How to make the EU affairs more attractive? Case study teaching at Czech universities

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Abstract: *The article examines the case study (CS) method of teaching the studies focusing on the European Union (i.e. EU studies) through the lenses of the current debates on the EU's future which stress the growing cleavage and diversity inside and outside the EU. It is then difficult to present these topics to university students via traditional means, or via existing CS on international relations or EU affairs which are often of Western origin, and thus not always easily transferred to other environments. Its aim is to explore how the CS may be enriched by bringing local narratives. The article investigates the Czech Republic, a relatively newer member of the Union, where the EU studies has suffered from declining interest from students over the last few years. Particularly by employing questionnaires and semi-structured interviews with Czech university teachers, we examine the type of CS, the extent to which they are and may be applied as a learning method and what their benefits are towards students, teachers and EU studies as a discipline. Our findings suggest that CS are used by the majority of respondents, but confusion prevails over the way CS should be employed. Moreover, the broader context of the CS learning method is rather neglected. Hence, there is space for greater systematic preparation and possibly for CS templates and samples that can be shared by instructors.*

Key words: ***Czech Republic, case studies methods, learning, EU studies***

I. Introduction

The article examines the case study (hereinafter also CS) method of teaching the studies focusing on the European Union (i.e. EU studies – EUS)[1]. The permanent

1 The term EU studies refers to the study programmes at universities which focus on the EU affairs and the diverse aspects of the European Union (EU policies, institutions, EU current affairs, EU actorness, etc.) (Diez 2001; Becker et al. 2021).

crisis mode of the EU has witnessed new dimensions of internal differentiation and growing cleavages. Such a development may potentially have a negative impact on the way EU studies are managed in the member states, especially those that entered after 2004. It has become very demanding and often ineffective with traditional tools, such as group discussions or textbook reading, which only reproduce the core narrative. Multiple innovative tools, including internships, blended learning, project-based learning, peer-tutoring, simulations, problem-based learning and case studies have been developed over the years to promote student learning of concepts and principles, as opposed to the direct presentation of facts (Duch – Groh, 2001). Many students learn better from real situations and examples than from logical development starting with basic principles. Case study learning thus depends on inductive reasoning, making content the very foundation of a case course. It sharpens communication and critical thinking skills, as students apply knowledge and evaluate options to solve the problem at hand. The case assignments require students to answer an open-ended question or develop a solution to an open-ended problem with multiple potential solutions (e.g., Golich et al., 2000).

While the current research confirms the great potential of using case studies as a didactical method to explore specific cases. It remains ambiguous about how to use this method for topics that do not provide clear cases anymore or cases where we may encounter various biases. There are publications (including online materials and textbooks) on CS in the IR field (e.g. Georgetown University; Carter 2010; Golich et al., 2000; Holsti, 1994; Ortmayer, 1994; Boehrer – Linsky, 1990) and a few related to EU studies (Snow 2015; Georgetown University). However, most of the CS are from the Western (meaning American or Western European) environment and their application to the Czech context is thus quite problematic. There is also a developed method of problem-based learning which has several similar characteristics (as CS learning), but it again is of Western origin, mainly related to Maastricht University (Lightfoot – Maurer 2014; Maurer – Neuhold 2014; Maurer et al. 2020; Tonra, 2020). On the other hand, there are no publications on CS teaching from the Czech Republic helping to strengthen the analytical skills and critical thinking of students at universities. This may lead to significant setbacks as the usage of CS designed by Western authors may portray the issues from specific angles (stemming from different size, historical path, interests, etc.) or with certain hidden bias and narratives (e.g., the socialisation narrative) which may be inconceivable to instructors and students coming from different environments.

Therefore, in the article we investigate whether and what kind of case studies are actually used in the Czech Republic and whether they have the potential to somehow bridge or at least provide a comprehensive insight into the cleavages between the centre and the semi/periphery. We conduct a deeper examination of the Czech university environment in particular.

The case of the Czech Republic was selected as it represents a relatively new member state within the European structure where, however, the attractiveness of EU studies has decreased over the last few years, as well as the number of students applying for the EU study programmes at Czech universities (see/cf. below). Employing an online survey and semi-structured interviews with Czech academics and university teachers, we examine the type of CS and the extent to which they are applied as a teaching method. As the impact of the method is in general perceived positively, we want to find out what the limitations are of CS being employed more systematically and rigorously, how to persuade instructors to use them more frequently and how to facilitate their inclusion in teaching to realise their full potential. Finally, we present an example of a case study including a lesson plan in the appendix of the article which draws on our main findings.

In the first part of the article, the case study method is examined with a special focus on teaching, discussing mainly its positive and negative aspects. The second part illustrates how EU affairs are taught in the Czech Republic. Finally, the method of case studies is more thoroughly investigated at Czech universities.

II. Case study teaching in EU studies – state of the art

The pioneering of case study teaching is linked to Harvard Business School in the 1920s, when several authors began to write cases on its use for teaching management courses (Charan 1976: 116–123). In more recent decades there has been renewed interest in developing and using cases for teacher education (Silverman et al. 1992; Sykes – Bird 1992; Shulman – Mesa-Bains 1992; Shulman 1992; LaBoskey 1992; Merseth 1991a, 1991b; Richert 1990, 1992; Richardson 1991; Florio-Ruane – Clark 1990; Kowalski et al. 1990; Carter – Doyle 1989; Kleinfeld 1988, 1990, 1991, 1992; Shulman – Colbert 1988, 1989), and numerous claims about the benefits of the case method for teacher education have been posited. Teaching cases as a didactic and pedagogical alternative in the classroom was later explored in the case of management courses by Gil (2009); Martins (2008) or Roberts (2001). Moreover, as Bonney (2015: 21) suggests, the CS teaching method has also gained popularity in recent years among an array of scientific disciplines, such as biology, chemistry and psychology.

However, IR and EUS were for a long time left behind. There are only a few publications that deal with them (Snow 2015; Georgetown University; Carter 2010; Golich et al. 2000, Holsti 1994; Ortmayer 1994; Paquette – Boehrer – Linsky 1990). Moreover, the majority of these publications and textbooks do not show CS as such, but rather show the strategies of how to work with CS in IR. Boehrer and Linsky (1990: 42) focus on case discussion. Golich et al. (2000) introduce a manual on case teaching, where they not only describe the basic definition but also explain step by step how such a method should be prepared

and later executed. The manual is based on workshop experience provided by Boehrer. Ortmayer and Holsti (1994) both contribute with an article to the special issue of *International Studies Notes*. While Ortmayer (1990) mainly concentrates on the benefits of using case studies in IR, and he also sets several criteria for writing a good CS, Holsti (1994) shares some of his experience in using cases in teaching courses and seminars on American foreign policy and describes various ways in which this approach has transformed his courses. Finally, it is Carter (2010) who stresses the role of instructors and discusses the steps that they should take to ensure success with a case-based approach.

Nevertheless, the case method designed namely for EUS is practically non-existent. Only in some monographs which focus on IR as such, can we find several cases on the EU. There is one chapter in Snow's (2015) publication where he studies the EU as an example of regional cooperation and he also concentrates on the debt crisis in Europe. At the end of the case, he also suggests a sample of questions for discussion, activities for students in class as well as further readings and resources. The CS from Georgetown University's website also focus on concrete EU affairs examples, including the internal issues of EU member states (e.g. Estonia, Spain, Austria) or periods in EU historical development (e.g. negotiations of the Maastricht treaty). These cases are often in the format of simulation which seeks to transport students back to when the situation or the decisions were taken, but the newest ones are more than ten years old. The rapid development of the EU, however, requires closer and more updated attention.

