

Interim Technical Report

For Jean-Monnet Module for European Public Policy

Project number - 565087-EPP-1-2015-1-HU-EPPJMO-MODULE

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Authors:

Dr. Boglárka KOLLER, academic coordinator
Zoltán SZÉKELY, JD, project manager



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Contribution rate: 75%



Contribution rate: 25%

Implemented by Faculty of International and European Studies



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Executive summary

The project has achieved the goals set in the work plan for the academic year 2015/16:

- A [microsite](#) was set up for the project, under the university's homepage.
- The curricula for both of the courses ([Eu policy-making: current issues and strategies](#) and [EU sectoral policies](#)) were published.
- **Pilot courses** were launched in **Fall 2015** and **full courses** in **Spring 2016**.
- Public lecture with the title '[EUrope - crisis and re-planning](#)' was delivered ([and uploaded to Youtube](#)) by Dr. Boglárka KOLLER, in Hungarian language.
- Courses and student groups (databases and internal communication) were organized via **NEPTUN LMS** and **MOODLE** e-learning system.
- Peer reviewed journal article was published by Dr. Boglárka KOLLER in English with the title '[Identity patterns in East-Central Europe in a comparative perspective](#)'.
- **Key Progress Indicator:** target value in **number of hours per academic year** were met by **100%** (60/60 hours, the additional 30 hours of the pilot course was not included in determining indicator value) for 1st academic year.
- **Key Progress Indicator C3:** target value in **number of students per academic year** were met by **118%** (83/70 students, 78 on EU policy-making: current issues and strategies and 57 on EU sectoral policies), not including the number of students in the pilot course and students not showing up during the course.

Accomplishments in detail

Microsite

A [microsite](#) under the homepage of the National University of Public Service, site of the Faculty of International and European Studies has been created and launched at the start of the project, in English language. It consists information on the project, the grant, the courses, members of the project team, contacts and list of relevant publications.

WEEMAIL NEPTUN ERASMUS+ INTRANET [Hirek](#)

SEARCH HUN

NEMZETI KÖZSZOLGÁLATI EGYETEM
NEMZETKÖZI ÉS EURÓPAI TANULMÁNYOK KARR

KAROKOZ INTÉZETEK:
Államközigazgatás és Feljártsági Intézet
Köznevelési és Oktatási Intézet
Köznevelési és Oktatási Intézet
Stratégiai és Vezetéstudományi Intézet

Karunkról | Oktatás | Hallgatóknak | Oktatási egységek | Kutatási és Tudományos élet | Jean Monnet

Oldal: Jean Monnet | About the Jean Monnet Module

About the Jean Monnet Module

Jean Monnet Team

Overview on Courses

Course T1

Course T2

Publications

Events & News

Események

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Jean Monnet Module for European Public Policy

It should be of great importance for a member state of the European Union to be familiar with the institutions, decision-making processes and the nature of the major priorities, debates in history, political science, political economy in relation to the EU. Yaf



Course curricula

To inform the students on the course content and requirements, the course description of both courses, [Eu policy-making: current issues and strategies](#) and [EU sectoral policies](#) were published on the microsite in English.




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Course ID: E1
Title: EU policy-making: current issues and strategies
Prof in charge: Dr. Bognár Kriszta
Teacher: Lecturer: Dr. Bognár Kriszta
Description: The aim of the course is to equip students with skills that enable them to identify emerging challenges and to develop an evidence-based policy response.
Keywords: Lecturer: Dr. Bognár Kriszta




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Course ID: E2
Title: EU sectoral policies
Prof in charge: Dr. Bognár Kriszta, Dr. Csikó Magdolna, Dr. Árkai Tünde
Keywords: E2

Pilot and full courses

As this was the first time for our University in implementation of a Jean Monnet Module project, to test the designed course content and related administrative solutions, a pilot course was launched in Fall 2015, with participation of Hungarian and Erasmus Exchange MA students using the course EU policy-making: current issues and strategies. Based on the lessons learned from the pilot course, the training material was further developed and the EU policy-making: current issues and strategies course was re-launched in parallel with the EU: sectoral policies course in Spring 2016. For the following years, EU policy-making: current issues and strategies will run in Fall (odd) semesters, while the EU sectoral policies course will run in Spring (even) semesters. Based on the outcomes of the pilot course, the courses were be opened for BA students of all faculties of the National University of Public Service.



