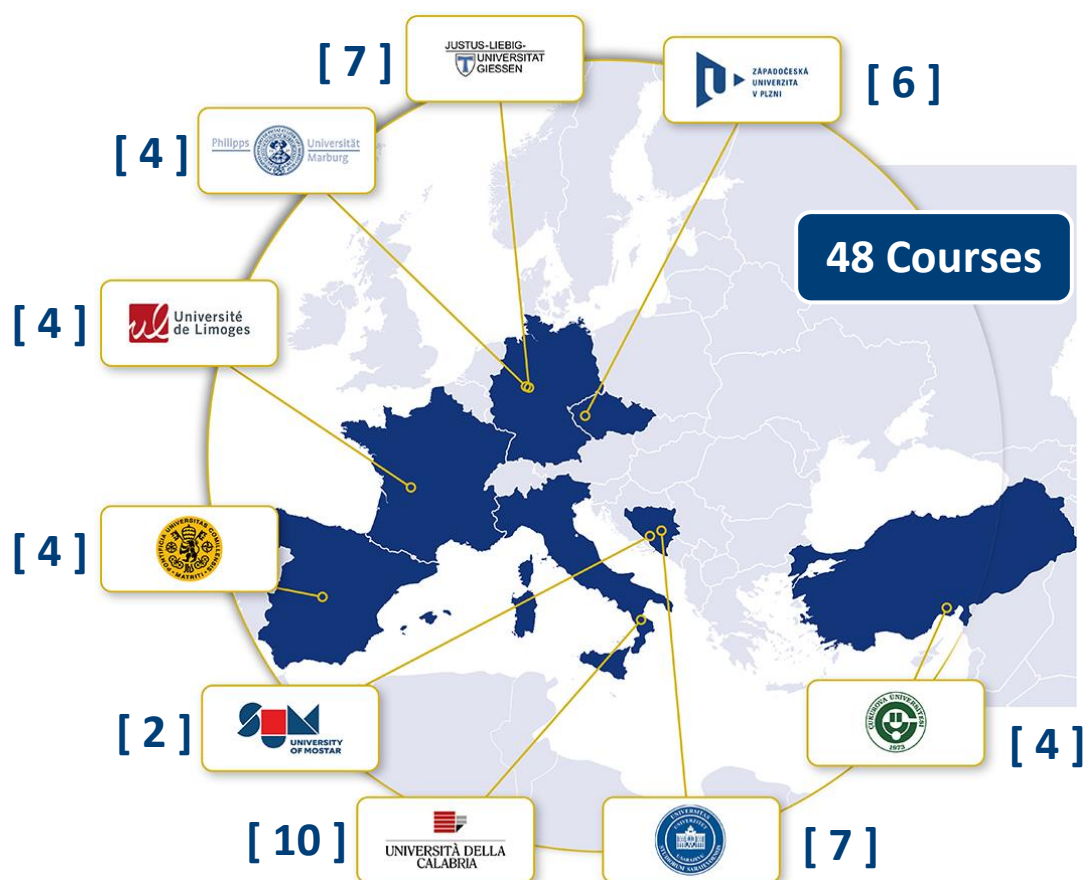


The EUPeace Common Course Catalogue for Teacher Education

Issue 1 (2024-2025)

Accessing via “PDF Booklet”



EUPeace Universities

Marburg University	3
Justus Liebig University Giessen	9
University of Limoges	18
University of Calabria	24
Comillas Pontifical University	49
University of West Bohemia	57
University of Mostar	68
Çukurova University	73
University of Sarajevo	79





MARBURG UNIVERSITY

UMR-1: Discrimination - A European Approach

UMR-2: Gaming and Historical Learning

UMR-3: Qualitative-reconstructive Research Methods

UMR-4: Racism-critical School



Co-funded by
the European Union

COURSE INFORMATION	
EUPeace Alliance University	Philips Marburg
Course Title	Discrimination - A European Approach
Department and/or Faculty	Department for Social sciences and philosophy: Institute for Politics
Course Code	LV-03-987-A007
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	Course Modality <div> <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous </div> <div> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div>
Date	Winter semester (October – February)
Language(s) of Instruction	English
Course Coordinator	Katharina Klingebiel, katharina.klingebiel@uni-marburg.de
Course Instructor	Katharina Klingebiel, katharina.klingebiel@uni-marburg.de
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	180 hours
<input checked="" type="checkbox"/> ECTS Credits	6
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content <p>In the EU discrimination on any grounds is prohibited as stated in the EU Charter of Fundamental Rights. Nevertheless, for many people and communities in Europe discrimination based on sex, racial or ethnic origin, religion or belief, disability, age or sexual orientation remains a daily reality - students in schools are no exception. As teachers we have an important role and responsibility in addressing and eliminating all forms of discrimination - for our goal is to live together peacefully as global citizens in strong and just societies that value diversity. By means of the concept of intersectionality, in this course we will focus on various social categories such as gender, class, race, sexuality, disability and other identity axes. The discrimination resulting from these mutually reinforcing identities leads to systemic injustice and social inequality. Discrimination is rooted in the very structure of education institutions. Therefore, we need teachers that are not only aware of various forms of discrimination but are also of their own implicit and often unconscious bias and beliefs. By using methods of self-reflection, this course will provide a training for future teachers in order to reflect and welcome the diversity of their students. Being open to students from various European universities, our own diverse backgrounds will provide multi-perspective approaches to the topic of discrimination.</p>	
Competences & Learning Objectives <p>Students are able to identify the various forms of discrimination, especially discrimination endured in the educational system. Students are able to reflect on both their own role and the role of institutions and society concerning discriminatory practices in order to protect the right to education and advance equal learning opportunities regardless of race, gender or any economic or social distinctions.</p> <p>Students are able to apply methods of self-reflection and reflect on and reconsider their own bias and beliefs. A willingness to participate in discussions, share (multi-perspective) approaches and critical self-reflexion is essential.</p> <p>The course provides awareness and cultural competence training, because implicit biases are malleable and can change.</p>	

Students will take part in classroom/lesson methods such as role-plays, constructive feedback etc. that can be applied and adapted in the diversity-sensitive classroom and therefore are very useful in a teacher's education.