Last but not least, it must be noted that the majority of the existing CS are of Anglo-American provenance (e.g. Georgetown University), and thus their application to the Czech context is quite difficult as they mirror the stances and position of these authors. In other words, each case may be explained from the perspective of the instructors who provide the information to students and lead the discussions. It may happen that some of the aspects of the case being solved may be neglected while others may be stressed. In Snow's case on the Eurozone crisis, it mainly focuses on the main actors involved (Germany, France and Greece), but insufficiently reflects the position of the others and completely disregards the situation of the states outside the Eurozone. A simplification of the problem also appears in the case on Maastricht Treaty negotiations where explanation of historical factors or linkages between integration processes and sovereignty of states is rather limited (Snow 2015). In these cases, the instructions of the authors as well as the guidance of the instructors are key and thus every case solved in the class may differ. Hence, the context matters, and the Western-centric understanding often neglects the historical background and complexity of the issue (e.g. Georgetown University; Snow 2015). Furthermore, the growing insecurity of the EU and the multiple crises the EU and the Central European (CE) countries have faced recently have made the topic ambiguous,

strengthening the voices which question the dominant narrative. This critical tendency is also reflected in EU studies (Diez 2001; Becker et al. 2021). The room has opened for local contexts which could uncover different narratives related to EUS, including these coming from the CE region. In these areas and from the perspective of these actors, the problems can be studied. We may either enrich the existing cases with local contexts or create new cases offering more complex views (cf. the Appendix).

Moreover, the timeframe may pose another obstacle. This is valid for the problem-based learning associated with Maastricht University (e.g. Lightfoot – Maurer 2014; Maurer – Neuhold 2014; Maurer – Niemann – Plank 2020; Tonra 2020). This format of class engagement has several similar elements with the case-study method, as it is student-centred, collaborative and involves an active process of knowledge construction (Lightfoot – Maurer 2014). At the same time, however, several issues may occur, especially in the context of the organisation of the semester, which is module-based at Maastricht University and students thus focus only on one course in the two-month period. Moreover, the assignment concentrates more on the self-study of individual students in between the seminars than on group discussions in class.

Therefore, contrary to traditional teaching methods, including textbooks, readings or group discussions, which may reduce this complexity into a limited set of information, the CS teaching enriches views, perceptions and stances, as they embed the phenomenon in diverse contexts, not exclusively in the mainstream one. Furthermore, CS help to study in detail concrete cases of EU processes and to spread awareness that the EU is not a distant or estranged institution, but rather a complex and vivid body. The idea is that neither teachers nor students themselves reproduce these simplistic discourses, but unpack their own thoughts based on their own research and in the interaction with each other in the class (supported by the instructor). These challenges and opportunities will be analysed below.

III. Case study as a teaching method

While the basic definition of the CS has already been given in the introduction, this chapter serves to develop it in more detail. First, a thick line should be drawn between case study as research method and a case study as teaching method. Whereas, in the research, the CS are well documented (Flyvbjerg 2006; George – Bennett 2005; Gerring 2004; Eckstein 1975), the latter remain underexplored.

Based on the multiple definitions of CS employed by universities and associations offering guidance regarding CS in teaching (e.g. Case studies, n.d.; Using Case Studies to Teach, n.d.; Schwartz, n.d.) the following aspects seem to be prominent: The method of CS is quite flexible, as it can be defined as ‘simply

an interesting problem with many correct answers' and 'learning by doing' or an elaborated interactive activity or even a field trip, etc. Formally, they can be in the form of decision-forcing or retrospective cases. Decision-forcing CS are cherished as more useful than descriptive. Case studies in teaching often draw on real-word events. However, even if invented, cases should simulate complex realities and be closely linked to practice. Case studies promote critical thinking, as they are usually open-ended and offer more solutions, which are supposed to be analysed and assessed by students. The teacher (or instructor) merely plays the role of a guide. Successful CS should be based on good stories, ideally contemporary and rich so that the students get engaged easily. Another aspect is the necessity for the students to prepare in advance, and the possibility of working individually or in teams. Last but not least, teachers can employ their own CS or prepared templates. This is how we understand the definition of CS in teaching later in this article.

Contrary to the natural sciences, which are often based on explanatory and verification processes, fields of social sciences, including IR and EUS, require a deeper understanding of a concrete phenomenon. This enables the observation of diverse angles, raising new questions and evaluating different conclusions. It thus reflects the complexity of the phenomenon, such as the EU, be it the discussion around its future, migration challenges or others. Hence, it enables the experience of data collection and its systematisation, placing the student in the context where the analysed phenomenon happens (Minniti et al. 2016: 374). It also means that the same problem situation can be evaluated from different perspectives, which always makes them specific cases. Such broader analysis enables us to study the EU through different lenses, adding various narratives. It helps students to explore in more detail current debates on the EU's future, its development and potential challenges.

There are at least two types of cases: (1) the retrospective CS, which provides a complete description of the events in question and where students analyse past decisions with the aid of hindsight; (2) a decision-forcing case which is based upon an 'interrupted narrative', where the protagonist finds himself faced with an important decision (Harvard Business School). In other words, decision-forcing cases ask students to engage with problems prospectively. The selected case thus puts students in the role of the person (the emphasis on role play varies) faced with a problem (often called the 'protagonist') and asks them to devise, defend, discuss and refine solutions to that problem. In both cases, the students' input are based entirely upon reliable descriptions of real events. After discussing student solutions to the problem at the heart of a decision-forcing case, a case teacher will often provide a description of the historical solution, that is, the decision made by the protagonist of the case. For the purpose of CS in EUS, it seems that decision-forcing cases are more suitable, as they often represent a rather current phenomenon.

Case discussions help them to acquire important skills such as problem solving, decision making in complex situations and coping with ambiguities. They teach students to listen carefully to each other, to respect opinions of others and to work collectively to solve a problem. The students learn to value the contributions of others while strengthening their own ability to think creatively and communicate effectively (Levin 1995). The teacher presents the description of the situations, defining the limits. The student is also limited to the review of documents submitted, guided by questions or points established by the teacher (Minniti et al. 2016: 375). The cases can be evaluated by different points of view in a separate group or in a whole class. Case teaching is learner-centred, characterised by intense interaction between instructor and student as well as among students in a group (Boehrer 1990, 1994). Several educators have argued that case methods are useful for promoting critical reflection and better understanding of theory (Shulman 1992; Kowalski et al., 1990; Greenwood – Parkay, 1989). It favours the development of cognitive skills in students, through analysis, synthesis and judgment, encouraging them to be active protagonists in the learning process (Minniti et al. 2015: 373). Students thus study real situations and problems in concrete areas (including EUS) by themselves. They are encouraged to discuss issues including migration, the eurozone crisis, energy security or conflicts in the EU neighbourhood from different angles and perspectives, to observe the nuances of local contexts and to cope with ambiguities, such as the political environment, media outlets, public opinions, historical contexts, etc.

There are also benefits for producing teachers/instructors who may enhance their ability to be problem solvers and critical thinkers (Shulman 1992; Kowalski et al. 1990; Greenwood – Parkay 1989). While the role of teachers is limited during the case assignment at the expense of students' engagement, their role is fundamental in the case preparation and in the moderation of the final discussion. In this regard, Levin (1995) also examines how teachers with different amounts of experience think about cases or how groups of teachers interact and influence each other during a case discussion. Given the growing interest in the use of case methods, it is important to investigate the role of discussion and experience.

