CURRICULUM

OLIve OPEN LEARNING INITIATIVE

OLIve-UP 2020-21

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SUMMARY OF THE PROGRAM

OLIve-UP is a study program that runs over one academic year with the goal of preparing students for Master degrees at Central European University in Vienna. This is done through courses that raise students' Academic English skills and disciplinary knowledge of a specific subject to a level appropriate for studying in and succeeding in an English-language Master program. The UP program focuses on preparing students for CEU Masters programs, but the academic and related skills are transferable to (applications to) other Master programs.

The Program offers:
- Academic preparation: discipline-specific tutoring and academic writing;
- Academic English;
- Preparation for standardised English exams for university entry;
- Preparation for standardised discipline-specific exams (e.g., GRE or GMAT);
- Assistance in identifying Master programs and in applying to them;
- Individualised academic supervision.

OLIve-UP is a student-centred program which focuses on creating classroom environments conducive to engaged learning through individualised approach, tutoring, small groups, as well as trauma informed teaching and active learning strategies. We aim to cultivate an environment that is inclusive and welcoming to all students.

OLIve-UP 2020/2021 has been revised and adapted to students' needs and study circumstances (i.e. the pandemic and online teaching and learning) by Education Manager, Gorana Misic. Major changes include the introduction of new English language courses, namely [English Composition](#) (Module 1) and [English Skills](#) (Module 2), to additionally support development of students' language skills both inside and outside academic settings. Furthermore, in the Module 2, instead of a separate course, academic writing was integrated in [the tutorials](#). In this way, instructors had a chance to scaffold the writing process for students and additional adjust the writing workshops to the respective disciplines. To further strengthen students' general academic skills in terms of introduction to academic research and argumentation, a course on [Critical Inquiry and Contemporary Social Problems](#) was introduced in the Module 2. The course was interdisciplinary in nature, discussing various social problems from different perspectives, while focusing on engaging with research and academic texts, as well as further developing both verbal and written argumentation skills.

Based on the assessment of students' needs throughout the year, [additional materials and workshops](#) were introduced, including a workshop on stress management and a workshop on citation software, as well as structured program support meetings. Materials on time management and Google workspace were made available to students asynchronously.

Finally, to ensure smoother adjustment to online environment in case of switching the mode of instruction due to the pandemic, in Module 1 two courses were offered exclusively online (TOEFL preparation and English Composition). The aim was to practice online learning skills and ease adjustment to fully online mode of instruction if need be[1].

Program Objectives

1. Prepare students for entry to Master programs, meaning to develop skills and capacities to ensure that they meet formal entry requirements and apply.
2. Prepare students for study in Master programs, meaning to develop study skills, English and writing skills, critical thinking skills and disciplinary knowledge to a level that will enable success in Master programs.

Program Learning Goals

Learning goals are the skills and knowledge that are required to meet the Program Objective.

1. Ensure students meet the formal entry requirements for Master programs, by:
   - Activating and consolidating the oral and written language skills required to meet the formal entry requirements for Master programs;[2]
   - Gaining skills, knowledge and confidence to be able to identify areas of study at Master level appropriate to future plans and past education and prepare a convincing application package for these programs(s);
   - Developing appropriate writing and speaking skills to be able to convincingly present their interest in and fit for the Master program being applied to, including at interview;
   - Gaining knowledge of specific discipline(s) to a level approximately that of a final year BA student in the subject, and to be able to use that knowledge to make an educated decision about which Master Programs to apply to and to make a convincing academic case for entry;
   - Gaining skills and knowledge required to meet program-specific requirements, including standardised testing (i.e. gaining test-taking skills to pass standardised English entry examinations (TOEFL, Duolingo), and/or GRE/GMAT tests).

2. Ensure students are ready to succeed in Master programs, by:
   - Developing analytical and critical thinking skills appropriate to pre-MA level;
   - Developing appropriate study skills and becoming an active classroom learner: identifying and using discipline-appropriate academic resources, independent reading, time-management and

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[1] Whereas most of Module 1 was taught in person, Module 2 was taught only online, synchronously using Zoom and Google Meets.

[2] This means having the linguistic tools to be able to produce a well-structured and relatively complex text or spoken communication. Such texts or speech, would, for example, develop a main idea and provide evidence and supporting claims that are clear to the reader or listener. There may need to be some clarifications due to incorrect language usage, but for the large part a student's communication should be clear and coherent in both written and oral forms.

general personal organisation skills, taking initiative and responsibility for academic development, gaining skills in communication and collaborative skills in classroom settings;
- Knowing a specific discipline to pre-MA level - understanding key foundational theories, approaches, questions and concepts[3];
- Developing written and oral Academic English knowledge to a level appropriate to MA entry.[4]

Program Outline and Structure

The OLIve-UP curriculum divides courses into:
1) English support courses,
2) Academic disciplinary foundations,
3) Academic skills courses.