[LINK to Course Details](#)

Pending

COURSE INFORMATION	
EUPeace Alliance University	Philips Marburg
Course Title	Gaming and historical learning Spielen im Geschichtsunterricht
Department and/or Faculty	Didactics of History
Course Code	Pending
Course Type	Course Modality
<input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	<input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous
	<input checked="" type="checkbox"/> In-person <input type="checkbox"/> Lecture <input type="checkbox"/> Laboratory
Date	Winter semester (October – February)
Language(s) of Instruction	German/English
Course Coordinator	Thorsten Neischwander, thorsten.neischwander@uni-marburg.de +49 6421 28-24887
Course Instructor	Thorsten Neischwander, thorsten.neischwander@uni-marburg.de +49 6421 28-24887
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	180 hours
<input checked="" type="checkbox"/> ECTS Credits	6
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content <p>Games help us to develop cultural skills and hone our personality. They also tell us stories and lead us into narratives, into fictional worlds or fictionally mediated past worlds. We act beyond the rules of social coexistence and the real consequences in situations that also lead us into historical settings. All these contexts can make games interesting for history lessons in their diverse manifestations.</p> <p>The seminar would therefore like to take an in-depth look at games as a cultural technique and discuss the potential of games in history lessons. The different types of games such as simulation games, role-playing games but also board and video games will be discussed. Together, we want to scrutinise these games and their historical narratives and discuss their potential for history lessons. Therefore, teaching arrangements and concepts to be developed will also be included in the discussion.</p> <p>As part of the examination, a teaching arrangement will be developed or trialled and subjected to reflection.</p> <p>The course offers the opportunity to develop bilingual teaching concepts and contribute to the discussion. The literature will mainly be in German language.</p>	
Competences & Learning Objectives <ul style="list-style-type: none"> Analyze historical-cultural products and reflect on their application in history lessons. Create and evaluate teaching/learning arrangements (possibly through empirical research). Students with a foreign language as second subject apply didactic concepts for specialized teaching in a foreign language. 	
LINK to Course Details	Pending

COURSE INFORMATION	
EUPeace Alliance University	Philips Marburg
Course Title	Qualitative-reconstructive research methods Qualitativ-rekonstruktive Forschungsmethoden
Department and/or Faculty	Department for Educational Sciences
Course Code	LV-21-EGL-516
Course Type	Course Modality
<input type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	<input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous
	<input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory
Date	Winter semester (October – February)
Language(s) of Instruction	German
Course Coordinator	Yaliz Akbaba, yaliz.akbaba@uni-marburg.de
Course Instructor	Yaliz Akbaba, yaliz.akbaba@uni-marburg.de
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	See under: ECTS Credits
<input checked="" type="checkbox"/> ECTS Credits	Clarify the scope of the course in consultation with the lecturer and your home university before the course begins.
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content <p>In this seminar, we will deepen our knowledge of qualitative-reconstructive research methods, including objective hermeneutics, ethnography and procedures for post- and decolonial analyses of teaching materials. We aim to practice the methods using examples and critically examine them where necessary. Therefore, the seminar is interested both in methodological (training) knowledge and in questions regarding discrimination-critical collection and evaluation. These questions are relevant insofar as research methods produce knowledge and are inherently entangled in epistemological power/knowledge complexes.</p> <hr/> <p>Im Seminar vertiefen wir unsere Kenntnisse zu qualitativ-rekonstruktiven Forschungsmethoden, darunter die Objektive Hermeneutik, Ethnografie und Vorgehensweisen für post- und dekoloniale Analysen von Unterrichtsmaterial. Wir wollen die Methoden anhand von Beispielen einüben und sie wo nötig herrschaftskritisch hinterfragen. Das Seminar ist also sowohl an methodischem (Schulungs)Wissen interessiert, als auch an Fragen nach diskriminierungskritischem Erheben und Auswerten. Diese Fragen spielen eine Rolle, insofern Forschungsmethoden Wissen produzieren und damit per se in epistemologische Macht/Wissen-Komplexe verstrickt sind.</p>	
Competences & Learning Objectives <ul style="list-style-type: none"> • reflection skills and methodological understanding of discrimination-critical data collection and evaluation • understanding epistemology critique, power/knowledge dispositives using the example of empirical research <hr/> <ul style="list-style-type: none"> • Reflexionsfähigkeiten und methodologisches Verständnis über diskriminierungskritisches Erheben und Auswerten • Epistemologie-Kritik, Macht/Wissen-Dispositione am Beispiel von empirischer Forschung verstehen 	
LINK to Course Details	Pending

COURSE INFORMATION	
EUPeace Alliance University	Philips Marburg
Course Title	Racism-critical school Rassismuskritische Schule
Department and/or Faculty	Department for Educational Sciences
Course Code	LV-21-EGL-531
Course Type	Course Modality
<input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	<input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous
	<input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory
Date	March
Language(s) of Instruction	German
Course Coordinator	Yaliz Akbaba, yaliz.akbaba@uni-marburg.de
Course Instructor	Yaliz Akbaba, yaliz.akbaba@uni-marburg.de
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	See under: ECTS Credits
<input checked="" type="checkbox"/> ECTS Credits	Clarify the scope of the course in consultation with the lecturer and your home university before the course begins.
<input checked="" type="checkbox"/> Certificate	Certificate of Attendance
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content What forms of racism are evident in schools and classrooms? What does this knowledge mean for the pedagogical professionalization of future teachers? In the seminar, we work with post- and decolonial theoretical perspectives and empirical findings on the subject. A temporary separation of the learning group into white-positioned and BIPOC students is planned.	
Welche Ausdrucksformen von Rassismus zeigen sich in Schule und Unterricht? Was bedeutet dieses Wissen für die pädagogische Professionalisierung von angehenden Lehrer:innen? Im Seminar arbeiten wir mit post- und dekolonialen theoretischen Perspektiven und empirischen Befunden zum Thema. Eine zeitweise Trennung der Lerngruppe in weiß positionierte und BIPOC Studierende ist anvisiert.	
Competences & Learning Objectives <ul style="list-style-type: none"> acquiring relevant knowledge about racism in school structures and on the levels of curriculum and interaction between teachers and students ability to reflect on one's own entanglements in racist logics within the context of school and education pedagogical professionalization in the context of contradictory / adverse conditions 	
<ul style="list-style-type: none"> Erwerb von rassismusrelevantem Wissen zur Schulstruktur und auf den Ebenen des Curriculum, der Interaktion zwischen Lehrer:innen und Schüler:innen Reflexionsvermögen eigener Verstrickungen in rassistische Logiken im Kontext von Schule und Bildung Pädagogische Professionalisierung vor dem Hintergrund widersprüchlicher / widriger Bedingungen 	
LINK to Course Details	Pending

JUSTUS-LIEBIG- UNIVERSITÄT GIESSEN

JUSTUS LIEBIG UNIVERSITY GIESSEN

JLU-1: Empowering Educators with Multi-professional Collaboration and Digital Innovation

JLU-2: Introduction to Academic Writing

JLU-3: Global Governance, Peace and the Crisis of Liberal World Order

JLU-4: Virtual International Exchange: Transition and Inclusion in Global Educational Contexts