Case teaching enhances learning by engaging students in several ways. Krain (2010), for instance, examines student engagement in IR courses in response to four different types of case learning: case studies with texts designed for the case method, those using written non-traditional case materials, those incorporating documentary films as case materials, and problem-based learning approaches. Results suggest that the types of case learning that engaged students' senses in multiple ways – problem-based learning and case studies using films as texts – enhanced their perceptions of the exercises' effectiveness. Case studies that relied on written texts alone were not rated as highly, although they were still seen as extremely valuable (Krain 2010). There are also findings

from analysis of this type of teaching in natural sciences classes which may prove to be useful. Finney and Pyke (2008) discuss the implication of content relevance in teaching and provide an account of a Canadian university's efforts to introduce alumni cases in its undergraduate programme. The findings reveal a positive correlation between student perceptions of case relevance and student motivation. Other research on the use of published case studies was conducted among university students in biology courses by Bonney (2015). Although it concerns the natural sciences again, some findings could be easily applied to IR and EUS as well. Indeed, several conclusions are reflected in Krain (2010) as well as in our empirical analysis of the Czech Republic case, and they are also supported by the survey carried out by the Faculty of International Relations at Prague University of Economics and Business among its alumni from 2016–2017 (Prague University of Economics and Business, internal source of data 2020).

Bonney (2015: 23) first showed that the CS teaching method is more effective at promoting learning, or student performance on examination questions related to material covered by CS. They were particularly useful for promoting the perceived development of written and oral communication skills and for demonstrating connections between scientific topics and real-world issues and applications. He also confirmed another hypothesis which suggested that case study learning increases student perception of learning gains related to core course objectives, as 82 percent of students responded that case studies helped a 'good' or 'great' amount with learning. Finally, the results in the article (2015: 23) also pointed out that the CS published by unaffiliated instructors are just as effective as those produced by the instructor of a course. This is a particularly interesting finding which tells us that instructors can reasonably rely on the use of pre-published case studies relevant to their classes, rather than investing the considerable time and effort required to produce a novel CS. Therefore, it leaves space for the sharing of practical examples or templates, which could help clarify how CS for EU topics should be designed. However, at the same time, the content needs to be cautiously prepared. As we have stressed above, in IR or EUS, CS tend to be embedded in a specific environment. In other words, cultural, historical, political or social contexts matter more than for CS in biology courses. The instructors/teachers must be more careful about the topic and its meaning for students. This is where the debates on the EU and its challenges become most prominent and where the dialogue may take place if the CS is well prepared and implemented by students (supported by the instructors), who explore the case with their own research and in the interaction with each other in the class.

Moreover, the actors involved in the process of employing CS should be investigated, as the role of instructors is key and adaptation to a particular class is necessary. In order to be able to tackle these unclear issues, we examined the Czech academic environment and conducted a survey among academics and instructors at universities in the Czech Republic. The research should serve

not only to reveal how to teach with the case method, but mainly to grasp the specificities, benefits and limitations of the CS method for EU courses. These characteristics may help us draft a possible case sample applicable for EUS, which may serve as a lesson plan for those teachers who would be willing to try it as an innovative tool in order to improve students' motivation as well as pedagogical skills. The set of CS examples may be particularly important in countries where EUS as a discipline has only been established recently.

IV. EU studies at Czech universities

To understand the relevance of EU studies in the Czech context, this part of the article introduces the various forms of EU studies present at Czech universities. The analysis is based on existing documents, data sources and roundtable discussion with study programme guarantors in the field of the European Union at Czech universities. Both (the desktop research and the roundtable) were conducted as part of the Czech presidency project in 2022 (Research report 2022).

Overall, there are 40 study programmes accredited at universities which includes EU studies in variations of formats. There are 15 programmes for bachelor students and 25 for master students. A majority of them are in Czech language (26) and 14 programmes are taught in English (Research report 2022). At the bachelor's level, teaching about the European Union is concentrated at universities located mainly in large cities. Also, the courses for bachelor students do not focus exclusively on European affairs. This is primarily due to the given degree of study – students are often prepared in more generally-oriented programmes, and only later enrich their knowledge within master's study programmes. It is only at the master's degree level that courses become specialised in various aspects of the European Union. Within programmes accredited in the field of political science (or international relations, territorial studies) the focus remains often on institutional aspects of the EU. Some universities, however, also offer more varied courses specialised in EU economic integration or law (EU politics and law). Again, these master's degree programmes are only offered at universities in major Czech cities. At smaller universities, EU studies is provided in more general programmes, usually as part of international relations or international economic relations.

Although Czech universities have accredited a total of 40 study programmes with a focus on the European Union, the data shows that the interest of applicants in such specialised programmes has rather decreased in the medium term (Research report 2022). In addition to it, a majority of EU study programmes, especially in the field of political science, are smaller in size. Hence, it seems that often they are maintained by universities because of their symbolic importance and subsequent opportunities in scientific and international cooperation. Furthermore, it seems that attractiveness of the study programmes is not

supported even by the content of programmes or individual courses. This may be demonstrated by the fact that even the learning outcomes defined for study programmes and courses (knowledge and skills that the graduates acquire during their studies) which were the most frequently mentioned in the roundtable discussion remain rather traditional:

Knowledge:

- acquiring knowledge about the historical context of the European Union, orientation in individual EU institutions and understanding of Europeanisation processes
- ability to describe and explain EU policies, processes and main actors
- understanding the EU institutional framework
- acquiring advanced theoretical knowledge in the field of international economics
- obtaining an excellent orientation in the field of international relations with a territorial focus on the EU

Skills:

- ability to use foreign languages (exceptional emphasis on excellent acquisition of at least two foreign languages)
- ability to analyse social events
- acquisition of presentation and analytical skills
- ability to make strategic decisions in the context of the legal and business environment of the EU
- ability to analyse foreign policy (Research report, 2022).

Therefore, it seems that EU studies in the Czech academic environment remains structured as mostly general and rigid study programmes where the focus on abilities and knowledge reflecting the current EU problems has not yet gained enough space nor attention. In terms of skills, in particular, the ability to quickly be well versed in the current EU affairs, the ability to think critically and be innovative seems to be often neglected. Moreover, the lack of flexibility of current study programmes lies in the layout of the courses where the time and space for new activities including the CS is rather limited and the way and structure of teaching is often an afterthought in terms of relevance. The difference is only at the level of individual courses where the instructors may use time in the seminar (as opposed to lectures) to reflect on current events in the EU and discuss the contemporary EU issues in the smaller groups (up to 30 students). This, however, happens circumstantially without any larger framework or guidelines provided by the study programmes. The analysis of EUS in the Czech environment is further complemented by the surveys and interviews with academics at Czech universities.

V. Research design

The research design is based on primary data collected from a survey and interviews with academics and university professors teaching the EU in the Czech Republic. The data is contrasted with the current literature on case studies in general and in EUS specifically. Employing this kind of triangulation ensures a representative perspective on how CS are used in teaching the EU at Czech universities. At first, professors giving classes on the EU at Czech universities were identified by exploring online available course contents. Altogether, almost 40 professors were approached with a questionnaire (17 questions, both multiple-choice and open) and 20 anonymously completed questionnaires were returned. The survey drew upon desktop research into employing CS in university teaching as well as upon the specifics of EUS. Specifically, the questions referred to the main dis/advantages of CS, the reasons behind (not) using CS, feedback from students, practicalities (i.e. the number of students in the classes, differences among Czech and exchange students and among undergraduate and graduate students, professional career, support from department concerning teaching CS, willingness to include more CS if templates were available). Questions also dealt with the broader context, e.g. whether CS contribute to the development of EUS, to the growth of the teacher or to a better understanding of the EU among the general public, and whether CS are used often in the Czech Republic and abroad, and if EUS are specific regarding the use of CS.