Courses aim to develop academic knowledge, study skills and English language skills to reach the Program Learning Goals and Objectives, outlined above (see also Appendix I, Curriculum Overview). The Program workload mimics one academic year workload (i.e. 30 US credits/60 ECTS – see more in Appendix II, Overview of Program Credits).

OLIve-UP incorporates two pre-sessions, a summer module, and two teaching modules (see an overview in the Table 1 below). Whereas the pre-sessions and the summer module prepare the students for the study in OLIve, the majority of teaching happens in Module 1 and 2. The two modules have different but deeply connected goals. The goal of Module 1 is to prepare students to make a competitive application to a Master Program at Central European University. The goal of Module 2 is then to provide students with the academic skills necessary for succeeding in a Master program. OLIve-UP 2020/2021 offered preparation in four disciplines: Business Studies, Human Rights, Political and Social Sciences, and Public Policy.

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[3] This means understanding of key foundational theories, approaches, questions and concepts of the disciplines. Students should show a capacity for critical engagement with the discipline being studied, and be able to craft well-structured and doable research projects in keeping with the discipline's traditions of academic inquiry.

[4] This means having the linguistic tools to be able to produce a well-structured and complex text or spoken communication. Such texts or speech, would, for example, develop a main idea and provide evidence and supporting claims from multiple academic sources that are clear to the reader or listener, with only minor need for clarifications due to incorrect language usage.

Table 1: Program Structure

ACTIVITY	GOAL	COURSES
Pre-session 1 (4-7 May 2020 consultations and 11- 15 May 2020 workshops and sessions) ONLINE	Prepare students to start OLIve-UP	• Individual Consultations Week (each student meets online with Summer Module Coordinator and Curriculum Designer) • Orientation to OLIve-UP Program & Curriculum • English For Academic Purposes • Study Skills • Digital Study Skills • Introduction to Academic Tutoring • Introduction to Standardised English Testing
Summer Module (2 June to 22 August 2020) ONLINE	Prepare students to start OLIve-UP	• Academic Tutoring • English for Academic Purposes • Academic Skills • TOEFL Exam Preparation
Pre-session 2 (27 - 28 August 2020) ON CAMPUS	Orientation to Bard College Berlin	• Orientation programs at Bard College Berlin • Introduction to Academic Advising
Module 1 BCB Fall Semester (31 August to 18 December 2020) ON CAMPUS and ONLINE	Prepare students to make successful MA application	• Academic Tutoring • Academic Skills • Academic Advising • English for Academic Purposes - B2 consolidation • English Composition (online only) • Masters Application Seminar • TOEFL Exam Preparation (online only)
Masters Application Period (18 to 29 January 2021) ONLINE	Finalising application	• Consultations with Masters Application Seminar Leaders and Academic Tutors on applications
Module 2 BCB Spring Semester (1 February to 21 May 2021) ONLINE	Prepare students to be successful Masters students	• Academic Tutoring with integrated Academic Writing • Academic Advising • English for Academic Purposes - Pathways to Proficiency • English Skills • Auditing a BCB Course • Critical Inquiry and Contemporary Social Problems

MODULE AND COURSE DESCRIPTIONS

Pre-Session 1

Pre-Session 1 runs from 11 to 15 May 2020, and introduces core academic skills required to succeed in OLIve-UP and prepares the students for reinforcing these skills during the Summer Module. Individual Consultations Week precedes the workshops, when each student meets online with Summer Module Coordinator and Curriculum Designer. Since some students are continuing from OLIve Access, and others are new, the aim of the Pre-session and consultations is to get to know each other, start creating a community of learners and manage expectations about the program requirements. In addition, the short sessions are meant to assess students' level of English and design an individual study plan for the Summer module. In sum, by the end of the pre-session 1, students will:

- Understand the goals of the OLIve-UP program and how it links to further academic studies;
- Get advice and be introduced to key academic and Academic English study skills to be used during the Summer Module;
- Have an understanding of the aims and structure of the Independent Study Course of the Summer Module;
- Understand the structure of a standardised English test and learn some strategies for preparation;
- Understand the gaps and strengths in their academic and Academic English knowledge.

Pre-session 1 consists of 10 sessions/workshops (for more details see also Appendix III) as follows:

OLIve-UP Program and Curriculum Orientation
This session explains how the curriculum is structured to meet OLIve-UP Program Goals. Students are introduced to Program Goals, as well as to the different individual courses and their learning outcomes. The teaching and learning methods at OLIve-UP are introduced, and student requirements outlined.