JLU-5: School in Migration Societies

JLU-6: Cooperation and Teamwork in Primary School

JLU-7: Multifaceted childhoods - Child Development and Diversity

COURSE INFORMATION	
EUPeace Alliance University	Justus-Liebig Giessen
Course Title	Empowering Educators with Multi-professional Collaboration and Digital Innovation
Department and/or Faculty	FB 03 / Institute for Educational Science / IfEW
Course Code	03 BA INTER
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricula	Course Modality <div> <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)synchronous </div> <div> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div>
Date	Winter Semester (October – February)
Language(s) of Instruction	English
Course Coordinator	Erum Afzal, Erum.Afzal@erziehung.uni-giessen.de
Course Instructor	Erum Afzal, Erum.Afzal@erziehung.uni-giessen.de
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	36 hours
<input checked="" type="checkbox"/> ECTS Credits	12
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content <p>In this course, participants will learn the importance of collaboration and interdisciplinary teamwork, enabling them to work effectively with colleagues from various backgrounds. By exploring innovative theories and models, participants will develop a deeper understanding of how to improve educational quality and promote lifelong learning. Moreover, they will acquire future skills and learn to integrate advanced technologies into their teaching practices, empowering them to adapt to evolving educational landscapes and drive positive change within their institutions.</p>	
Competences & Learning Objectives <p>Upon completing this course, participants will develop a comprehensive understanding of multi-professional collaboration and inter-institutional cooperation in educational settings. They will cultivate interdisciplinary competencies, integrating future skills to enhance teaching practices. By embracing innovative approaches such as digital pedagogies and AI integration, participants will be empowered to adapt to evolving educational landscapes. This course instills a mindset of collaboration, innovation, and lifelong learning, equipping teachers with the knowledge and skills to effectively navigate in digital educational environments and drive positive change within their institutions.</p>	
LINK to Course Details	https://www.uni-giessen.de/de/mug/7/pdf/7_35/03/3/7_35_03_neu_2023#page=8

COURSE INFORMATION	
EUPeace Alliance University	Justus-Liebig Giessen
Course Title	Introduction to academic writing Propädeutikum: Einführung in das wissenschaftliche Arbeiten
Department and/or Faculty	FB 03 / Institute for Educational Science / IfEW
Course Code	03 BA EW PROP
Course Type <input checked="" type="checkbox"/> Curricular <input checked="" type="checkbox"/> Non-curricular	Course Modality <div> <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)synchronous </div> <div> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div>
Date	Winter Semester
Language(s) of Instruction	English
Course Coordinator	Erum Afzal, Erum.Afzal@erziehung.uni-giessen.de
Course Instructor	Erum Afzal, Erum.Afzal@erziehung.uni-giessen.de
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	36 hours
<input checked="" type="checkbox"/> ECTS Credits	3
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content <p>This course aimed to equip students with essential skills for scientific research writing, focusing on core principles such as understanding the nature of science, learning scientific work techniques, conducting topic research, and correctly citing sources. Students will develop the ability to formulate independent research questions and engage in ethical research practices. These insights and skills will not only enhance their academic performance but also develop mindset as educators promoting a culture of critical thinking, rigor, and integrity in educational institutions.</p>	
Competences & Learning Objectives <p>The participants of the course will learn essential skills to effectively communicate scientific findings. By understanding what science is and learning the basic techniques of scientific work, students will develop the ability to research scientific topics independently. They will learn how to use common references and citation methods and will be able to develop research questions independently. These core principles, perspectives, and insights will shape their mindset, preparing them for roles as educators in educational institutions.</p>	
LINK to Course Details	https://www.uni-giessen.de/de/mug/7/pdf/7_35/03/3/7_35_03_neu_2023#page=8

COURSE INFORMATION	
EUPeace Alliance University	Justus-Liebig Giessen
Course Title	Global Governance, Peace and the Crisis of Liberal World Order Globale Governance, Frieden und die Krise der liberalen Weltordnung
Department and/or Faculty	Department 03 – Social and Cultural Sciences
Course Code	Pending
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	Course Modality <div> <input checked="" type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Both (A/S)ynchronous </div> <div> <input type="checkbox"/> In-person <input type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div>
Date	Both semesters
Language(s) of Instruction	English
Course Coordinator	Helmut Breitmeier
Course Instructor	Helmut Breitmeier, Helmut.Breitmeier@sowi.uni-giessen.de and +49 641 99 23111
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	30 hours
<input checked="" type="checkbox"/> ECTS Credits	3
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
<p>The lecture will be available online and most lessons will not be held in classroom. However, three sessions will be held online and give the opportunity for an exchange with the lecturer. In a first section, the lecture deals with basic concepts (e.g., global governance, theories of international relations, liberal world order) and the impacts of populism, nationalism, and the regression of democracy on global governance - or on the system of the United Nations. On the one hand, students from different study programs will be provided with basic information necessary to understand arguments made about the impact of declining liberal world order on global governance. On the other hand, the lecture will follow a problem-oriented approach and analyze or explore these issues in depth. It will analyse developments in different issue areas (e.g., environment/climate change, development, world trade, disarmament, management of violent conflict and peace-keeping, human rights, food etc.). Lectures will be held in English language and be available in Illias (via Studip). Each lecture includes puzzles with questions to students (for self-study or discussion with students in Studip) or small video-clips about specific themes related to an issue area.</p>	
Competences & Learning Objectives Pending	
LINK to Course Details	https://www.uni-giessen.de/de/studium/studinfo/evv

COURSE INFORMATION	
EUPeace Alliance University	Justus-Liebig Giessen
Course Title	Virtual International Exchange: Transition and Inclusion in Global Educational Contexts Virtueller internationaler Austausch: Übergang und Inklusion in globalen Bildungskontexten
Department and/or Faculty	Faculty 03 – Social Sciences and Cultural Studies
Course Code	Pending
Course Type	Course Modality
<input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	<input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous
	<input type="checkbox"/> In-person <input type="checkbox"/> Lecture <input type="checkbox"/> Laboratory
Date	Winter semester (October – December)
Language(s) of Instruction	English
Course Coordinator	Ulrike Beate Müller, Ulrike.Mueller@erziehung.uni-giessen.de
Course Instructor	Ulrike Beate Müller, Ulrike.Mueller@erziehung.uni-giessen.de Maire Tuul
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	90 hours
<input checked="" type="checkbox"/> ECTS Credits	3
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content Due to increasing migration and globalization processes, dealing with (cultural) heterogeneity and preparing for it is a central challenge of teacher education. Intercultural perspectives and international experiences are essential for professionalization, especially for future preschool and primary school teachers. VIEW (Virtual Intercultural Exchange Worldwide) as a digital project-seminar focuses on intercultural perspectives and exchange. There will be a fixed group of international and JLU students. The group will be divided into fixed small groups of international and JLU students. The seminar will focus on three content modules (Basics on Transition and Inclusion; Transition to primary school; Inclusion). The course is designed in a flipped-classroom model.	
Competences & Learning Objectives The goal of this seminar is to promote an intercultural exchange of international and German (preschool, inclusive and primary) education students by focusing on the topics transition and inclusion. Through the intensive work during the whole seminar, the students will get to know each other better, and an intensive exchange is promoted, on a formal and informal level. Accompanying the seminar, students will create an e-portfolio to document learning content as well as their personal experiences and reflections. Assessment will focus on presentations of group-work and essays.	
LINK to Course Details	https://www.uni-giessen.de/de/studium/studinfo/evv