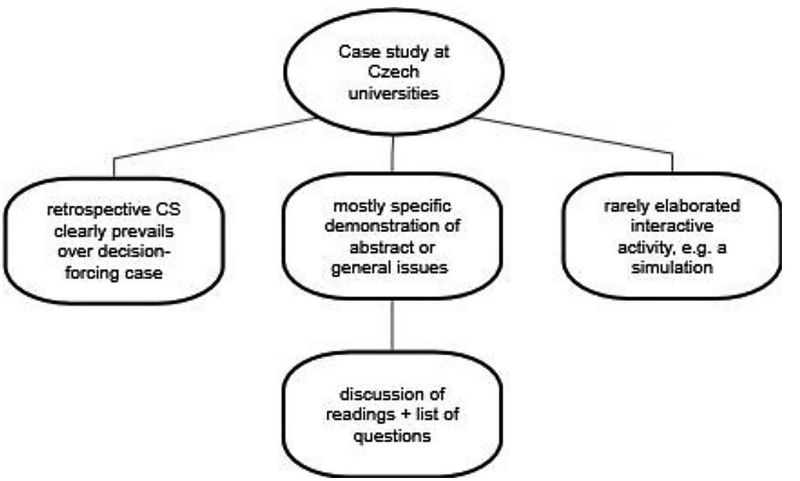
Based on the results, questions for semi-structured interviews were prepared to clarify the outstanding issues arising from the questionnaires, such as how professors actually understood what an exact execution of a case study was, what happens when CS are used repeatedly, whether students tend to be rather sceptical towards CS, etc. Altogether, nine interviews with professors affiliated to universities across the Czech Republic were carried out. Each interview took 30–60 minutes and was recorded. Both questionnaires and interviews were conducted in Czech (in the period 2019–2020) to allow a more in-depth inquiry. The quotations used in the empirical part were translated into English by the authors of this study. Both questionnaires and interviews are quoted anonymously and referred to as Q1, Q2, I3, I4, etc. All data was coded in the NVivo programme and analysed in an open-coding procedure, i.e. the coding was led by data (Gibbs 2008: 61–62).

VI. Findings – case studies as an unequivocally positive instrument, but wait, how to systematically employ them really?

Most of the respondents (16) that completed the questionnaire had 6–20 years professional experience (as well as all interviewees), three more than 20 years and one less than five years. Sixteen respondents (and all interviewees) use CS

regularly, only four do not use them at all. Importantly, two respondents raised the objection that it was unclear to them how to understand what a case study actually was. This issue appeared to be of utmost relevance and hence was addressed during the interviews in more detail. It follows from the answers that all respondents tend to understand CS quite broadly as a specific or practical demonstration of an abstract or general issue which is embedded in a particular context and which can be used to draw broader conclusions and to point to similar issues (Q4, Q5, Q6, Q7, Q12, Q17). Only exceptionally were CS understood as an elaborated interactive activity, e.g. a simulation (I4). Interviewee 1 in particular saw a difference between scholarly literature, where CS are perceived as a systematic and rigorous method, and teaching, where CS are used in a more flexible way as an example to demonstrate an issue (e.g. an EU policy) in detail and then to show how it fits into a broader context. In such a CS, a discussion of a reading and/or a list of questions can be employed (I1, I5, I7). However, there is agreement that a CS demands more than reading a text. As I9 suggests, CS are about analysing, finding possible solutions, proposing practical political decisions, writing policy papers, presenting ideas, getting feedback from the lecturer, etc. All in all, drawing on the typology by Harvard Business School mentioned above, the retrospective CS clearly prevails over the decision-forcing case. Moreover, employing Krain's (2010) typology of case learning, readings and texts designed for the case method are mostly used by Czech instructors, not other non-traditional and potentially more innovative tools.

Figure 1: Understanding of CS by Czech instructors



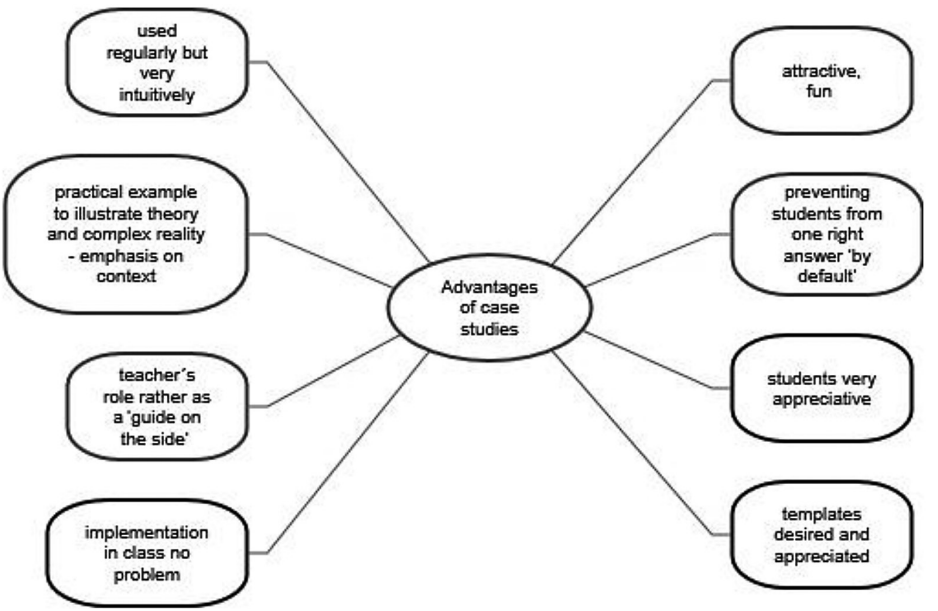
Source: Authors' own visualisation

Overall, there was agreement among the interviewees that they use CS regularly but very intuitively as a practical example to illustrate theory and reality (I2, I3, I6) with the emphasis on its context. This is crucial in the case of the EU, which is unique and complex (I3, I6). Such employment of CS was seen as useful or even necessary by all interviewees, as they acknowledged struggling with the dilemma that students are not willing to learn facts and tend to find the EU boring (I1, I8). The main aim of using CS seems to be to liven up the lectures and seminars; CS are perceived as attractive and fun, and they enable teachers to demonstrate how the EU works by using practical examples the students are familiar with, e.g. thanks to media coverage. As I5 suggested, it is easier for the students to digest a few examples first and to understand theoretical paradigms later, based on these. Thus, she proceeds inductively from practical working papers towards paradigms and conceptualisations. Last but not least, it was appreciated as the main advantage of CS that they prevent giving the students one right answer 'by default' but rather allow and motivate the students to search and find the right answers for themselves (I2, I4), which is also stressed extensively in the literature (Minniti et al. 2015: 373; Shulman 1992; Kowalski et al. 1990; Boehrer 1990, 1994; Greenwood – Parkay 1989). The teacher's role is seen rather as a 'guide on the side', as Golich et al. (2000) claim. This aspect, which was called 'peer instruction' by I2, seems to be a prominent characteristic of CS, as it makes them distinct from lectures and allows students to formulate their own attitudes and opinions, analyse multiple perspectives and overall, see a bigger picture (I2, I5). As I4 argued, students are often struck by the fact that the process of analysing CS might be more important than finding one right solution. This is supported by I6, who claims that students are often surprised that they are expected to create something on their own and to be inventive, as they are used to having a 'cookbook' for all potential cases. Also, I4 added that this was precisely what makes CS hard to evaluate, which might put off some lecturers from using them, as it is much easier to assess a 'standard' written test than how strong an argument is.