Public lecture

Sharing knowledge on the European Union and spreading the vision of the EU as future of the continent is a strategic goal for the project. Within the “Open University” (Ludovika Szabadegyetem) programme of the National University of Public Service, Dr. Boglárka Koller gave a lecture with the title '[EUrope - crisis and re-planning](#)' was delivered ([and uploaded to Youtube](#)) in Hungarian, on 8th of December, 2015. The audience was numerous and various regarding of age, gender and level of education. After the lecture was delivered, the participants had to write a [simple self-assessment test](#) to assess the level of understanding, which was not only a feedback for them, but feedback for the lecturer as well. There were no fails at the test.



Creation of LMS and e-learning environment (database and community)

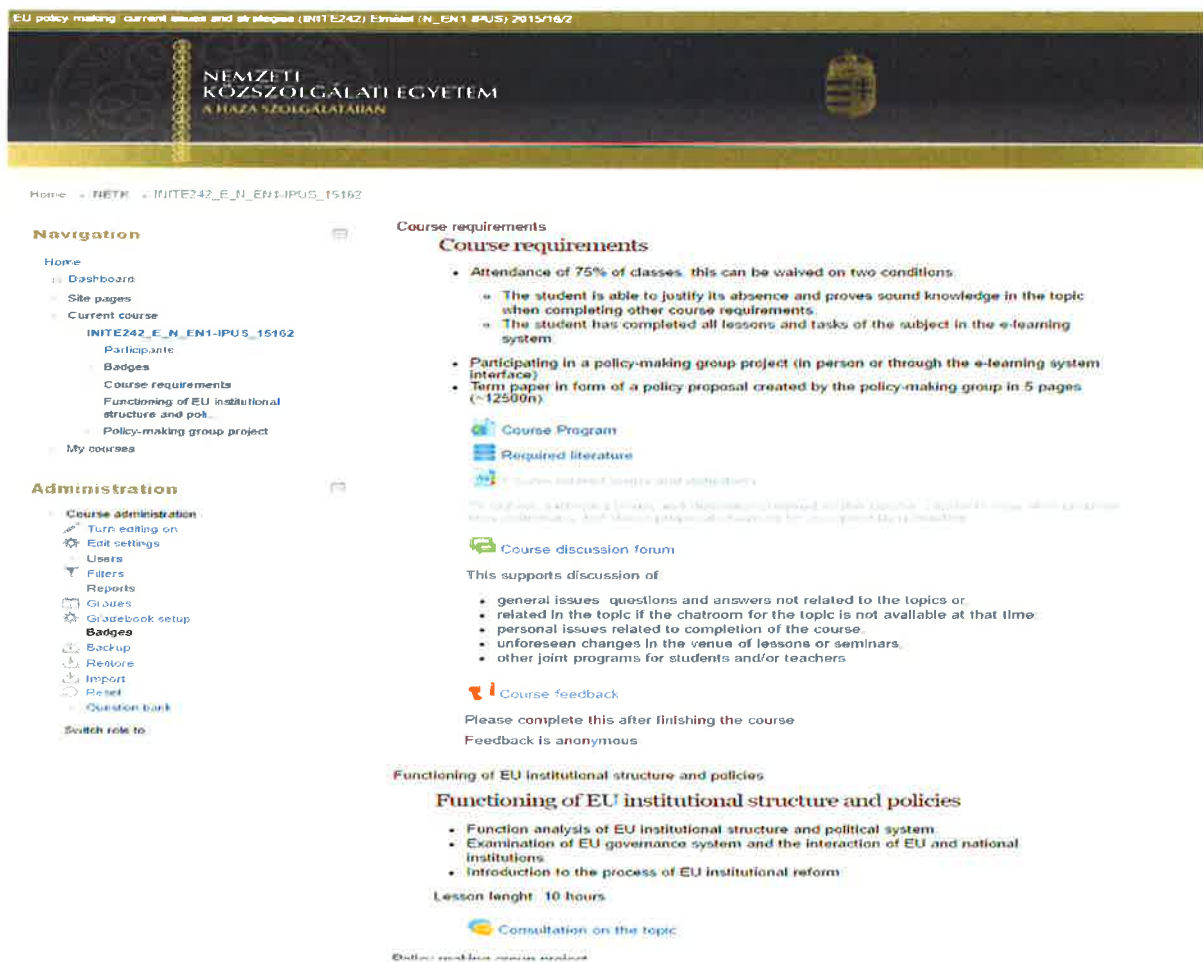
The campuses of the National University of Public Service are lying at a distance from each other. To visit lectures at different campuses is a challenge for students, especially for those who have very strict and inflexible timetable, like student of [Faculty of Law Enforcement](#), who are studying under military discipline. For them, to reach the site of lecture for Jean Monnet Module courses, it would take [more than 1 hours with public transportation](#) on an average weekday and almost the same time travelling back.



