

A Teaching Guide to I-PEEL

I-PEEL.org is an open-access web-based teaching resource for use by undergraduate and taught postgraduate level university students. The website can be navigated by students without the need for teacher direction. Its collaging of multimedia resources alongside accessible texts written on topics that are likely to interest students is designed to generate wide appeal amongst those studying IPE as well as those undertaking courses in cognate fields. At the same time, I-PEEL is a resource that University level teachers can directly incorporate into their IPE modules and courses. In this brief teachers guide, we make a few suggestions for how I-PEEL might be used for this purpose. But first, a little bit of background to the site and the pedagogical impulse that led to its development.

Why teach IPE via everyday life?

I-PEEL is designed to introduce the study of IPE by asking students to reflect on everyday practices, objects and issues that can connect them in some way to the global political economy or to theories and approaches in IPE. We developed I-PEEL as a response to our experiences of small group discussion-based seminar teaching in which asking students to reflect on their own everyday practices, consumption habits, responses to particular images etc., often provides for extremely fruitful class discussions that complement and enhance core texts and required readings.

Although the site is about the IPE of everyday life, we do not push a particular conceptualization of 'the everyday'. Our engagement with the everyday in I-PEEL is through an approach that prioritises a student-centred starting point for thinking about the global political economy. We do not start with theoretical approaches and/or 'big' IPE issues (e.g. poststructuralism, liberalism, Marxism, trade, financial markets). Rather, each I-PEEL entry or 'tile' is designed to take students on a journey, so that from their initial engagement with a commonplace object or practice (purchasing jeans, commuting to work, taking out a loan) they are provided with a way of better understanding the content and relevance of IPE scholarship.

Furthermore, I-PEEL is marked by theoretical pluralism. We do not imply a 'right' way of studying IPE, not least because **each tile is produced by a different academic(s)** working with a particular set of theoretical concerns. One feature of the website is that with each re-loading of the homepage the titles randomly reshuffle. This was a conscious decision on our part, designed to emphasise to students that we do not 'rank' the entries in order of importance; rather we want their discovery of the site to be one that is marked by curiosity.

How could I use this in my teaching practice?

Using I-PEEL in teaching could take many different forms, and we certainly don't wish to be prescriptive. We have sought to keep the entries short and relatively light in terms of academic jargon in order to ensure accessibility to students often new to the study of IPE.

One way of incorporating the site into your teaching is by **providing web-links to students as part of a weekly set reading** and posing relevant discussion questions – an approach that would work for both traditional seminars and on-line distance learning teaching. Given the widespread use of electronic devices in the classroom, a tile could be set for reading in the classroom itself with students asked to read the tile and to immediately respond to a set of relevant questions in groups. Specific entries on the site speak to core issues, theories and themes in IPE. As of September 2017 these issues include the following:

I-PEEL INTERNATIONAL POLITICAL ECONOMY OF EVERYDAY LIFE

Trade – wine, coffee, sugar, container, handicraft, textbook, medicine, grain

Gender – abortion, care, commuting, handicraft, coffee, clothing, housework

Finance – money, saving, payday loan, borrowing

Global Governance/international law – failure, grain, medicine, benchmarks, garbage

Labour/production – phone, tracking, handicraft, clothing, housework, tracking

Migration/mobility – care, abortion, commuting, car, container, travel guide, housework

Commodification – care, knotweed, handicraft, wildlife, money, tracking

Environment – knotweed, car, wildlife, garbage

Race/colonialism – textbook, travel guide, humanitarianism

Ethics – resistance, textbook, wine, protest, travel guide, payday loan, humanitarianism, borrowing

Resistance – resistance, protest, abortion, clothing, tracking

Development – phone, medicine, handicraft, commuting, wildlife, wine, coffee, grain, failure, humanitarianism, sugar

Certain files may also be useful in assisting student's engagement with more complex theoretical issues and debates in IPE. For example, the file on 'knotweed' engages with Callon's work on the performance of market life. The file on 'wine' sets out how Levinasian ethics might be used to explain how we feel about fair trade. 'Textbook' introduces students to debates around the Western-centric and racialized production of IPE knowledge. 'Phone' makes use of a classical Marxist approach and both 'care' and 'commuting' discuss social reproduction feminism. 'Benchmarks' and 'failure' speak to the constructivist IPE concerns with the role and politics of cognitive authority in global governance.

Another way of engaging with the site might be to **set students the task of developing their own file**. This would require that they engage with the I-PEEL site in its entirety including watching the opening video designed to help students understand the purpose and nature of the site. Students would be encouraged to pick their own example of an everyday object or practice for which they could then source their own video clips, images and podcasts, writing a narrative that shows how this aspect of everyday life connects to IPE theories or to the global economy more generally. Free websites such as Tumblr could be adapted for this and students could be encouraged to present their files to the class (potentially as part of a weekly student presentation slot).

A final option might be to **organise one week's learning around 'the everyday'** – either as a concept in itself or simply as an accessible Week 1 introduction to the discipline. Here, the I-PEEL site could serve as an example of the different ways in which academics utilise the everyday and/or apply IPE insight to the world around them, to be read alongside more theoretically-oriented research or schematic disciplinary overviews.

What next?

I-PEEL is still growing. We have several entries in the pipeline and are always keen to talk with academics who might be interested in writing for us. We hope over the coming year to be able to start producing our own videos and to incorporate these into the site in order to generate more bespoke content. We would also like to develop input from a wider range of geographical sites and will be looking to commission content that engages more directly with everyday objects and practices in IPE from non-Western perspectives. We welcome and value your feedback and your input into the site.

Many thanks,

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