Study Skills
Reading texts to understand core arguments and to be able to express a clear and structured written argument in response to those are fundamental academic skills. The aim of this session is to introduce students to effective academic reading and writing strategies that will be reinforced first in the Summer Module and then from Module 1 onwards. In addition, the course will focus on developing time management strategies to organise their work in the Summer Module, including using and accessing digital or online tools such as Google Calendar.

Digital Learning Skills
Studying at OLIve-UP and in Master programs requires mastery of key digital learning skills. This session will discuss how to effectively use learning and research tools available online, how to effectively and pro-actively learn in online classrooms, and how to access and use the digital resources present to you at OLIve-UP and Bard College Berlin.

Introduction to Standardised English Testing

This workshop focuses on how to practice test-taking and how to use the standardised English test practice book provided. The goal of the course is to give students an introduction to standardised English testing and to convey key skills in test-taking that can be practiced individually.

Introduction to Academic Tutoring

The aim of the Academic Tutoring is to introduce students to the study that will be expected of them in the Summer Module. Sessions will focus on understanding strengths and gaps in academic knowledge, clarifying expectations and writing assignments, and the introduction of a reading syllabus for the Individual Study.

English for Academic Purposes

The aim of this session is to introduce students to key skills in reading, writing and speaking in Academic English. The session will provide students with techniques to be used in individual study during the Summer Module and to confirm consultations on EAP issues over the Summer Module. Students will take a test that includes reading, writing and listening elements, the aim being to ensure that the Summer Module assignments will help address weaknesses and reinforce strengths.

Summer Module

Summer module is an independent Study Program. The Summer Module aims to build on strengths and address gaps in the skills required at OLIve-UP. Moreover, the aim is to further continue building a community among the students (those who are continuing from OLIve Access, and those who joined only OLIve-UP), as well as to assess and address differences in academic skills among students, and manage expectations in OLIve-UP. The Summer Module runs between 2 June and 21 August 2020, with additional consultations or classroom time (depending on the course). This makes a total of 12 weeks and 120 hours of study (plus additional consultations or classroom time).

Students receive a tailored Independent Study Program based on 10 hours a week of study in four different courses that develop key skills/areas: English for Academic Purposes, Academic Tutoring, Standardised English Exam Skills and Academic Skills. Each of these skills have a baseline course that are amended for individual students' needs based on an assessment of their gaps and strengths in Pre-Session 1. See the details in the Table 2 below.

Table 2: Summer Module Design

	Independent study	Individual consultations	Monthly assignments	Other
Academic Tutoring	3 hours/week	20 minutes/month	3	Short assignments and/or classroom time, as decided by instructor
English for Academic Purposes	3 hours/week	20 minutes/month	3	Short assignments and/or classroom time, as decided by instructor
Academic Skills	2 hours/week	20 minutes/month	n/a	Short assignments and/or classroom time, as decided by instructor
TOEFL Prep	2 hours/week	20 minutes/month	n/a	Short assignments and/or classroom time, as decided by instructor

Learning Goals:
- Students gain more confidence in reading and understanding academic texts;
- Students improve their skills in expressing arguments and opinions on academic texts;
- Students further develop skills for taking standardised English exams;
- Students further develop Academic English reading and writing skills.

Pre-Session 2

In Pre-Session 2 (27-28 August 2020) students undergo orientation to Bard College Berlin to become familiar with the academic resources available at the College, understand administrative requirements including student registration, visa and health insurance, meet with relevant Bard College Berlin units including Student Life, and tour the campus. In addition, students are re-introduction to OLIve curriculum and study expectations in OLIve-UP program.

Module 1

In Module 1, Learning Objectives serve the goal of assisting students to develop skills and competencies that will allow them to make a competitive application to a Master Program.

English for Academic Purposes - B2 consolidation

This course strives to consolidate students' English language skills at B2 level across reading, writing, vocabulary and listening. It will do this through tasks that practice language use in an academic context. The course will prove diagnostic in identifying areas that need refinement and identifying language usage that contains errors. Through this course, students should become more independent language users with less need for intervention when they use spoken and written English. The class will also teach tools to enrich language knowledge and give a solid grounding to the next stage; pathways to proficiency. The course will be based on a communicative pedagogy that allows for all students to have room for expression in all skill areas.