While the respondents not employing CS stated as the reason the demanding preparation and insufficient time in class during the semester, nobody indicated difficult implementation in class or the lack of interest of students. This is quite promising, particularly when taking into account that all but one respondent and interviewee were willing to implement more CS in their teaching if templates were available, since there is now a shortage of such templates. Most respondents state they would use them only when available for free. However, quite a few say they would also use them if they were subject to a charge. In line with Bonney (2015), no problem is seen if CS are prepared by unaffiliated instructors. However, drawing on the prevalence of Western-oriented materials available online, it may be useful to create CS representing European issues. If such templates for short and concise CS were prepared and made available,

their implementation in EU classes could be enhanced, even though it might be very difficult to keep them updated, as many interviewees observed (I2, I3, I8). Interestingly, the need to update lectures and particularly CS on the EU (e.g. as opposed to microeconomics) was accepted or even welcome by the lecturers, as it makes them follow the news and be constantly up to date (I1, I2, I5, I6, I7). Only sporadically was this perceived as a reason for dissatisfaction (I8).

Figure 2: Main advantages of CS in teaching



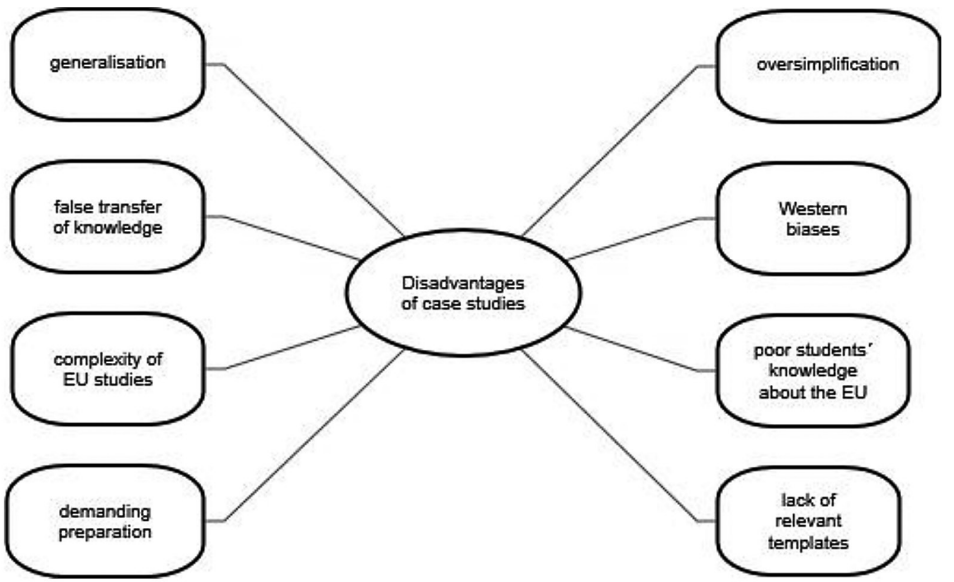
Source: Authors' own visualisation

Further inconveniences pertaining to CS seem to be their generalisation, possible oversimplification and false transfer of knowledge (Q5, Q10, Q12, Q17), which is fully in line with the risk of the omnipresent Western biases mentioned above. Moreover, many respondents and interviewees mentioned that EUS are very complex and interconnected with other disciplines, which makes them quite specific, e.g. when compared to marketing or management (Q1, Q2, Q7, I1).[2] This goes hand in hand with the fact that students' knowledge about the EU is often inadequately low in order for them to employ CS successfully and, hence, CS are more suitable for master students (Q10, Q11, I1, I3, I7). Also, there is an

2 Contrarily, about a half of respondents cannot see any specifics of EU studies regarding the implementation of CS (Q3, Q4, Q5, Q6).

agreement that students are not willing to spend much time preparing for the CS, so the preparation must be as simple and straightforward as possible (I1, I5, I6). Most interviewees send some readings and sources in advance but simultaneously try to spare some time to go through them during class to make sure all students are prepared for and able to participate in discussion (I2, I3, I5, I6).

Figure 3: Main disadvantages of CS in teaching



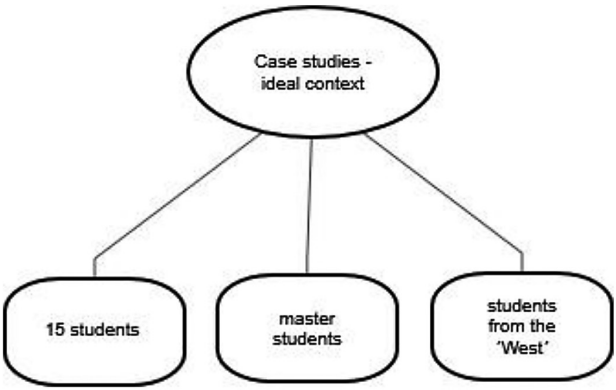
Source: Authors' own visualisation

Despite the unwillingness of students to devote time to preparing for CS, no respondents or interviewees noticed their lack of interest in and after the actual participation (if so, only as a general description of students' approach, not a specific of CS, as in Q5). According to the vast majority of respondents (13) and all interviewees, students perceive CS as positive and useful. This is in line with the fact that students tend to prefer inductive learning, using practical examples (see also I5 above) rather than logical reasoning starting from basic principles. It was also supported by the questionnaire disseminated by the Faculty of International Relations at Prague University of Economics and Business to all its alumni from 2016–2017. The 260 respondents highly appreciated CS as a teaching method and, simultaneously, demanded they were employed more in the curriculum (Prague University of Economics and Business, internal source of data 2020.

Apart from being beneficial to students, there is broad agreement that CS contribute to the growth of teachers themselves. Only a few respondents complained about the demanding preparation and employment of CS in class (Q15, I2), the need for them to be regularly updated and often unavailable literature (Q7, Q18, I8). Contrarily, a few respondents explicitly stated they could not see any disadvantages and could not imagine their teaching without CS (Q3, Q19, I7, I8). According to Levin (1995: 76), case discussions appear to be especially valuable for student teachers and beginning teachers because they can lead to clearer, more elaborated understandings about the issues in cases. However, it follows from our research that CS are also appreciated by more seasoned lecturers and their benefit seems to be even more universal. By and large, it follows from the answers that CS have many benefits for both students and teachers. Hence, promoting and strengthening their implementation seems to be desirable, which is also emphasised in the literature (Bonney 2015; Levin 1995; Shulman 1992). While CS are used effectively to teach students critical thinking and quantitative reasoning, teachers' gains are similarly important and CS can even increase their motivation for learning (Bonney 2015; Shulman 1992).