COURSE INFORMATION	
EUPeace Alliance University	Justus-Liebig Giessen
Course Title	Schule in der Migrationsgesellschaft School in a Migration Society
Department and/or Faculty	Faculty 03 – Social Sciences and Cultural Studies/Institute for Childhood and School Pedagogy
Course Code	GSD 3, 03-GSD-L1-P-03
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	Course Modality <div> <input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous </div> <div> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div>
Date	Winter Semester
Language(s) of Instruction	German
Course Coordinator	Anja Seifert; Anja.Seifert@erziehung.uni-giessen.de
Course Instructor	Thomas Bürger, Thomas.Buerger@erziehung.uni-giessen.de
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	30 hours
<input checked="" type="checkbox"/> ECTS Credits	pending
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content This course addresses the central theories and programs that help to contextualize and understand the migration situation in German schools. These theories are certainly applicable in other countries as well. Content-wise, we engage with the concept of acculturation, attempt to contextualize the notion of culture, and seek patterns of socialization.	
Competences & Learning Objectives The aim is to foster intercultural competence, understand general structures, and critically reflect on migration pedagogical practices.	
LINK to Course Details	https://www.uni-giessen.de/de/studium/studinfo/evv

COURSE INFORMATION	
EUPeace Alliance University	Justus-Liebig Giessen
Course Title	Kooperation und Teamarbeit in der Grundschule Cooperation and Teamwork in Primary School
Department and/or Faculty	Faculty 03 – Social Sciences and Cultural Studies
Course Code	DGS 3.2
Course Type	Course Modality
<input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	<input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory
Date	Winter Semester
Language(s) of Instruction	German
Course Coordinator	Mareike Pfeiffer, Mareike.Pfeiffer@erziehung.uni-giessen.de
Course Instructor	Mareike Pfeiffer, Mareike.Pfeiffer@erziehung.uni-giessen.de
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	90 hours
<input checked="" type="checkbox"/> ECTS Credits	3
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content <p>In this course we are looking at cooperation and teamwork in primary school as a workplace. Our focus is not on the instruction of these methods to students, but rather how we practice these methods with our fellow colleagues, parents and external parties.</p> <p>-----</p> <p>In diesem Seminar betrachten wir Kooperation und Teamarbeit am Arbeitsplatz Grundschule. Der Fokus liegt dabei nicht auf der Ausübung und Instruktion dieser Methoden mit den Schülern, sondern darauf, wie wir als Lehrende dies im Umgang mit dem Kollegium, den Eltern oder außerschulischen Akteuren praktizieren.</p>	
Competences & Learning Objectives <p>At the end of this seminar, students will know how to respectfully and openly work with other stakeholders in primary school. You will know about the challenges of their professions and be able to give and receive feedback.</p> <p>-----</p> <p>Am Ende des Seminars können die Studierenden wertschätzend und respektvoll ihnen gestellte Teamaufgaben bewältigen. Sie haben gelernt, welche Herausforderungen unterschiedliche Professionen im Bereich der Grundschule haben und können konstruktives Feedback geben und annehmen.</p>	
LINK to Course Details	https://www.uni-giessen.de/de/studium/studinfo/evv

COURSE INFORMATION	
EUPeace Alliance University	Justus-Liebig Giessen
Course Title	Multifaceted childhoods - child development and diversity Vielfältige Kindheiten - Kindliche Entwicklung und Heterogenität
Department and/or Faculty	Institute for Childhood and School Pedagogy Department of Childhood Education
Course Code	03 BA BFK Pro 1.2
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	Course Modality <div> <input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous </div> <div> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Laboratory </div>
Date	Winter semester
Language(s) of Instruction	German
Course Coordinator	Nicole Dern, nicole.dern@erziehung.uni-giessen.de and +49 (0) 641/ 99-24-122
Course Instructor	Nicole Dern, nicole.dern@erziehung.uni-giessen.de and +49 (0) 641/ 99-24-122
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	30 hours in-person, 40 hours preparation/ follow-up
<input checked="" type="checkbox"/> ECTS Credits	Pending
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content Every day, children bring their differences and their ideas of diversity into everyday (educational) situations. Dealing with this diversity of needs and interests in the context of one's own biography is part of everyday working life for educational professionals. The seminar therefore takes a theoretical and practical approach to this topic based on various dimensions of diversity. On the one hand, the seminar aims to provide an overview of the diverse worlds of children, while on the other hand allowing students to set their own personal priorities.	
Täglich bringen Kinder ihre Verschiedenheit und ihre Vorstellungen von Vielfalt in Situationen des (pädagogischen) Alltags mit ein. Der Umgang mit dieser Vielfalt an Bedürfnis- und Interessenslagen vor dem Hintergrund der eigenen Biographie gehört für pädagogische Fachkräfte zum beruflichen Alltag. Das Seminar nähert sich daher dieser Thematik vor dem Hintergrund verschiedener Heterogenitätsdimensionen theoretisch wie praxisnah an. Das Seminar verfolgt den Anspruch einerseits einen Überblick über die vielfältigen Kinderwelten zu geben, andererseits jedoch persönliche Schwerpunktsetzungen durch die Studierenden zu ermöglichen.	
Competences & Learning Objectives <ul style="list-style-type: none"> • be able to deal with pedagogical and didactic possibilities for coping with diversity and describe measures of individualization and differentiation • become familiar with childhood research studies on diversity at pre-school and primary school age (milieu, poverty, gender, migration, etc.) and be able to evaluate them in a differentiated way • become familiar with didactic concepts of difference-conscious education • become familiar with methods of pedagogy and didactics of diversity in kindergarten and school 	

- sich mit pädagogischen und didaktischen Möglichkeiten zur Bewältigung von Diversität auseinandersetzen und Maßnahmen der Individualisierung und Differenzierung beschreiben können
- Untersuchungen der Kindheitsforschung zur Heterogenität im Vor- und Grundschulalter (Milieu, Armut, Gender, Migration etc.) kennen lernen und differenziert beurteilen können
- didaktische Konzepte einer differenzbewussten Erziehung und Bildung kennenlernen
- Maßnahmen einer Pädagogik und Didaktik der Vielfalt in Kindergarten und Schule kennenlernen

LINK to Course Details

<https://www.uni-giessen.de/de/studium/studinfo/evv>



UNIVERSITY OF LIMOGES

LIM-1: Identifying Students' Specific Needs

LIM-2: Autism Spectrum Disorder

LIM-3: Specific Language and Learning Impairment

LIM-4: Inclusion, Identifying Specific Needs. English for All



Co-funded by
the European Union

COURSE INFORMATION	
EUPeace Alliance University	Limoges
Course Title	Identifying students' specific needs English for All!
Department and/or Faculty	National Higher Institute for Teaching and Education
Course Code	CMAI3C7E Langue vivante
Course Type	Course Modality
<input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	<div> <input checked="" type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Both (A/S)ynchronous </div> <div> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div>
Date	Summer + Winter semester
Language(s) of Instruction	Mostly in English
Course Coordinator	Leslie Amiot, leslie.amiot@unilim.fr
Course Instructor	Sandrine Simon, sandrine.simon@unilim.fr
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	30 hours
<input checked="" type="checkbox"/> ECTS Credits	No credits because only part of course.
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content <ul style="list-style-type: none"> The sessions combine many different activities like using picture books, drawing/painting, playing games, using musical instruments, speaking, doing (easy) maths, etc, in order to practice English and (grammar) in context. There is also discussion time, reading articles, looking for specific vocabulary and structures (on SEN, UDL and topics on accessibility) when synchronous. One part is working on a project in small groups. 	
Competences & Learning Objectives <ul style="list-style-type: none"> To provide the motivation to learn and practice English. To build, gain or restore self-confidence. To encourage communication whatever language one has at one's disposal (mime, gestures, drawings...). To show that teaching and learning English can be fun. To share an experience of teaching or learning English in a non-threatening environment. 	
LINK to Course Details	https://www.inspe.unilim.fr/formations/offre-de-formation/master-meef/parcours-accompagnement-de-dynamique-inclusive/