Course Rationale

While all students should enter UP with the ability to utilise a B2 English level in their related course work, they will inevitably have gaps in knowledge. Furthermore, academic production in English, as with any language, is highly demanding and especially those students who have reached this level over an intensive period, are likely to not have a depth in knowledge at this level. This is often born out in a limited vocabulary or the inability to consistently produce competent texts. As a result, consolidation at this level is highly valuable and consistent with the B2 language level that has to be demonstrated for the TOEFL exam and in the wider UP classroom.

Learning goals - by the end of this course, students should have:
- Consolidated their language skills at B2 level;
- Identified and addressed gaps in knowledge and areas that need improving;
- Learnt lifelong strategies and tools for independent language learning;
- Practiced Academic English usage relevant to other taught components of OLIve-UP.

TOEFL Exam Preparation

This course prepares students to take and pass an internationally recognised standardised English exam by teaching them techniques and strategies to successfully navigate the demands of such tests. These tests examine speaking, listening, reading and writing skills. As such, the course includes note-taking skills, listening skills, reading skills, and practice of how to write clearly and in a structured way under the strict time restrictions specific for this test. The course will include mock tests in order to replicate an exam environment in addition to shorter tests on each section of the exam.

Course Rationale
While students at entry to OLIve-UP, should have the level of English - B2 - to engage linguistically across the academic side of the curriculum, they are unlikely to yet have the skills to pass one such exam, which is a mandatory requirement for Master entry. As this course is about exam-taking and is not an academic English course, it should be mandatory for all students even if their level is above B2.

The skills learnt on this course will also benefit the general development of all students' study skills. These skills include time management, understanding prompts and questions, structuring answers and reading for specific information.

A student who is already proficient in English may be granted an exemption from this course for one of two reasons. The first circumstance would be that they have already passed an internationally recognised English language exam at the level required by CEU for Master study. The second circumstance would be when a student has conducted their previous education in English and has a confirmed language waiver from CEU admissions. With respect to the second reason, OLIve will only grant an exemption after conducting its own assessment of a student's English level.

If an exemption is granted, an individual's study plan will be adjusted to include additional tutoring or individual study.

Learning goals - by the end of this course, students should be ready to take and pass a standardised English exam by:
- Being familiar with the exam format of one such test;
- Being able to manage time efficiently under exam conditions;
- Understanding different kinds of exam questions;
- Knowing how to structure answers;
- Knowing exam-taking strategies;
- Being familiar with the specificity of internet-based testing;
- Having improved relevant reading, writing, listening and speaking skills to a level commensurate with achieving a score accepted for MA entry.

English Composition

In this course, students will study and practice the art of English composition by preparing and composing five different types of essays, namely narrative essays, compare and contrast essays, summary, argument and reflective essays.

Course rationale

The course further supports students in developing general writing skills in English. Students will work with various coursebook materials, authentic materials, and one another to generate ideas and deepen their understanding of various essay structures, writing strategies and purposes.

Learning goals - by the end of the course students will be able to:
- Recognize and practice specific types of writing assignments;
- Practice varying strategies for composition;
- Understand and apply general strategies to complete the Program writing assignments.

Academic Skills and Writing

The course introduces and develops academic skills necessary within a graduate level English-speaking academic community. The main focus is on academic writing and reading. It will do this by raising awareness of, practicing, and reflecting upon the conventions of written texts. As well as an introduction to reading strategies, critical thinking and writing, the course will raise students' awareness of the conventions of research-based academic writing. Students will develop the skills to effectively interpret scholarly sources in their reading and use them in their writing. Emphasis will be placed on the research and writing process and practiced through drafting texts that rely on the critical reading of a variety of texts. The course will include the writing of a diagnostic paper that will be improved through a drafting process, which will also incorporate the practice of academic study skills. Additional student papers workshopped in class will be drawn from those they are producing for their tutoring courses. The course pedagogy should be based on a communicative learning environment that encourages group work, peer feedback and collaborative learning.

Course Rationale

A Master degree at an international institution such as CEU tends to be reading and writing intensive. As a result, students who aspire to such studies and have the necessary English skills (B2 or above) must acclimatize their study skills to such graduate programs. As the tutoring and auditing elements of UP rely on the students having these skills, this is an essential course to be run alongside the whole of the program from the outset. Further, as most Master programs expect potential students to be able to show a high level of written competency in their application documents, there is an added relevance to this course taking place in Module 1.

Learning goals - by the end of this course, students should have:
- Developed reading strategies relevant for this program and in future graduate studies;
- Understood the importance of critical reading and writing;
- Drafted, edited and refined academic papers;
- Learned to structure an academic paper;
- Developed appropriate strategies to incorporate the work of other authors into their own writing;
- Understood what plagiarism is and how it can be avoided;
- Developed a structured writing process;
- Expanded and improved their ability to work collaboratively and independently.

