

University Without Borders

universitetbezgraniz.ru

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University Without Borders

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- Date of creation: 2012
- Initial target: academic audiences
- NOT MOOC!
- Cutting-edge approaches and disciplines:
e.g. Analysis of social networks, Mathematical modeling of biological processes, Introduction into Gender Linguistics
- Courses addressing needs of the Russian academic audiences:
e.g Introduction into Academic Writing in English

What we have achieved?

- 17 courses
- Over 300 students
- A network of partners such as ECANA (Eurasian Communication Association of North America), RASA (Russian-Speaking Academic Scientists Association), International Association of Humanities;
- Partnership with universities (Media Studies Dept. @Higher School of Economics, Sociology Dept. @Moscow School for Economic and Social Research)

http://universitetbezgraniz.ru/instructors/

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Преподаватели

Софья Аптекарь
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Курсы: **Пост-советский**

Ольга Бойцова
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Курсы: **Анализ визуальной культуры**

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Курсы: **Введение в аналитическую лингвистику**



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Курсы: **Стратегические коммуникации**



Иван Курилла
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Курсы: **Что такое история**



Дмитрий Сапонов
Московская высшая школа социальных и гуманитарных наук
Кандидат социологических наук
Курсы: **Статистический анализ**



Александр Першай
Центр гендерных исследований
Курсы: **Введение в гендерные исследования**



Ольга Сезнева
Университет Амстердама
PhD, Социология
Курсы: **Город и проблемы**

Our instructors integrated into the Western academia

What we learnt?

- Our audiences are wider: highly-motivated leaders seeking to expand their knowledge
- This project may bring together academic knowledge and the development of skills necessary for entrepreneurs and leaders

New mission

- Involving emerging entrepreneurs in the former Soviet region into project-based and multi-disciplinary learning with leading international scholars and expert-practitioners to improve their effectiveness and allow them find community of mentors and partners

What's project-based learning?

- There must be the presence of a driving question or central concept.
- Students must learn through investigation of defined goals and should be constructive and knowledge building.
- Projects are student-centered with teacher facilitation or guidance.
- Projects are real-world and have significance to the student.
- There is a task, a process, a product and a reflection.*

Source: Sam Houston State University, PBL in Higher Education (<http://www.shsu.edu/centers/project-based-learning/higher-education.html>)

Project-based learning for entrepreneurs

- Energy
- Climate
- Health
- City life
- Happiness

Examples of projects

- How to make my city's air cleaner?
- How to cook a hot-dog using sun energy?
- Who are the migrant populations in my town?
- What jobs do single mothers obtain in our region?

Operation

- Students get “significant content” related to task
- Establish and work in teams
- Discuss and choose their own ways of dealing with the task
- Get mentorship from a scholar on possible ways to address the task
- Share their work publishing it on the site

Why online?

- Online environment becomes very useful in terms of bringing students from different parts of the former Soviet region who share the same values
- In terms of bringing experts and creating multi-disciplinary instruction
- Technological tools for keeping track of project progress, interaction, peer-review and projects presentation

What's cooking?

- A course with Center for New Media/Higher School of Economics that would bring in experts in data analysis and visualisation as mentors

Partners needed!

- Technological side
- Financial side

Resources

- Buck Institute for Education, <http://bie.org/>
- PBLU projects and classes, <http://pblu.org/projects>
- PBL STEM Projects, <http://www.pblprojects.org/>
- Thomas, John D. 2000. A Review of Research on Project-Based Learning
<http://www.newtechnetwork.org.590elmp01.blackmesh.com/sites/default/files/dr/pblresearch2.pdf>
- Lee, Jean, Sue Blackwell, Jennifer Drake. 2014. “Taking a Leap of Faith: Redefining Teaching and Learning in Higher Education Through Project-Based Learning”, *Interdisciplinary Journal of Problem-Based Learning*, 8(2)
<http://docs.lib.purdue.edu/cgi/viewcontent.cgi?article=1426&context=ijpbl>
- Ertmer, Peggy. 2015. *Essential Readings in Project-Based Learning*. Purdue University Press.

Thank you!

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