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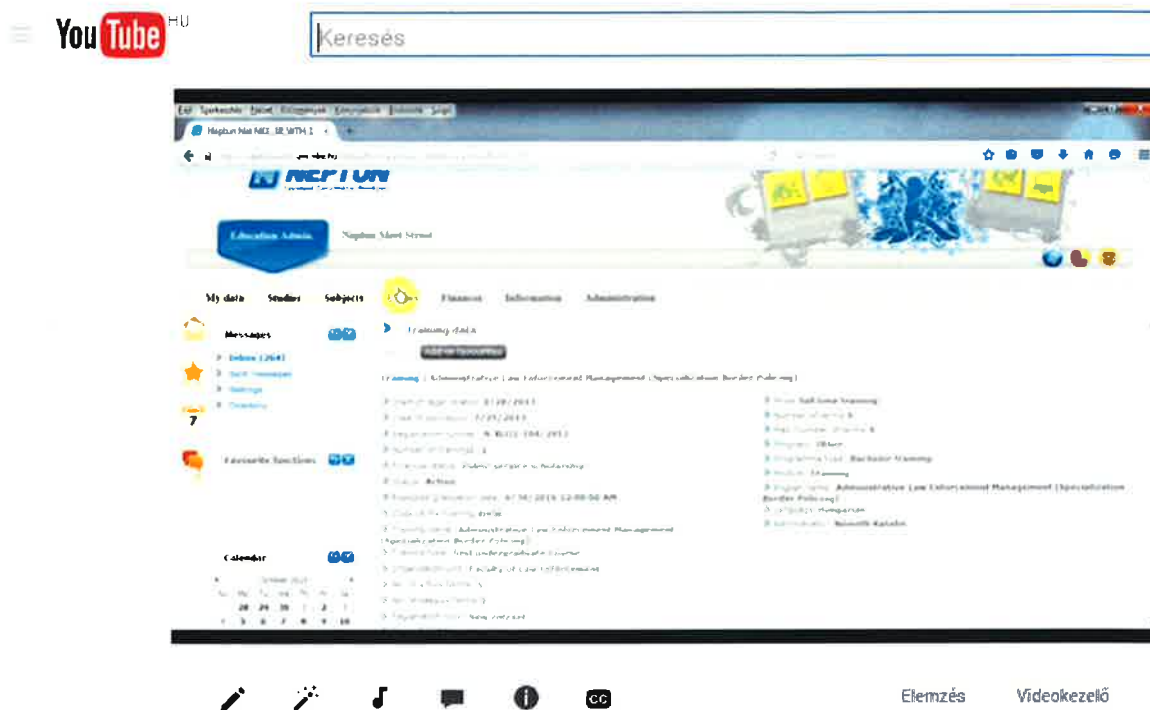


Willing to cope this challenge, the project team envisaged extensive use of e-learning systems, creating a blended learning environment. To optimize resources, the teaching materials and course description were created in Web 2.0 compatibility and uploaded to the Moodle instance of the National University of Public Service. The course pages do not only contain materials and course informations but also platforms for effective student cooperation, submission of term papers, forum, online chat for consultation, database with required literature and a tool for gathering student feedback. Thanks to the detailed technical logs in Moodle, student activity can be tracked to supervise accomplishment of each lessons.



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As 9 Erasmus students from other universities around the world (Ukraine, China, Nigeria, South Korea, India) with limited or no Hungarian language knowledge are also attending the courses, they needed help in administration of their process in the Learning Management System of the university called NEPTUN. To facilitate that we created a 3-episode long walkthrough for the English language user-interface with help of one of the BA students working as demonstrator (and [uploaded it to YouTube](#)).