Academic Tutoring

Academic Tutoring classes offer small group training in a specific subject. Academic Tutoring will aim to foster inquisitiveness about and critical reflection on the discipline while gaining knowledge of core ideas and concepts. Knowledge will be gained through active study, meaning participation and engagement in classroom settings, critical and reflective reading and writing and independent learning. Academic Tutoring will teach subjects as they are taught at Central European University, the knowledge gained through is transferable to other university programs.

Course Rationale

Academic Tutoring in Module 1 offers the academic foundations that students will require in order to make a convincing application for Master study. Academic Tutoring courses will assist this goal by building a systematic familiarity with key issues, concepts and ideas of the discipline over the course of the module. In addition, tutors should assist students in identifying programs to apply to and in advising them on discipline-specific application requirements (e.g. sample essays, research proposals, etc.) and the preparation of these should be integrated into the syllabus where appropriate.

Learning goals – by the end of the course:
- Students become familiar enough with the key issues, concepts and ideas of a specific subject and the career or further education paths opened by it to be able to make an informed decision about which CEU Master program to apply for;
- Students gain sufficient familiarity with and competence in key issues, theories and approaches of a specific discipline to make a convincing application to a Masters program in that discipline.
- Students gain sufficient familiarity with and competence in a subject to be able to identify a research topic that fits within the discipline and is of interest and relevant to the CEU Masters program being applied to.
- Students further develop study skills as independent and active learners;
- Students further develop critical and analytical skills.

MA Application Seminar

The Masters Application Seminar aims to assist students to understand and complete the individual components of a good Master application, that builds up into a holistic and well-rounded application package effectively showcasing the student's fit for the Master program(s) being applied to. The MA Application Seminar will specifically prepare the student to make an application to CEU Masters programs, though the skills are transferable, and can assist in applications to other university programs.

Course Rationale

Applying to Master programs require particular sets of skills in writing and self-presentation. A dedicated seminar enables students to gain these skills with an experienced Academic Advisor and through peer-to-peer learning. The Master Application Seminar aims to develop students' capacities to make convincing applications to Master programs.

Learning Goals – by the end of the course students will be able to:
- Understand how to search for and understand the requirements of different MA programs.
- Understand the core requirements of an application package, including:
    a. The nature and purpose of an Academic CV
    b. The nature and purpose of a statement of purpose, letter of motivation and other related essays
    c. The structure and requirements of subject-specific requirements, such as essays or research proposals
- Write a motivation letter and an academic CV for the application;
- Become familiar with and competent in online application portals;
- Gain confidence in interacting with academic staff, to present themselves well in consultation with CEU staff and in order to request academic references;

Master Program Extra Preparation

Students applying to some Master programs will need to take subject-specific standardised exams. For example, students applying to Master programs at the CEU Department of Economics and Business must sit a standardised mathematics exam. Other programs may from time to time require other standardised exams. Master program extra preparation will be arranged following an assessment by the Academic Advisor in consultation with the students' academic tutors.

Learning Goals:
- Students become familiar with the format of the specific exam;
- Students learn to manage time efficiently under exam conditions;
- Students become familiar with exam-taking strategies;
- Where relevant, students become familiar with the specificity of internet-based testing;
- Students gain adequate academic knowledge to pass program-specific standardised exams, e.g. GRE or GMAT.

Module 2

In Module 2, Learning Objectives serve the goal of assisting students to develop skills and competencies that will allow them to be successful in Master programs.

English for Academic Purposes - Pathways to Proficiency[5]

This course equips students with the tools to become independent and proficient users of English. Students are challenged to produce Academic English at a level that will allow them to be efficient and comfortable users of the language. It draws attention to the fact that to be a successful Master student, a level close to proficiency is hugely advantageous. It does this by practicing advanced usage of English reading, writing, listening and speaking, in tasks that directly relate to the kinds of production found in the other Module 2 components of OLIve-UP. By doing this, the course will help students retain their motivation for continued linguistic improvement.

Course Rationale

For many language learners, progressing towards proficiency is the hardest step. Once a level has been reached that allows for access into academic discourse in English, it is all too often the case that coherent progress in certain all skill areas stalls and motivation to learn drops. This is either due to a false sense that once a TOEFL test is passed, the language learning journey is over or simply due to the fact that formal language learning has been replaced entirely by language usage. While language usage greatly improves language proficiency, there all too often remain gaps in knowledge or incorrect usage, solidified by repetition. This course will address this by providing a monitored environment to practice Academic English at an advanced level, leading to proficiency.

