



Professors' experiences in using HELP courses


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HELP in Universities: Information event


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Tutor for several courses

- 1. **Asylum and the ECtHR** – students and judges of general jurisdiction/administrative court judges
 - 2. **Combatting Trafficking in Human Beings** – students and judges/prosecutors
 - 3. **Antidiscrimination** – students
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Additional engagement

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- Adaptation of the course
**Freedom of expression and
the Protection of journalists**
 - Adaptation of the course
**Alternative measures to
immigration detention**



They are much more open and responsive to new knowledge and new teaching methodologies



They are more agile to the Internet and modern technologies



They enjoy working at home and when they are in a mood to read



Professors have more possibilities to engage students and to get comments from them - they can use videos, case studies, debates, etc.

Advantages of using HELP courses (1)



Students can also initiate discussion at the forum



Time reserved for the course provides flexibility towards credits for the course



Assignments are more entertaining - in the form of a quiz, questionnaire, glossary, assignment, case study, chat, etc



Students are more open to discuss certain issues and to use the Feedback comments option to respond to the professor

Advantages of using HELP courses (2)

To optimize the size of the group (30 at the maximum)

To reconsider the appropriate time for the course (not too short and not too long) and to give additional 2 weeks for the completion of the course

To prepare materials well in advance and to post them on the platform

To give assignments to students for each module and to consider to give different assignments (case studies, questionnaires)



To consider if the course will be a part of the accredited course, the course itself (with credits), or students will have other benefits from the course

To combine the course with additional online lectures

Recommendations



Students:

- liked that the materials on the platform were educational and diverse (videos, assignments, films, texts, etc), and combined different legal sources, NGO reports, the court practice, etc
 - were motivated to do further research on their own
 - engaged the whole family for some assignments
 - liked the opportunity to discuss the matter with practitioners via online lectures
 - understood how many stereotypes and prejudices they had concerning the topic
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Thank you for
your attention!