[How to use Neptun at NUPS](#)

Publication in peer reviewed journals and books

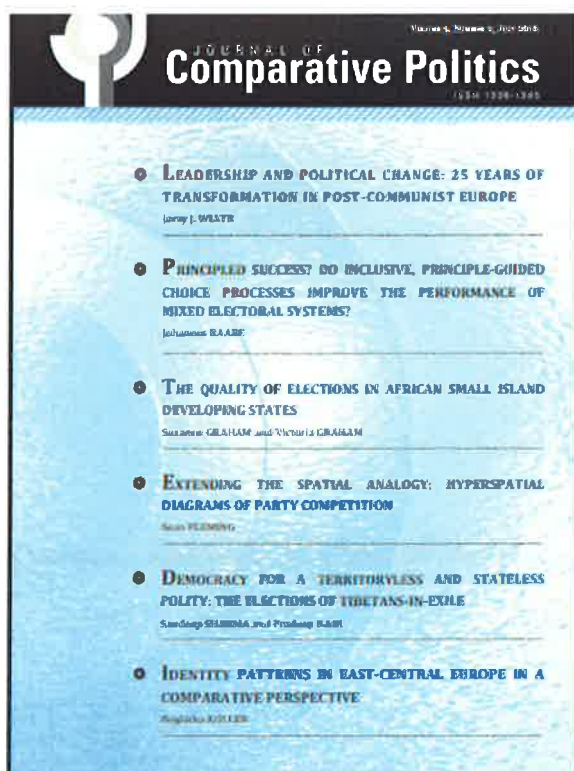
A 13 page long study (maximum word length in the journal is 8000 words ~ 17 pages) was published in the [Journal of Comparative Politics](#), (ISSN 1338-1385) Volume 9, Number 2, July, 2016 with the title [‘Identity patterns in East-Central Europe in a comparative perspective’](#) by Dr. Boglárka KOLLER. Submitted papers for the journal goes under a two-peer review with required punctuation, citation and bibliography format for references according to the [Chicago Manual of Style, 16th edition, Author-Date system for Social Sciences, UK English](#). Journal Impact 2015: 1.07.

Abstract: Turning away from the project of the common Europe and finding new ways for collective identification is a Europe-wide trend today. An increasing majority of the EU citizens feel that the EU is mostly dealing with non-salient issues that are far away from their everyday problems. Additionally, the deadlocks in the management of the recent migration crisis and the result of the Brexit referendum also result in wide-scale scepticism in both the old and new member states. This paper discusses the current dilemmas of European identity with a special focus on the East-Central Europeans’ attachments. The author builds on the



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constructivist and functionalist theoretical model of identity-net when explaining the dilemmas of the common identity. The following questions are raised in the paper: Is the civic component of European identity fading away in ECE countries? Do ECE citizens trust their European and national institutions? Who are “the others” for ECE citizens inside and outside its borders? Are there any commonalities and differences between ECE member-states with regard to identity formation patterns? In order to be able to answer these questions, an interdisciplinary approach is taken. The arguments presented in this paper are supported by the data of the recent opinion poll surveys.



Key Progress Indicators

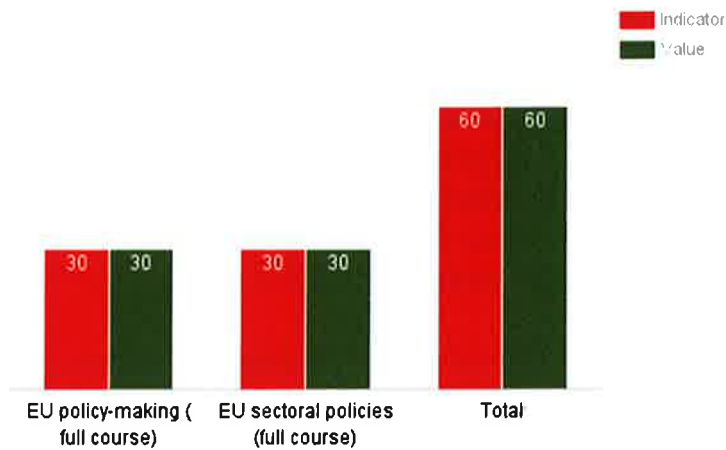
Two main Key Progress Indicators (KPI) were selected to track the implementation of the project:

1. **Number of total hours per academic year**, measured in natural number value, calculated from number of academic teaching hours (45' teaching '15 break per academic hour) spent with lectures and seminars in any of the two courses during the academic year. Hours spent with teaching in pilot course were deducted. Targeted value was 60 hours in the academic year of 2015/16. Actual hours spent with teaching any of the full courses were 60, there were 30 hours for EU policy-making: current issues and strategies and 30 hours for EU sectoral policies. In addition, 30 hours were spent for pilot course, but not counted when determining the indicator value. In total the indicator was met with reaching **100% of the targeted value**. According to the e-administration rules imposed at our university, the NEPTUN LMS system stores the certified hour number, recorded by teachers.



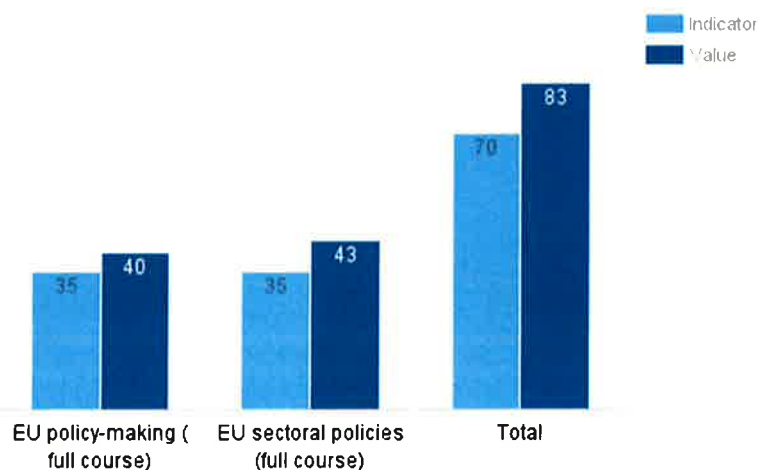
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Number of total hours per academic year



2. **Number of students per academic year**, measured in natural number value, calculated from counting the number of students attending any of the full courses. Students in the pilot course were not counted in. In case of a student was attending both courses, it was counted in twice. The student will be counted in even the case if did not accomplish the course. In case a student takes the same course next year, it will count in again. Students who took the course but did not show up at all, were deducted, to prevent 'ghost student' effect. Targeted value for the academic year 2015/2016 was 70. Actual number of students attending any of the full courses was 83, in total 135 students applied for the course but due to the course limit only 84 could be accepted, one student did not show up. In total the indicator was met by reaching **118% of targeted value**. According to the e-administrative rules, student records are stored in the NEPTUN LMS.

Number of students per academic year



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Key Staff

The project is implemented by the [NUPS Jean Monnet Team](#). This team is set up from lecturers of NUPS, supported by administrative staff of the university. Members of the key staff are:

- Boglárka KOLLER, PhD, associate professor, dean for Faculty of International and European Studies, academic coordinator (female)
- Attila MARJÁN, PhD, associate professor (male)
- András TÜRKE, PhD – left the university on 1st of April, 2016
- András VARGA, assistant lecturer – joined the team on 1st of April, 2016

To support of the key staff, four additional persons are involved in the implementation of the project:

- Zoltán SZÉKELY, JD, project manager
- Hajnalka VOLENSZKY, administrator
- Gábor KOVÁCS, demonstrator (until end of academic year 2015/16)
- Laura HERVAI, Erasmus officer (until end of academic year 2015/16)

There was one change in the key project staff, Dr. András TÜRKE, one of the lecturers for the course EU sectoral policies, has left our university, his tasks were taken over by András VARGA, assistant lecturer of the Faculty of International and European Studies, National University of Public Service.

Conclusion

Despite several challenges, such as distances between campuses, need for fast development of e-learning contents and change in the staff, the Jean Monnet Module for European Public Policy project is on the track and proceeding well. All Key Progress Indicators are satisfying and the students are very much interested in the courses. The Work Plan set for academic year 2015/16 is fully completed on schedule. For the next year we plan to have more seminar classes in the timetable, to allow more students in the courses and further develop blended learning with webinars and webcast lectures to other campuses, coping with challenge coming from distance of campuses.

Budapest, 2016.08.



Dr. Boglárka KOLLER
academic coordinator



Prof. Dr. András PATYI
rector



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