Regarding the size and composition of classes, most respondents and interviewees use CS in small classes of around 15 students, which also seems to be the ideal number, as it enables a face-to-face discussion but also prevents situations with no students willing to talk (I1, I2, I5, I6, I7, I8). Interestingly, a seminar-sized class does not seem to be a precondition, since a few respondents also employ CS in lectures (40–60 students). Most respondents agree that there are differences between undergraduate and graduate students as well as between Czech and exchange students. Specifically, master students' more advanced knowledge makes employing CS easier than at the bachelor's level of studies (Q3, I1). Exchange students especially from countries to the West of the Czech Republic tend to be more familiar with CS and sometimes even demand that they are used (Q3, Q19, I5, I7, I6, I8). Contrastingly, non-EU students tend not to be used to CS and might even struggle with basic knowledge about the EU (I6, I7). Also, Czech students, especially in bachelor's studies, must get used to them. Even though this usually happens very quickly (Q17, I6), it further stresses the fact that CS are especially employed (and produced) in 'the West' and that a more systematic employment of CS in the Czech Republic may help to overcome the division lines between the East and the West. In this vein, the Blended Intensive Programmes supported by the EU seem to be of utmost relevance as they combine students from at least three universities across Europe and enable interaction between students from different backgrounds (BIP Europe, n.d.).

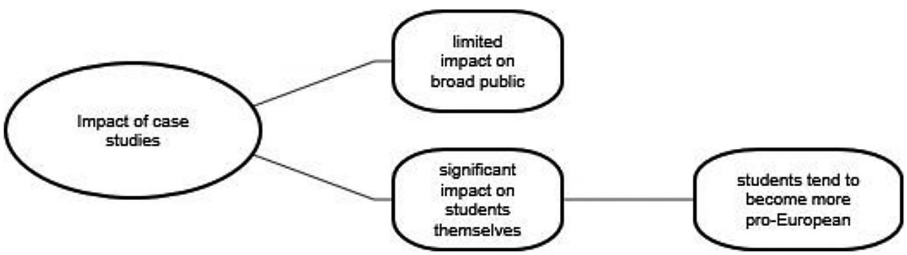
Figure 4: Ideal pre-conditions for CS teaching



Source: Authors' own visualisation

When asked about the consequences of teaching CS in EUS, most respondents are rather sceptical about their potential influence on the broader public (11 responses). However, about a third of respondents are optimistic and persuaded that if students understand the EU better thanks to the CS, they will be able to mediate the knowledge, and in the end, the awareness of the EU might improve (Q5, Q19). In the same vein, all interviewees are confident that after having completed a course on the EU, students tend to develop from rather euro-sceptic to more euro-realist or even pro-European. The reason is that they understand EU processes better and can see that the picture media and politicians offer is often very simplified and that it is not so easy to blame the EU for everything (I5, I6, I7). Although the respondents are cautious about claiming to what degree this can actually be attributed to CS as such, the method seems to be promising in terms of increasing the level of attractiveness of EU studies in the Czech Republic.

Figure 5: Impact of teaching CS in EUS



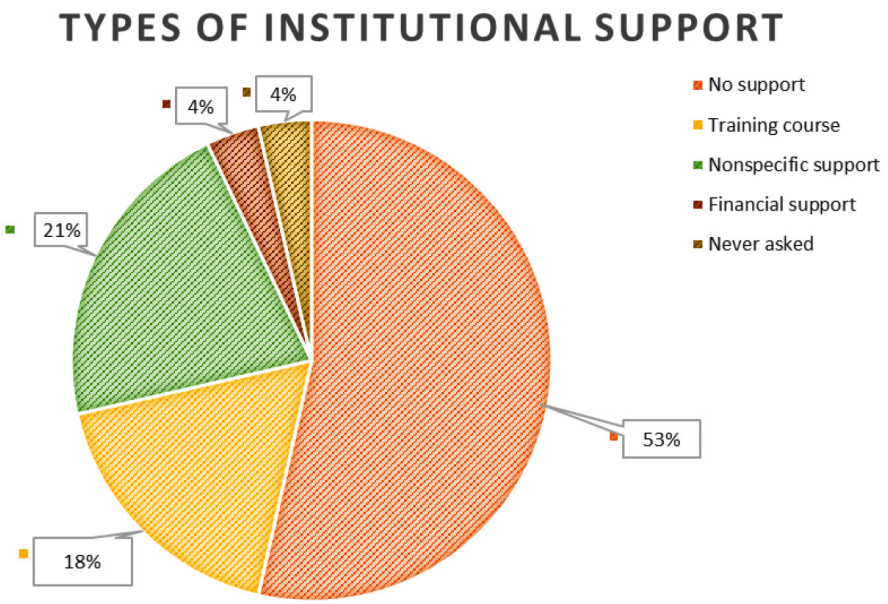
Source: Authors' own visualisation

The altogether positive perception of CS is quite interesting in light of the answers to questions pertaining to a broader context of implementing CS in teaching, as almost no respondents know whether CS are used at other Czech universities or whether they are popular abroad. Some respondents were downright surprised that they had never wondered about such questions (I4, I5, I6). Only exceptionally did respondents confirm the popularly held belief that teaching in the Czech Republic is rigid (OECD 2020) and not innovative enough to embrace CS (Q19), and that CS are most frequently used in the old six or nine EU member states (Q10). Also, many interviewees acknowledged that they had familiarised themselves with teaching CS in Western countries, not in the Czech Republic (I3, I4, I5, I6, I7, I8). By and large, the respondents are convinced that CS are useful, both for the students and for themselves as teachers. However, they do not see the bigger picture, which makes it difficult to say whether they can contribute to the positive development of EUS as a discipline and to balancing out the Western biases.

To sum up, the positive feedback from both students and teachers suggests an evident potential for using and promoting CS in EUS more intensely in the Czech Republic. While it is still perceived rather as a Western teaching method, its application to EUS in the member states may question the dominant narrative and show the complexity of studied cases in the classroom. Although serious risks have been mentioned if CS are not explained and justified sufficiently (leading to incorrect generalisations or simplifications), technical problems (a lack of time in class, time consuming preparation) do not seem to be a burden. Hence, we conclude that a more systematic introduction into the method is essential, both regarding teachers who already employ CS and those who do not. It follows from the questionnaires that about half of university departments already support the employment of CS. Five respondents were offered a training course (Q1, Q8, Q15, Q19, Q20), one was supported financially (Q13), in four cases the support was informal or within a broader framework of a development programme (Q5, Q7, Q17, Q3), one respondent admitted she never asked (Q4), and in eight cases no support was stated (Q2, Q6, Q10, Q11, Q12, Q14, Q16, Q18).[3] The interviewees were even more sceptical, as all of them agreed that they only employ CS intuitively and on their own without any systematic support, which would otherwise be very appreciated. This suggests that the possibilities for further support for teaching CS are abundant.

3 Q9 did not answer the question.

Figure 6: Forms of supporting CS teaching



Source: Authors' own visualisation

VII. Teaching with the case study method in EU studies – main remarks

Based on the research analysis, one of the most important steps is to clarify how the case study should look and what the expectations of students and teachers are while it is used. This step seems to be essential, as many of the respondents from the survey had quite a vague understanding of CS design. An assumption shared by all was that 'it is not a "case study" of the type used in academic research'. This being said, there are several outcomes of the research analysis that help us to draft the key elements of CS design.

First, the structure should be simple and clear. The teaching cases provide information, but neither analysis nor conclusions. Therefore, this leads us to the assumption that a CS combines two basic elements: the case itself and the discussion of that case. The case as such is prepared by a teacher/instructor. The analytical work of explaining the relationships among events in the case, identifying options, evaluating choices and predicting the effects of actions is the work done by students during the classroom discussion (SERC, n.d.; results of the survey).

