerPoints, videos and detailed handouts) that enable students to reproduce and further study issues that were discussed in class at a later moment by themselves.

9. Instructors use **digital and online** resources where possible. Next to using Canvas and sharing PowerPoints, handouts and other material on that platform, instructors make and share explanatory videos if this facilitates the learning process. Furthermore, if it is didactically possible courses are offered online.

10. Courses should be as **inclusive** as possible and promote a **diversity** of viewpoints. To this end, instructors monitor if their teaching material is sufficiently diverse in terms of literature, epistemology, empirical examples, et cetera. Special care should be given to finding examples outside of the Anglo-European contexts. Instructors ask participants for feedback and suggestions on these issues.