COURSE INFORMATION	
EUPeace Alliance University	Limoges
Course Title	Autism Spectrum Disorder Troubles du Spectre de l'Autisme
Department and/or Faculty	National Higher Institute for Teaching and Education
Course Code	CMAI4N7E (for overall course but only one part is proposed here)
Course Type <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Non-curricular	Course Modality <div> <input checked="" type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Both (A/S)ynchronous </div> <div> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div>
Date	Summer semester (February – June)
Language(s) of Instruction	French
Course Coordinator	Leslie Amiot, leslie.amiot@unilim.fr
Course Instructor	Leslie Amiot, leslie.amiot@unilim.fr
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	12 hours
<input type="checkbox"/> ECTS Credits	No credits UNILIM because only part of course
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
<ul style="list-style-type: none"> Content Autism Spectrum Disorders in the medical classifications (DSM-5 and ICD-11) and recommendations of the Haute Autorité de la Santé (French National Authority for Health) Understanding the particularities of behaviour Consequences of ASD on socialisation, living together and social learning at school Sensory particularities, perception and attention: consequences in the classroom <hr/> <ul style="list-style-type: none"> Les troubles du Spectre de l'Autisme dans les classifications médicales (DSM-5 et CIM-11) et recommandations de la Haute Autorité de la Santé Connaître les particularités de fonctionnement Conséquences du TSA sur la socialisation, le Vivre ensemble et les apprentissages sociaux à l'école Particularités sensorielles, perception et attention : conséquences en classe 	
Competences & Learning Objectives <ul style="list-style-type: none"> Learn more about pupils with autism spectrum disorders Understand the particularities of their behaviour so that they can be taken into account in the classroom Reflect on the consequences of this disorder and associated disorders on learning and school life <hr/> <ul style="list-style-type: none"> Approfondir les connaissances sur les élèves présentant un trouble du spectre de l'autisme Connaître les particularités de fonctionnement pour les prendre en compte en classe Réfléchir aux conséquences de ce trouble et des trouble associés sur les apprentissages et la vie scolaire 	
LINK to Course Details	Pending

COURSE INFORMATION	
EUPeace Alliance University	Limoges
Course Title	Specific Language Impairment/Specific Learning Impairment Troubles Spécifiques du Langage et des Apprentissages
Department and/or Faculty	National Higher Institute for Teaching and Education
Course Code	CMAI3P7E (for overall course but only one part is proposed here)
Course Type <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Non-curricular	Course Modality <div> <input checked="" type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Both (A/S)ynchronous </div> <div> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div>
Date	Winter semester (October-November)
Language(s) of Instruction	French
Course Coordinator	Leslie Amiot, leslie.amiot@unilim.fr
Course Instructor	Leslie Amiot, leslie.amiot@unilim.fr
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	12 lessons
<input type="checkbox"/> ECTS Credits	No credits because only part of course
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION	
Content <ul style="list-style-type: none"> Specific Language and Learning Disorders in the medical classifications (DSM-5 and ICD-11) and recommendations of the Haute Autorité de la Santé (French National Authority for Health) Stages in the diagnostic process and multidisciplinary assessment: obstacles and levers Definition and description of specific language and learning disorders Identifying the signs of early detection Testing screening tools accessible to teachers <hr/> <ul style="list-style-type: none"> Les Troubles Spécifiques du Langage et des Apprentissages dans les classifications médicales (DSM-5 et CIM-11) et recommandations de la Haute Autorité de la Santé Les étapes de la démarche de diagnostic et du bilan pluri-disciplinaire : freins et leviers Définition et description des troubles spécifiques du langage et des apprentissages Identifier les signes d'un repérage précoce Expérimenter des outils de dépistage accessibles aux enseignants 	
Competences & Learning Objectives <ul style="list-style-type: none"> Specific Language and Learning Disorders in the medical classifications (DSM-5 and ICD-11) and recommendations Deepen knowledge of pupils with specific language and learning difficulties and differentiate them from 'special needs' pupils Identify early difficulties <hr/> <ul style="list-style-type: none"> Anticipate the consequences for learning in class and school life Approfondir les connaissances sur les élèves présentant des troubles spécifiques du langage et des apprentissages et les différencier des élèves « en difficulté Repérer les difficultés précoces Anticiper les conséquences sur les apprentissages en classe et la vie scolaire 	
LINK to Course Details	Pending

COURSE INFORMATION	
EUPeace Alliance University	Limoges
Course Title	Identifying students' specific needs Repérer les besoins spécifiques des élèves
Department and/or Faculty	National Higher Institute for Teaching and Education
Course Code	Pending
Course Type	Course Modality
<input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Non-curricular	<input checked="" type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Both (A/S)ynchronous
	<input type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory
Date	Winter Semester (October – December)
Language(s) of Instruction	French (possible translation in English for the asynchronous part).
Course Coordinator	Leslie Amiot, leslie.amiot@unilim.fr
Course Instructor	Leslie Amiot, leslie.amiot@unilim.fr
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	24 hours
<input checked="" type="checkbox"/> ECTS Credits	Pending
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content 1. Review of child and adolescent psychology and the notion of 'ordinary needs' (9 hours asynchronous) The various benchmarks of child and adolescent development and the factors that influence it will be compared with expected pupil posture (or becoming a pupil) and the school context. 2. From difficulty to disorder: from difficulties identification to diagnosis (7 hours face-to-face) The aim of this section is to differentiate between 'academic difficulties' (learning and behaviour) and diagnosed medical disorders, and the role of the teacher, specialist teacher and other professionals in this process. 3. From academic difficulties to identifying needs (8 hrs face-to-face) 4. Starting with difficulties at school (reading, writing, counting, living together), we will analyse the emotional, cognitive, social and instrumental blockages.	
----- 1. Rappels de psychologie de l'enfant et de l'adolescent et notion de « besoins ordinaires » (9h asynchrone) Les différents repères du développement de l'enfant et de l'adolescent et les facteurs qui l'influence seront mis en correspondance avec les attendus d'élève (ou de devenir élève) et le contexte scolaire 2. De la difficulté au trouble : du repérage au diagnostic (7h présentiel) Cette partie vise à différencier les « difficultés scolaires » (apprentissage et comportement) des troubles médicaux diagnostiqués ainsi que le rôle de l'enseignant, de l'enseignant spécialisé et des autres professionnels dans cette démarche 3. De la difficulté scolaire à l'identification d'un besoin (8h présentiel) Partant des difficultés scolaires (lire écrire, compter, vivre ensemble), nous analyserons les points de blocage affectif, cognitif, sociaux, instrumentaux.	
Competences & Learning Objectives	