A student who is already proficient in English may be granted an exemption from this course. If an exemption is granted, an individual study plan will be adjusted to include an additional auditing course.

Learning goals - by the end of this course, students should have:
- Moved from consolidation of B2 English, to an engagement with and usage of C1 English;
- Been equipped with the tools to continue towards continued proficiency in English;
- Practiced Academic English in a monitored setting at a proficiency level;

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[5] Definitions from Council of Europe Descriptive Scales for Language

B2 - Can understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his/her field of specialisation. Can interact with a degree of fluency and spontaneity that makes regular interaction with native speakers quite possible without strain for either party. Can produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

C1 - Can understand a wide range of demanding, longer texts, and recognise implicit meaning. Can express him/herself fluently and spontaneously without much obvious searching for expressions. Can use language flexibly and effectively for social, academic and professional purposes. Can produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

- Become more independent and correct users of English in all classes;
- Learnt language learning strategies to continue with after completion of OLIve-UP.

English Skills

The focus of the course is general English, with an aim to build a solid foundation at the B2 level across all skills, including speaking, listening, reading, writing, and watching. An emphasis will be placed on developing awareness, accuracy, and confidence in receptive and productive skills that can be applied both inside and outside academic contexts. This course is elective and taken by students who need more English support.

Course Rationale

Consolidation of English skills in different contexts.

Learning goals - by the end of this course, students will have:
- Strengthened their foundation across skills (reading, listening, speaking, writing, watching) at the upper intermediate level;
- Practiced using general English both independently and in a monitored environment;
- Become more independent, confident, accurate, and aware English language learners;
- Increased their ability to use English both inside and outside academic settings.

Academic Tutoring with integrated Academic Writing

In Module 2, Academic Tutoring builds on the introductory knowledge and inquisitive approach to specific approach offered in Module 1 and introduces elements of the Masters syllabus as it is taught at CEU.

Course Rationale

The purpose of Academic Tutoring in Module 2 is to ensure that students receive the academic knowledge necessary to be successful Master students at CEU. Academic Tutoring 2 courses will help meet this by building on introductory knowledge of the subject developed during Module 1, systematically incorporating issues, concepts and knowledge so that, by the end of Module 1, students are working at a Master level. A key part of the Academic Tutoring in Module 2 is to assist students develop a Capstone Project - a research assignment in which students should be able to apply different elements of the Academic Tutoring course to a research problem of their choosing. The Academic Tutoring 2 will incorporate core research methods to prepare students to undertake the Capstone Project, and to enable them to imagine and conceive of a fuller-fledged research project at Master level, such as a thesis. In addition, Tutoring in Module 2 integrates additional academic writing workshops, along the lines of development of the capstone project. Students will workshop the steps of a writing process necessary for independent research.

Learning Goals – by the end of the course:
- Students gain more advanced knowledge of a specific discipline that enables them to have a reflexive and well-established grasp of core concepts and ideas, as well as more sophisticated knowledge of key areas of study or of a sub-discipline;
- Students develop study skills as independent and active learners to a degree appropriate for Master study, meaning the ability to engage critically in classroom settings, to learn with and from peers, and to develop an inquisitiveness about the discipline that fosters independent study;
- Students gain specific disciplinary skills appropriate for conducting a capstone project;
- Students become familiar with the subject-specific modes of assessing learning and knowledge, including written assignments particular to a discipline;
- Students practice to construct longer academic papers, develop a writing process suitable for an independent research project, refine their ability to incorporate sources in their writing, and learn how to develop a distinct writer's voice.

Critical Inquiry and Contemporary Social Problems

This course will contribute to the skills necessary for being an independent thinker, and to improvement of students' ability to deal with complex reasoning and argumentation, as well as to research and evaluate sources and data with a critical eye, and apply interdisciplinary information. The first part of the course focuses on the foundations for critical inquiry: concept formation and understanding what makes a good concept, understanding what constitutes 'evidence' and how we collect data, what is big data, how we analyse and interpret data, and how we form arguments. In the second part of the course, we these understandings applied through the analysis of different social problems.

Course rationale

As part of the goal of becoming a successful Master student and developing corresponding academic and study skills, this course focuses on research design, argumentation and analysis skills. It focuses more broadly on enhancing active listening skills, and on how to engage with academic texts and how to recognise and build arguments, use sources, draw inferences from data, and distinguish facts from opinion.

Learning goals - by the end of this course, students should be able to:
- Further develop active listening and note-taking skills;
- Further develop analytical skills and analyse various social problems;
- Identify different perspectives, challenge the sources that they read, and seek alternative sources;
- Engage in verbal and written academic discussion (i.e. focused on building arguments supported by evidence) on a variety of topics related to contemporary social problems;
- Analyse and synthesize information; draw inferences from data; draw conclusions from arguments; and distinguish facts from opinion.