Second, the content matters. Case studies are narratives that contain information and invite analysis. They are usually based on real events but can be drawn from both the present and the past. Cases require students to make choices about what theory or concepts to apply in conducting the analysis. They provide a rich contextual way to introduce new material and create opportunities for students to apply the material they have just learnt. In classroom discussion, students analyse the information in the case and use it to solve the problem set up by the case (SERC, n.d.). According to respondents, the content of an EU CS should concentrate on current events, which seems to be more interesting to students. Such cases are often suitable for discussion, but the facilitation of these discussions may be difficult, as these events have an open end or do not lead to clear solutions. Many topics in EUS also tend to be multidimensional or require knowledge from different fields: political science, law, economics, etc. All these limitations should be considered while preparing a CS. At the same time, they should be seen as a value added of the CS teaching method specifically designed for the EU, as it enables students to grasp the phenomenon in its complexity.

Third, the role of the teacher is key in the preparation of cases and the facilitation of discussion. The instructor prepares the case. The preparation phase is particularly important, but also requires the instructor's time and skills. This part may be very demanding, but as Bonney (2015) showed in his study, this option should not be a fundamental obstacle for instructors who do not have enough time or skills to prepare it. The option to download a prepared CS from a website or to use a template may be equally suitable. Currently, a few of them are already published online or in textbooks (Georgetown University). However, they are mostly tailor-made for the US environment, and thus difficult to be transferred elsewhere. But this is exactly where the CS prepared by teachers from the region may be beneficial and help to overcome these barriers, as it forces its applicants to search for different perceptions and understandings. The role of the instructor is later diminished, as s/he plays the role of a guide, conductor or facilitator, drawing attention to their role in setting up discussion in which students are the primary participants.

Fourth, the adaptation of the case to the particular class is essential. Very small classes can pose particular challenges in generating sufficient participation, focusing attention or producing the diverse viewpoints that make discussion rich. According to respondents' answers, the ideal number would be 15–20 students, but some of the CS may also be organised during lectures. It seems that the case method is more suitable for master students, as their level of knowledge is often higher than in the case of students of bachelor's programmes. A mixture of students from different countries can also be an added value. Students must also be motivated to prepare the case in advance. This phase is crucial for further analysis and discussion during the class and should be encouraged

by the instructor/teacher (points or other evaluation tools could be used). An example of an EU case study and a possible scenario of its implementation is placed in the appendix of this article.

VIII. Conclusion

The article explored the way in which CS are used as a teaching method in courses focused on EU topics. The literature on the use of CS in general is rather widespread, but it focuses more on CS implemented in research, and much less on CS used as a teaching tool. The CS as a didactical method has been implemented slowly into teaching since the 1920s, but has concentrated rather on specific cases in IR, natural sciences or management, marketing and psychology.

In general, the authors who evaluate the usage of the CS teaching method refer to several positive advantages. The findings reveal a positive correlation between student perceptions of case relevance and student motivation. It favours the development of the cognitive skills of instructors as well as of students through analysis, synthesis and judgment, encouraging them to be active protagonists in the learning process. It also shows that the case study teaching method is more effective at promoting the perception of learning gains. It is particularly useful for promoting the perceived development of written and oral communication skills and for demonstrating connections between theoretical topics and real-world issues and their applications.

While taking these positive aspects into consideration, it must be noted that even more recent publications often do not include EUS and if they do, they are primarily published by Western authors and designed for American or Western audiences. The topics linked to EUS may be of ambiguous nature due to their constant evolvement as well as their complexity. Despite these limitations, or possibly because of the challenges, the usage of CS in teaching EUS may be of great value if we use the method carefully respecting the perceptions from diverse environments. Primarily, learning about Europe by providing local perspectives and thus avoiding the spread of dominant narratives can enable us to develop dialogue between different contexts. Such case assignments enable students to grasp the complexity of the phenomenon of the EU by themselves and in the interaction with each other. It is thus a significant feature that could be valuable in countries where the EU as a discipline has been established only recently or is struggling due to the lack of interest from the students.

The general findings from surveys (i.e. Bonney) and literature were confirmed by Czech instructors who use CS in their classes. Their promotion thus seems to be reasonable, particularly due to the positive feedback both from students (Prague University survey) and teachers themselves. While students particularly appreciate the practical value added of CS, teachers employ them to demonstrate the EU in its complexity, which is otherwise very difficult and potentially tedious.

Of course, the disadvantages of CS must be taken into account, but the Czech lecturers seemed to be aware of them. This being said, the survey also showed how little the respondents know and think about CS in a broader context. Indeed, it seems that the majority of Czech instructors employ CS only intuitively. Hence, there is space for greater systematic preparation and possibly for case study templates and samples that can be shared by instructors, as each teaching tool is only as good as its implementation and adaptation to a particular class. Sharing and spreading more knowledge on how to employ, adjust and fully use the potential of CS in a specific institutional setting seems to be key at Czech universities. That is why we focus on these steps in the last section of our article, with a sample CS including a lesson plan in the Appendix. Overall, we do believe that CS have great potential to enrich the current state of EUS as a discipline in the Czech Republic as well as to help increase the fading attractiveness of EU studies, particularly if the Western bias is addressed carefully.

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Appendix

Template lesson plan including a CS: a potential reform of the Dublin regulation

Teachers' instructions

Drawing on our findings, the following case study was prepared. It represents an open-ended real-world problem-solving case, including role-play in teams to make it more attractive to students. The topic of asylum policy in the EU was selected, as it is both relevant and controversial and hence, suitable for discussion. Also, it clearly shows the difference in perceiving the EU and particularly the issue of burden-sharing in the central and in the peripheral member states. Specifically, it could contribute to a better understanding of the EU asylum system, which is often reduced to the quota/relocation system in Central European countries, including the Czech Republic. On the other hand, it could shed light on the concept of flexible solidarity, which is preferred to sharing the refugees in the peripheral countries but heavily criticised by the centre. Identifying the pros and cons of the system and demonstrating its complexity could help reconcile its perception both in the 'centre' and in the 'periphery'.

In particular, it is assumed both students and teachers are familiar with the basic information about the asylum system in the EU and with the events following the peak of incoming refugees to the EU in 2015. Hence, it should be relatively easy for the teachers to lead the discussion and for the students to prepare for it. To make the debate as specific as possible, the reform of the Dublin system will be analysed.* The teacher will either provide basic information about the principles of the Dublin regulation, particularly about the 'first country of entry' and 'one asylum request only' principles, during the lecture preceding the discussion of the case study. Alternatively, the students can read about this on their own as homework. This part is essential, especially if the course is dedicated to undergraduates and non-EU students, who are expected to have less knowledge about the EU.

The main task in class is to discuss the potential reform of the Dublin system which has been frequently debated both at the EU and national levels since 2015. The document 'Alternatives to Dublin' (pp. 53–68) can be used as a starting point in which various options for the future of the Dublin system are introduced. Students are supposed to argue which option is most acceptable for the member state they represent. The arguments must include economic, legal, political and socio-cultural aspects to demonstrate that the issue at stake is very complex and not black-and-white, as it might seem from how national governments argue. The students can choose whether they want to represent the current government or opposition in the respective countries.