<ul style="list-style-type: none"> • Be familiar with developmental benchmarks and learning processes • Position oneself in the context of an inclusive school • Identify potential obstacles to learning and becoming a pupil 	
<hr/> <ul style="list-style-type: none"> • Connaitre les repères développementaux et les processus d'apprentissage • Se positionner dans un contexte d'école inclusive • Identifier les obstacles potentiels aux apprentissages et au devenir élève 	
LINK to Course Details	Pending



UNIVERSITÀ DELLA
CALABRIA

UNIVERSITY OF CALABRIA

CBR-1: Gender-based Violence and Sexism: Prevention, Protection and Support

CBR-2: Special Needs and Inclusive Pedagogy at Pre-primary and Primary

CBR-3: Chemistry Education at Pre-primary and Primary (Cultivating scientific methods, reasoning and literacy through chemistry)

CBR-4: Mathematics Education at Pre-primary and Primary (Cultivating mathematics literacy through multimodal input and fluent output)

CBR-5: Physics Education at Pre-primary and Primary (Universal Design applied to primary-level physics education)

CBR-6: Didactics of Chemistry for Natural Sciences at Secondary

CBR-7: Bioethics

CBR-8: Digital Ethics

CBR-9: Agenda 2030: The Role of Universities

CBR-10: English Medium Instruction Methodology & Materials: teaching complex content through a foreign language



COURSE INFORMATION	
EUPeace Alliance University	Calabria
Course Title	Gender-based Violence and Sexism: Prevention, Protection and Support Violenza di genere e sessismo: Prevenzione, protezione e sostegno
Department and/or Faculty	Department of Humanities Dipartimento di Studi Umanistici
Course Code	27007410
Course Type	Course Modality
<input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	<input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Both (A/S)ynchronous
	<input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Laboratory
Date	Summer Semester (February – May)
Language(s) of Instruction	Italian
Course Coordinator	Giovanna Vingelli, giovanna.vingelli@unical.it and +393401551067
Course Instructor	Giovanna Vingelli, giovanna.vingelli@unical.it and +393401551067
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable for non-student body <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	42 hours
<input checked="" type="checkbox"/> ECTS Credits	6
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content This course aims to provide participants with the necessary tools for recognizing and understanding the phenomenon of gender-based violence in all its manifestations, exploring the different forms that gender-based violence takes, how it can be (mis)understood and (mis)explained, and the political and policy responses to it, or lack thereof. Course participants will receive training from both a theoretical and practical point of view, enabling them to examine directly, through the testimonies of practitioners, the main critical issues related to the phenomenon of gender-based violence and sexual harassment. The course delineates social processes and capacities needed to design and implement programmes for eradicating gender-based violence and to ensure that “gender-equality” as a movement, evolves in response to constantly evolving social realities. Interactive workshops present a series of exercises and (self)reflective activities designed to explore the concepts of gender, gender-based violence, sexuality and rights. These workshops also explore the impact of gender-based violence on education, health and personal as well as familial and social development. Questo corso mira a fornire ai/le partecipanti gli strumenti necessari per riconoscere e comprendere il fenomeno della violenza di genere in tutte le sue manifestazioni, esplorando le diverse forme che essa assume, come può essere (mal)compresa e (mal)spiegata, e le risposte politiche e (o) la loro assenza). I/le partecipanti al corso riceveranno una formazione sia dal punto di vista teorico che pratico, consentendo loro di esaminare direttamente, attraverso le testimonianze di testimoni privilegiati/operatrici, le principali problematiche critiche legate al fenomeno della violenza di genere e delle molestie sessuali. Il corso delinea infine i processi sociali e le competenze necessarie per progettare e implementare programmi per l'eradicazione della violenza di genere e	

per in un contesto sociale in continua evoluzione. I workshop interattivi presentano una serie di esercizi e attività (auto)riflessive progettate per esplorare i concetti di genere, violenza di genere, sessualità e diritti, esplorando altresì l'impatto della violenza di genere negli ambiti dell'istruzione, salute, sviluppo personale, familiare e sociale.

Competences & Learning Objectives

Through theoretical and practical lessons, the aim is to test not only the assimilation of a set of general concepts related to the topics covered in the course, but also the critical ability to identify problematic issues in the subject and to build course participants' ability to identify possible solutions. By the end of the module, participants should be able to:

- Recognise the complex nature of gender-based violence and how it varies over time and across cultures;
- Evaluate the social impact of cultural representations of gender violence;
- Evaluate different ways of explaining gender-based violence;
- Plan and implement effective policies and practices for responding to gender-based violence;
- Develop programmes for eradicating gender-based violence and, where and when necessary, evolve such programmes as a function of ongoing events that shift social perceptions of gender equality.

Attraverso lezioni teoriche e pratiche, l'obiettivo è quello di testare non solo l'assimilazione di un insieme di concetti generali correlati agli argomenti trattati nel corso, ma anche la capacità critica di individuare problematiche nel soggetto e di sviluppare la capacità dei/le partecipanti al corso nell'identificare possibili soluzioni. Alla fine del modulo, i partecipanti saranno in grado di:

- Riconoscere la natura complessa della violenza di genere e come questa varia nel tempo e tra culture diverse;
- Valutare l'impatto sociale delle rappresentazioni culturali della violenza di genere;
- Valutare diverse modalità di spiegazione della violenza di genere;
- Pianificare e attuare politiche e pratiche efficaci per contrastare la violenza di genere;
- Sviluppare programmi per l'eradicazione della violenza di genere e, quando necessario, implementare tali programmi in funzione dei contesti che cambiano le percezioni sociali della parità di genere.

LINK to Course Details

<https://www.unical.it/storage/cds/18540/activities/111060/>

COURSE INFORMATION	
EUPeace Alliance University	Calabria
Course Title	Special Needs Education and Inclusive Pedagogy Didattica e Pedagogia Speciale per l'Inclusione
Department and/or Faculty	Department of Mathematics and Computer Sciences
Course Code	27007287
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	Course Modality <div> <input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous </div> <div> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Laboratory </div>
Date	Winter + Summer semester (September to June)
Language(s) of Instruction	Italian
Course Coordinator	Antonella Valenti, antonella.valenti@unical.it and (+39) 0984/492858
Course Instructor	Antonella Valenti, antonella.valenti@unical.it and (+39) 0984/492858
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	104 hours
<input checked="" type="checkbox"/> ECTS Credits	12
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content <ul style="list-style-type: none"> • The epistemological status of Special Needs Pedagogy • The evolution of the legal framework supporting inclusion • The Italian way to inclusion • Comparing school models • Classification systems and teaching guides • Universal Design for Learning and the Inclusive Curriculum • The classroom as a relational and learning context • Metacognitive didactics and inclusive didactics • Pupils with Specific Learning Disabilities (SLDs), Special Educational Needs (SEN); evaluation of competences; optimizing individual developmental potential; didactic planning (sequencing, organization, etc.) <hr/> <ul style="list-style-type: none"> • Lo statuto epistemologico della Pedagogia speciale • L'evoluzione del quadro normativo a supporto dell'inclusione • La via italiana all'inclusione • Modelli scolastici a confronto • Sistemi di classificazione e guide didattiche • Universal Design for Learning e curriculum inclusivo • La classe come contesto relazionale e di apprendimento • Didattica metacognitiva e didattica inclusiva. • Alunni con DSA, BES, valutazione delle competenze, delle potenzialità di sviluppo e progettazione didattica. 	
Competences & Learning Objectives	

By the end of the course, students will have acquired a highly specialised, conscious and critical knowledge and language regarding Special Needs Pedagogy and have a historical and cultural perspective of how SNP has evolved, its models, methods and normative references.