Auditing a BCB Advanced Course

Auditing in the context of OLIve-UP means to attend and participate in academic seminars that are part of degree programs. Students are expected to choose Auditing classes with the guidance of the Academic Advisor and their Academic Tutor. Courses should correspond to their study goals and the Master programs they wish they apply to.

Rationale

As part of the goal of becoming a successful Master student, auditing a degree level class will enable students to transition towards graduate students in a smoother way. Auditing will familiarise students with learning requirements and expectations and education methods of a communicative, student-centred pedagogy that is practised at both Bard College Berlin and Central European University. Master degree program.

Learning Goals – by the end of the course, students should:
- Develop further knowledge of a specific discipline with the aim of enabling students to flourish and succeed in Masters programs;
- Further develop skills in managing individual study plans by selecting courses to audit;
- Enhance critical and analytical skills, becoming engaged classroom learners and fostering independent study skills;
- Experience an advanced Bachelor classroom environment with a pedagogic approach focusing on seminar style discussion;
- Experience study environment outside of the OLIve environment.

ACADEMIC AND OTHER SUPPORT

Academic Advising

Academic advising refers to one-on-one meetings with the Academic Advisor of the program. Academic Advising assists students in identifying and meeting their study goals, to apply to programs that correspond with their interests and goals, consult with students on their learning experience and adaptation to academic life.

Rationale

Students will face a number of transitions while at OLIve-UP. In most cases, students will encounter an academic environment and teaching culture unfamiliar to them and most will be studying in English for the first time. In order to assist this transition, and to ensure that challenges encountered will not escalate or unduly impact on the learning experience, Academic Advising will offer a space for students to focus on their study goals and identify plans to deal with challenges as they arise.

Academic Advising is conducted in both modules.

Aims of academic advising include:
- Assist students in identifying appropriate Masters programs to apply to;
- Assist students in developing study plans to meet their academic goals;
- Assist students in adapting to university learning environments;
- Assist students refine their academic goals to ensure that preparation and independent study is undertaken;
- Assist students in developing a study plan connected to their academic interests, including assisting students in selecting an auditing course at BCB.

Support Based on Assessment of Students' Needs

Based on assessment of student needs, other types of support are introduced. These include, but are not limited to, regular student meetings and program support. Program support during Module 1 in particular was mean to guide students through administrative and OLIve-related student-life matters (i.e. enrolment, scholarships, attendance, purchase of academic materials, etc.) and to help students navigate BCB procedures. In addition, workshops and materials were offered on time management, stress management, or digital skills related to academic work (such as use of citation software, virtual learning environment, etc.). See more in Appendix I.

APPENDIX I

Table 3: Curriculum Overview

GROUP	Instructor	FALL 2020 (Module 1)	SPRING 2021 (Module 2)	No of Students	US Credits	Sessions
English support courses	Abigail Kafka	TOEFL Preparation	n/a	All (12)	4	2x90minutes teaching per week
	Abigail Kafka	English Composition	English Skills	Fall: All (12) Spring: 9	2	1x90 minutes teaching per week
	Dr. E. Cameron Wilson	English for Academic Purposes - B2 Consolidation	English for Academic Purposes - Pathways to Proficiency	Fall: All (12) Spring: 10	4	2x90minutes teaching per week;
Academic skills courses	Dr. Gorana Misic	MA Application Seminar	n/a	All (12)	0	1x90minutes teaching every 2 weeks
	Dr. Gorana Misic	n/a	Critical Inquiry and Contemporary Social Problems	All (12)	2	1x90minutes teaching per week
	Dr. Zoe Sutherland	Academic Skills and Writing	n/a	All (12)	2	1x90minutes teaching per week
Tutorial: Business studies	Clementine Davies	Foundations of Business Studies	Applications of Business Studies	2	4	2x90minutes teaching per week
Tutorial: Human Rights	Dr. Zoe Sutherland (Fall), Dorjana Bojanovska Popovska (Spring)	International, European and Inter-American Human Rights Protections	International Human Rights Law: Research Seminar	3	4	2x90minutes teaching per week
Tutorial: Public Policy	Dr. Simona Torotcoi	Public Policy & Policy Analysis	Introduction to Research Design and Methods for Public Policy	5	4	2x90minutes teaching per week

