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|  | **Outcomes and Benefits of Scientific Sessions (What is the aim of scientific sessions)** | **Format of these sessions (pedagogical/content/other)** | **How to organise the sessions? (e.g. rotate among institutions** | **Suggestions for content (-:** |
| **Group 1 (Guenter)** | To provide input as toolbox for tropEd actions or working groups. Allow host institutions to share topics. Current topics that come in. | Each GA 2 hours, separated into 1hr content 1 hr pedagogical | Planned ahead by GA for the next max two GAs, organized by EC+secretariat | Next GA: pedag: theory of change; content: ecological governance of troped network |
| **Group 2 (Marie)** | - Mutual learning opportunities  - Share and Align knowledge  - Knowledge about the specific focus of each advance modules | -Pedagogical/  Didactic one per year  -Content related twice per year  -Sometimes two speakers with different views | -Collect ideas from the whole network that then is collected (Romy?), shared and decided by the EC for the scientific sessions to come on a basis of every 3 months e.g.  During GA, together decide which institutions will be responsible to plan the next Scientific Session (rotation basis). The Institution will participate in EC meetings and decide togheted the topic of the Scientific Session. In this way, all Institutions will feel engaged and committed. | -Sometimes students present their thesis  -New didactic/  pedagogical ideas |
| **Group 3 (Carola)** | - Technical (pedagogical): new competencies, knowledge and skills of the institutions  - Collaborative: thinking though working together, (e.g. sustainability), applying for collaborative support/ funding  - present and share the strength of their work/ profile and take it back to our home institution  - continuous professional development for all the individual members (accreditation): what is needed for individual accreditation of the session for different people/ countries? | * Both sessions 1 hour (including 20-30 minutes discussion) * Workshop type of session for pedagogical sessions with a more dynamic approach (2 hour) | * Suggestions for more practical/ pedagogical sessions from members (workshop-session). How to decide? * Host institution: content-related session, their expertise (cutting edge; research/ content), criteria from tropEd might be useful | * forms of assessment * Use of terminology (different use of specific terms between the institutes) * Challenges of online (hybrid/ blended) and opportunities |
| **Group 4 (Karin)** | Advance as a network  Mutual learning  → learning on didactics  → learning about global health which is a dynamic discipline (stay up to date about discourses within the discipline) | Inputs on content could be brought in by external experts, so focus for scientific sessions from member institutions should be on pedagogical issues → ‘we need more pedagogical input as a network’  Have content sessions once per year (one content session, two pedagogical sessions)  Match content with hosting institution and their focus/strengths  No splitting of single sessions → focus on one issue (pedagogical/content) | The knowledge and expertise level may not be the same in every institution  Proposition by host institution of GA (also decides which format they would like to follow)→ forwarded to EC which then ‘approves’  Opportunity for doctoral students to present their research and what is going on (opportunity for young voices) | Which parts of hybrid courses should be conducted online and which parts must be in-person?  New teaching technologies |
| **Group 5 (Rodney)** | reinforce pedagogical significance of network participation and offer opportunities to host institution students and other (hybrid) to benefit from tropEd discussions  Facilitate broad sharing of ideas and experiences within the network related to specific relevant topics  Formally solicit contributions from outside of the network | annual OR every second GA.  Establish as a day long feature of either the summer or winter GA. Avoid the autumn GA.  Perhaps have a formal morning session with presentations and discussion and afternoon with workshops around the topic or theme that will emphasize how to incorporate discussed issues into practice  Have a standing working group with rotating annual membership. One EC member. | WG in collaboration with host institution.  Invite external participation to present content  Ensure that the formal sessions are useful for students and treat them like formal teaching to which students could be invited. Perhaps students also become presenters  Decided/agreed within the GA but led by the WG | hot topics  Planned and agreed in advance |