

Tailoring Active Learning in Migration Studies in Higher Education

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Abstract

This paper explores innovative ways to enhance active learning in higher education, using courses with migration components as a case study. It draws on research conducted at the University of Glasgow with lecturers in migration studies and their students. It examines educational approaches that help educators continually reflect on and reshape their learning materials in a highly sensitive and controversial subject area. Educational technologies are most effective when they foster inclusive, participatory, and critically engaging learning environments. As examples, I discuss following pedagogical strategies: 1) using digital tools to learn more about students' prior knowledge, interests, and backgrounds before teaching; 2) developing new ways to introduce theoretical approaches through interactive and memorable formats; 3) selecting guest speakers to broaden students' perspectives and improve migration literacy; and 4) implementing GenAI for applied analysis and quizzes. In addition, the offered active learning approaches are critically evaluated in relation to ethics, inclusivity, and pedagogical responsibility. Educational technologies can enrich migration studies teaching through critical and reflexive monitoring of students' inclusion and engagement. This research contributes to wider discussions on innovative teaching in higher education by showing how technology-enhanced learning can support more tailored learning practices in a highly sensitive and controversial subject.

Keywords: generative AI; inclusive teaching; student engagement; teaching sensitive topics; technology-enhanced learning