Course participants will also have acquired:

- in-depth knowledge on the early detection of SEN/SLD and how to make corrective educational intervention(s);
- knowledge and skills on methods and strategies or educational intervention which can be implemented with pre-school and primary school pupils with disabilities, difficulties or disadvantages;
- theoretical-practical knowledge on compensatory tools and dispensatory measures, with reference to current school regulations;
- understanding of the WHO indications on disability and the new international classification;
- understanding of the main aspects of the UN Convention on the Rights of Persons with disabilities and its application in pre-school and primary school.

Alla fine del corso gli studenti avranno acquisito una conoscenza altamente specializzata, consapevole e critica del linguaggio specifico della Pedagogia speciale e, in una prospettiva storica e culturale, dei suoi modelli, dei suoi metodi e dei suoi riferimenti normativi.

Avranno altresì acquisito:

- una conoscenza approfondita sui BES/DSA per l'individuazione precoce e il corretto intervento didattico;
- conoscenze e competenze sulle metodologie di intervento educativo da attuare con gli alunni di scuola dell'infanzia e primaria con disabilità, difficoltà o svantaggi;
- conoscenze teorico-pratiche sugli strumenti compensativi e sulle misure dispensative, in riferimento all'attuale normativa scolastica;
- la comprensione delle indicazioni dell'OMS sulla disabilità e della nuova classificazione internazionale;
- la comprensione degli aspetti principali della Convenzione ONU sui diritti delle persone con disabilità e le sue applicazioni nella scuola dell'infanzia e nella scuola primaria.

LINK to Course Details

<https://demacs.unical.it/storage/cds/22140/activities/117607/>

COURSE INFORMATION	
EUPeace Alliance University	Calabria
Course Title	Chemistry Education (Primary-Level) Didattica della Chimica (Scienza della Formazione Primaria)
Department and/or Faculty	Department of Mathematics and Computer Sciences
Course Code	27005465
Course Type	Course Modality
<input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	<input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous
	<input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory
Date	Summer semester (March – June)
Language(s) of Instruction	Italian
Course Coordinator	Antonella Valenti, antonella.valenti@unicall.it
Course Instructor	Massimo La Deda, massimo.ladededa@unicall.it
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	28 hours
<input checked="" type="checkbox"/> ECTS Credits	4
<input checked="" type="checkbox"/> Certificate	None
COURSE DESCRIPTION	
Content WHAT WE DON'T SEE <ul style="list-style-type: none"> • The atom: simplicity at the base of the whole • The structure of the atom • The Periodic Table • Atomic number, mass number, isotopes • The chemical bond WHAT WE SEE <ul style="list-style-type: none"> • From atomic properties to macroscopic properties; Intermolecular interactions: polar and apolar molecules, state transitions, solubility. MIXTURES AND SOLUTIONS REACTIVITY AT WORK Concept maps of the topics covered <hr/> CIO' CHE NON VEDIAMO <ul style="list-style-type: none"> • L'atomo: la semplicità alla base del Tutto • La struttura dell'atomo • La Tavola Periodica • Numero atomico, numero di massa, isotopi • Il legame chimico CIO' CHE VEDIAMO <ul style="list-style-type: none"> • Dalle proprietà atomiche alle proprietà macroscopiche • Interazioni intermolecolari: molecole polari e apolari, passaggi di stato, solubilità 	

MISCUGLI E SOLUZIONI

LA REATTIVITA' ALL'OPERA

Mappe concettuali degli argomenti trattati

Competences & Learning Objectives

The main objective is to sensitize future teachers to the importance of “the scientific method” as an educational method. In a society increasingly dependent on science, it is not possible to ignore fundamental scientific concepts. Chemistry and its teaching lends itself well to this objective, since, unlike other disciplines, we are already born chemists, who, on a daily basis, are spectators and actors of various chemical phenomena. The objective of the course is therefore the acquisition of this awareness, and the ability to appreciate the chemistry in the world around us.

At the end of the course students will have acquired: knowledge of the fundamental concepts of chemistry and the ability to select which concepts to teach and how to do so, depending on whether children are in pre-primary or primary-level education; knowledge of the main teaching methodologies in chemistry education; mastery of the essential language of chemistry.

Ability to apply knowledge and understanding

- At the end of the course, students will be able to develop experimental models applied to primary-level chemistry education and design practical experiments which help primary-level children gain, through the application of “the scientific method”, age-appropriate ability to see the chemistry behind water, air, foods, changes of state, oxidation & combustion, acids & bases.

Autonomy of judgement

- At the end of the course, students be able to: independently and critically reflect on cognitive processes and potential obstacles which shape children’s spontaneous ideas about the chemical world; plan inclusive educational paths.

Communication skills

- At the end of the course, students will be familiar with specific communication codes characterizing the empirical sciences, discern between formal and informal communication and be able to effectively communicate how and why they have designed and implemented certain learning paths.

Learning ability

- At the end of the course, students will be able to: evaluate new education methods and choose those which are most didactically effective and appropriate for their pre-primary and primary school learners; implement learning projects and processes which promote collective and cooperative learning.

L’obiettivo principale è di fornire la consapevolezza della necessità di apprendere il metodo scientifico in quanto metodo educativo: in una società sempre più dipendente dalla scienza non è possibile ignorare i suoi concetti fondamentali. La chimica ed il suo insegnamento si prestano ottimamente a questo obiettivo, poiché, a differenza di altre discipline, noi siamo quotidianamente spettatori ed attori di fenomeni chimici, nasciamo già chimici. L’obiettivo del corso è quindi acquisire questa consapevolezza, e poter comprendere la varietà del mondo che circonda risalendo ai semplici e pochi concetti che sono dietro ogni fenomeno.

Alla fine del corso gli studenti avranno acquisito: conoscenza dei concetti fondamentali della chimica, selezionati in base alla loro rilevanza e accessibilità in relazione alla scuola dell’infanzia e primaria; conoscenza delle principali metodologie didattiche per l’insegnamento della chimica; padronanza della terminologia essenziale della chimica.

Capacità di applicare conoscenza e comprensione

- Alla fine del corso gli studenti saranno in condizione di: elaborare modelli sperimentali applicati alla didattica della chimica, anche in riferimento a esperienze pratiche legate a temi che trovano riscontro nelle attività quotidiane e negli obiettivi proposti dalle Indicazioni Nazionali di scienze relativi alla scuola primaria: acqua, aria, alimenti, passaggi di stato, ossidazione e combustione, acidi e basi; conoscenza dei fenomeni chimici attraverso l'applicazione del metodo scientifico.

Autonomia di giudizio

- Alla fine del corso gli studenti avranno acquisito: capacità di riflessione autonoma e critica sugli ostacoli cognitivi e sulle idee spontanee del bambino sul mondo chimico; capacità di programmare percorsi didattici che prevedano, anche in una chiave inclusiva, dei laboratori.