The selected case is based on real events and is open-ended, which allows for a lively discussion in which students can both employ their knowledge and engage their personal opinions. Also, the discussion will enable them to follow the current

* Alternatively, the Dublin system can be replaced by another reform if the students' sheet and readings are amended accordingly.

negotiations more closely and actively. When interpreting the stances of the country they represent, they can assess which IR and integration theories they are most compatible with and compare across cases – what arguments of the countries are repeated most often, what countries represent a rather mainstream position, which needs might be difficult to accommodate, etc.

Time demands:
- readings: 60–90 minutes (depending on how much the students know about the topic; it could also be done in class);
- preparing positions in groups: ca. 90 minutes (using the questions in the sheet);
- CS in class: 90 minutes/one seminar (60 minutes for answering the questions from the sheet + 30 minutes for a wrap up).

As the adaptation of the case to the particular class is essential and the structure should be simple and clear, we suggest the following tips:
- depending on how big the group of students is:

Number of students in class	Groups	Tasks
Fewer than 8	2 groups – one in favour of the quota/relocation system (e.g. Germany), one in favour of flexible solidarity (e.g. Slovakia)	Discuss specifics about each of the systems, argue how and why it is better for the country you represent, see whether there are different stances and opinions among the political actors in each country
9–12	3 groups – see above + one group representing the EU (e.g. Ursula von der Leyen)	Discuss specifics about each of the systems, argue how and why it is better for the country you represent, the EU representatives should try to accommodate the needs of both countries and find a compromise
More than 13	Groups representing member states with differing interests, at least 3 students in each group (e.g. Germany, Italy, Hungary, Greece, Sweden, France, the Czech Republic, Spain) + one group representing the EU (e.g. Ursula von der Leyen)	Discuss specifics about each of the systems, argue how and why it is better for the country you represent, the EU representatives should try to accommodate the needs of both countries and find a compromise

- if possible, take advantage of the students' nationalities, it might be easier for them to speak for their own country;
- if possible, at least 2–3 students per group to eliminate the students who are too shy to speak;
- allow students to form their own groups to facilitate their feeling comfortable;
- if there is a representative of the EU, this group introduces the main possible reform approaches to the Dublin regulation, if not, the teacher does this instead; the 'host' manages the discussion, i.e. makes sure nobody talks for too long and gives floor to those who are supposed to speak, additional/clarification questions can be asked if needed.

If there is time left, it is possible to add one group representing an NGO protecting the human rights of refugees and/or discuss how the issue has been presented by the media in all respective countries. Does the media coverage do justice to the complexity of the topic? Is it well-balanced or rather one-sided and subjective? What aspects are mostly paid attention to? Why do you think this is the case?

The teacher should remind the students not to talk for too long so that it is easier to stay focused. The students should get the questions in their sheet (below) in advance and use them to prepare for discussion (60 minutes).

As a wrap up (30 minutes) to make sure the 'aha-effect' takes place, the teacher should:

- thank all students for participating in the case study
- summarise the positions of all selected member states (and the EU) as presented by the students: What are the main disagreements? Are they to be found rather between 'the North' and 'the South' or between 'the West' and 'the East'?
- evaluate how students managed to introduce and justify their positions
- ask students what new/surprising issues they have learnt
- ask students whether they personally agree with the position of 'their' member state
- ask students which of the potential Dublin reforms they prefer and why
- ask students what group did the best job at justifying their opinion and why, and how were the arguments presented and what made them convincing.

The goal is both to sum up the main (empirical and theoretical) points discussed during class so that the students are familiar with them and to emphasise what argumentation strategies are most convincing and effective and why, which is also an important added value of the case study, i.e. both content and form are essential to pay attention to.

Last but not least, it is possible to reflect on the case study in the final assessment, e.g. by suggesting the issue as an essay topic in the final test or asking the students to elaborate on it as a short policy paper or a poster (also to motivate all students to participate in the CS actively and take notes). Alternatively, at the beginning of the semester, the students can select a member state (or an EU representative) which they will use in all case studies throughout the classes and/or share information on this actor regarding all discussed topics with other students. As a final requirement, a short policy paper or poster can be submitted explaining/justifying the overall position of this actor in the EU or focusing on one of the debated case studies in more detail.

Students' sheet

1) **Homework before the seminar:**
   - if you are not familiar with the Dublin system, search for basic information about it (e.g. using the links in the list of references)
   - find the EC webpage and search for the most up-to-date information about the Dublin system reform (e.g. using the links in the list of references)
   - create groups, each group is to represent one member state according to the table below:
     - *a suitable row from the table above to be inserted here by the teacher, e.g. if there are 8 students, as follows:*

Groups	Tasks
2 groups – one in favour of the quota/relocation system (e.g. Germany), one in favour of flexible solidarity (e.g. Slovakia)	Discuss specifics about each of the systems, argue how and why it is better for the country you represent, see whether there are different stances and opinions among the political actors in each country

2) **In class:**

The following aspects will be discussed, each question is answered by all member states separately and then, the next one is approached. Prepare your answers in advance, by taking notes, creating a short power point presentation or a simple poster.

1. Is the reform of the Dublin regulation necessary or is your member state content with the status quo – why?
2. How should the reform look (or why not if your country is opposed to any reform):
   a) asylum seekers free to choose the country of asylum application;
   b) first country of entry principle remains but when a country is overburdened, the asylum seekers are to be relocated
      i. if so, how does the relocation proceed? see the document Parusel and Schneider (2017, p. 53ff);
   c) first country of entry principle remains but when a country is overburdened, flexible solidarity principle is applied, i.e. a member state decides whether it will accept asylum seekers or pay instead? see the New Pact on Migration and Asylum (link below).
3. What are the main political/legal/economic/socio-cultural pros and cons (such as public opinion regarding migration and asylum, upcoming elections vs the topic of refugees, public security vs human rights, border protection, refugees of each approach and how are they reflected in your respective member state?

List of references

Reports and papers

- Alternatives to Dublin (p. 53–68)
  - https://www.europarl.europa.eu/RegData/etudes/STUD/2015/519234/IPOL_STU(2015)519234_EN.pdf
- Briefing of the European Parliament (overview)
  - https://www.europarl.europa.eu/RegData/etudes/BRIE/2016/586639/EPRS_BRI(2016)586639_EN.pdf
- How to calculate the relocation system (p. 53–58)
  - Bernd Parusel and Jan Schneider (2017): Reforming the Common European Asylum System: Responsibility-sharing and the harmonisation of asylum outcomes. Delmi rapport 2017:9 ISBN 978-91-88021-25-0
- New Pact on Migration and Asylum
  - https://eur-lex.europa.eu/legal-content/EN/TXT/?qid=1601287338054&uri=COM%3A2020%3A609%3AFIN

(sheet continue on the next page)

EC websites

- basic information
  - https://ec.europa.eu/home-affairs/what-we-do/policies/asylum/examination-of-applicants_en
  - https://www.europarl.europa.eu/legislative-train/theme-towards-a-new-policy-on-migration/file-jd-revision-of-the-dublin-regulation
  - https://ec.europa.eu/commission/presscorner/detail/en/IP_16_1620
  - https://www.europarl.europa.eu/RegData/etudes/BRIE/2016/586639/EPRS_BRI(2016)586639_EN.pdf
- broader context
  - https://www.consilium.europa.eu/en/policies/ceas-reform/
- current developments
  - https://www.euractiv.com/section/justice-home-affairs/opinion/why-are-we-not-reforming-the-dublin-regulation-yet/; https://euobserver.com/migration/147511)**

** The links are to be updated by the teacher regularly.