Tutorial: Political and social sciences	Dr. Alina-Sandra Cucu	Social and Political Sciences	Paradigm Shifts in Social and Political Sciences	2	4	2x90 minutes teaching per week
AUDIT COURSES			MA151 Introduction to Statistics	1	4	2x90minutes teaching per week
			EL203 Writer/Artists/Activistas!	3	4	2x90minutes teaching per week
			MA120 (S) Mathematical Foundations	1	4	2x90minutes teaching per week
			PS185 Introduction to Policy Analysis	3	4	2x90minutes teaching per week
			SE224 Social Justice: The Transnational Feminist Perspective	2	4	2x90minutes teaching per week
			PL287 Critical Thinking	2	4	2x90minutes teaching per week
			LT120 Introduction to Critical and Cultural Theory	1	4	2x90minutes teaching per week
			PT347 Politics, Populism and the Media	1	4	2x90minutes teaching per week
Academic skills, non-credit, elective workshops/ support	Dr. Gorana Misic	Working with G-suite; Time management	n/a	n/a	n/a	asynchronous materials
	Dr. Gorana Misic, Cristina Simona Bangau	Monthly student meetings	n/a	All (12)	n/a	in person/ synchronous 90min
	Cristina Simona Bangau	Program Support	n/a	All (12)	n/a	by request; on average once a month with every student
	Dr. Gorana Misic	n/a	Citation software Mendeley	9	n/a	90min
	Dr. Gorana Misic	Academic Advising	Academic Advising	All (12)	n/a	by request; on average once a month with every student
	Adrienn Kroo	Stress management	n/a	10	n/a	90min

APPENDIX II

Table 4: Overview of Program Credits

MODULE 1	Mandatory Credits				
	Tutoring	Academic Writing & Skills	EAP	TOEFL Prep	English Composition
Credits (US)	4	2	4	4	2
Credits (ECTS)	8	4	8	8	4
Total Mandatory credits:		16	US Credits		
		32	ECTS		
MODULE 2	Elective	Mandatory Credits			
	English skills	Tutoring	EAP	Auditing	Critical Inquiry
Credits (US)	2	4	4	4	2
Credits (ECTS)	4	8	8	8	4
Total Mandatory credits		14	US Credits		
		28	ECTS		
Total credits					

	Module 1	Module 2	Total OLIve-UP
US Credits	16	14	30
ECTS Credits	32	28	60

APPENDIX III

OLIve-UP 2020-21
PRE-SESSION WEEK (11 to 15 May 2020)

Day 1. Monday, 11 MAY 2020

10:00 - 10:45 - SESSION 1 – Orientation to OLIve UP Program & Curriculum
In this session you will gain an understanding of the OLIve UP program and learn more about the learning objectives and courses relevant to your studies.

11:15 - 12:00 - SESSION 2 - English For Academic Purposes - Course Introduction
In this session you will reflect on how best to study English independently over the summer and get advice about study materials and apps. For homework you will be asked to take a very short quiz (around 15 minutes).

14:00 - 16:40 - SESSION 3 - English for Academic Purposes - Testing
In this session you will take a test designed to assess your language skills.

Day 2. Tuesday, 12 MAY 2020

09:00 - 10:30 - SESSION 4 - Study Skills I
In this session you will have the chance to do more work on your independent study plan with the support of your fellow students. We will discuss strategies for independent study and reflect on what works best for each of us as individuals.

11:00 - 12:30 - SESSION 5 - Study Skills II
In this session students will read an article and write a critical response to it.

Day 3. Wednesday, 13 MAY 2020

09:00 - 10:45 - SESSION 6 - Digital Study Skills
In this session we will familiarise ourselves with the various digital tools we need to study, such as Google Scholar.

10:45 onwards - SESSION 7 - English for Academic Purposes
In this session you will receive individualised feedback about your English test from Monday (consultation and review of testing - 20 minute sessions per student).

Day 4. Thursday, 14 May 2020

09:00 - 10:45 - SESSION 8 - Introduction to TOEFL I

In this session you will be introduced to a TOEFL exam. For those who know TOEFL already, this will be a chance to explain it to fellow students.

11:00 - 11:45 - SESSION 9 - Introduction to Academic Tutoring I

In this session you will get to know your tutor and find out about how your discipline will be taught in OLIve UP.
- Business Studies
- International Human Rights Law
- Public Policy
- Social and Political Sciences

11:45 - onwards - SESSION 10 - Introduction to Academic Tutoring II

In this session you can discuss your individual research interests with your tutor and ask for recommended reading (20 minute individual consultations).

Day 5. Friday, 15 May 2020

09:00 - 10:45 - SESSION 11 - Introduction to TOEFL II

In this session you will discuss how best to study for TOEFL over the summer.

11:00 - 11:30 SESSION 12 - Closing