Abilità comunicative

- Alla fine del corso gli studenti avranno acquisito: padronanza dei codici comunicativi specifici delle scienze empiriche e delle tecniche di esposizione appropriate ai diversi contesti educativi (formali e informali); capacità di comunicazione efficace in relazione alla progettazione e realizzazione di percorsi di apprendimento.

Capacità di apprendimento

- Alla fine del corso gli studenti avranno acquisito: capacità di valutare contributi scientifici e di scegliere quelli didatticamente più adeguati per alunni della scuola dell'infanzia e della scuola primaria; capacità di promuovere in classe la realizzazione di progetti collettivi, in una prospettiva di *cooperative-learning*.

LINK to Course Details

<https://www.unical.it/storage/cds/6139/activities/75045/>

COURSE INFORMATION	
EUPeace Alliance University	Calabria
Course Title	Mathematics Education II (Primary-Level) Didattica della matematica II (Scienza della Formazione Primaria)
Department and/or Faculty	Department of Mathematics and Computer Sciences
Course Code	27005430
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	Course Modality <div> <input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous </div> <div> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Laboratory </div>
Date	Winter semester (November – January)
Language(s) of Instruction	Italian
Course Coordinator	Antonella Valenti, antonella.valenti@unical.it
Course Instructor	Luca Dell'Aglio, luca.dellaglio@unical.it
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	47 hours
<input checked="" type="checkbox"/> ECTS Credits	6
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content 1. Basic geometric notions from a didactic point of view <ul style="list-style-type: none"> • Lines and Reference Systems • Segments, Lengths • Definition of Angle from Different Points of View • Perpendicular Lines and Parallel Lines 2. Polygons <ul style="list-style-type: none"> • Diagonals, Internal Angles, Symmetry Axes • Quadrilaterals and Triangles 3. Perimeter and Area <ul style="list-style-type: none"> • Polygons • Circumference and Circle 4. Geometric Transformations <ul style="list-style-type: none"> • Symmetries and similarities: from observational and manipulative activities to theoretical properties 5. Solid Geometry The course content adopts a predominantly non-classical approach to geometry education. It involves the use of basic notions and reasoning typical of modern mathematics. The treatment of these notions are, of course, aligned with the level of mathematical knowledge expected from future teachers in preschool and primary schools.	
<hr/> 1. Nozioni geometriche di base da un punto di vista didattico <ul style="list-style-type: none"> • Linee e Sistemi di Riferimento • Segmenti, Lunghezze • Definizione di angolo da Diversi Punti di Vista 	

- Linee Perpendicolari e Linee Parallele
2. Poligoni
 - Diagonali, angoli interni, assi di simmetria
 - Quadrilateri e Triangoli: dalle attività osservative e manipolative alle proprietà teoriche
 3. Perimetro e Area
 - Poligoni
 - Circonferenza e Cerchio
 4. Trasformazioni Geometriche
 - immetrie e similitudini: dalle attività osservative e manipolative alle proprietà teoriche
 5. Geometria Solida

Il contenuto del corso adotta un approccio tendenzialmente non classico all'educazione geometrica. Coinvolge l'uso di concetti di base e ragionamenti tipici della matematica moderna. Il trattamento rimane elementare, in linea con il livello di conoscenze matematiche attese dai futuri insegnanti delle scuole dell'infanzia e primarie.

Competences & Learning Objectives

Students will be able to:

- Use educational research theories to Identify and resolve problematic classroom situations.
- Design educational activities and paths for young learners, including the use of age-appropriate technologies.
- Design teaching activities which address specific learning issues.
- Design activities which promote collaborative group work, and which engage young learners in problem-solving processes.
- Utilize specific literature to autonomously delve into new educational issues.

Communicative Skills:

- Mathematically argue and draw conclusions clearly and accurately, with appropriate formulations for the intended age-group of learners, both in written and oral forms.
- Communicate learning activities in written and oral forms for an audience of elementary school students.

Learning Abilities:

- Develop a flexible mindset regarding new challenges and quickly acquire new specific knowledge.

The course focuses on analyzing problematic situations through the lens of educational research theories. It emphasizes designing educational activities and curricula for schools, incorporating technology where applicable. Participants will address teaching challenges and craft engaging activities. Collaborative group work and problem-solving exercises will be central. Utilization of relevant literature for independent exploration of new educational issues is encouraged. Communication skills will be honed to articulate mathematical arguments and teaching activities clearly and effectively, tailored to the age of young learners. Additionally, the course aims to foster a learning mindset conducive to adapting to new challenges and swiftly acquiring new knowledge, especially with regard to mathematics education.

Gli studenti saranno in grado di:

- Utilizzare le teorie della ricerca educativa per identificare e risolvere situazioni problematiche in classe.
- Progettare attività educative e percorsi per giovani studenti, includendo l'uso di tecnologie appropriate all'età.
- Progettare attività didattiche che affrontino specifici problemi di apprendimento.
- Progettare attività che promuovano il lavoro di gruppo collaborativo e coinvolgano giovani studenti in processi di risoluzione dei problemi.
- Utilizzare la letteratura specifica per approfondire autonomamente nuove problematiche educative.

Abilità comunicative:

- Argomentare matematicamente e trarre conclusioni con chiarezza e precisione, con formulazioni appropriate per l'età degli studenti, sia in forma scritta che orale.
- Comunicare le attività di apprendimento in forma scritta e orale per un pubblico di studenti delle scuole elementari.

Abilità di apprendimento:

- Sviluppare una mentalità flessibile riguardo alle nuove sfide e acquisire rapidamente nuove conoscenze specifiche.

Il corso si concentra sull'analisi di situazioni problematiche attraverso le teorie della ricerca educativa. Viene messa in evidenza la progettazione di attività educative e curricula per le scuole, integrando la tecnologia dove applicabile. I partecipanti affronteranno sfide didattiche e svilupperanno attività coinvolgenti. Il lavoro di gruppo collaborativo e gli esercizi di risoluzione dei problemi saranno centrali. È incoraggiato l'utilizzo di letteratura pertinente per l'esplorazione autonoma di nuove problematiche educative. Le abilità comunicative saranno affinate per esporre chiaramente ed efficacemente argomentazioni matematiche e attività didattiche, adattandole all'età dei giovani studenti. Inoltre, il corso mira a promuovere una mentalità di apprendimento adatta ad affrontare le nuove sfide e acquisire rapidamente nuove conoscenze, specialmente per quanto riguarda l'educazione matematica.

LINK to Course Details<https://www.unical.it/storage/cds/7418/activities/82846/>

COURSE INFORMATION	
EUPeace Alliance University	Calabria
Course Title	Foundations of Physics and Physics Education (Primary-Level) Fondamenti e Didattica della Fisica (Scienza della Formazione Primaria)
Department and/or Faculty	Department of Mathematics and Computer Sciences
Course Code	27005432
Course Type	Course Modality
<input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	<input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous
	<input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Laboratory
Date	Summer semester (March - June)
Language(s) of Instruction	Italian
Course Coordinator	Antonella Valenti, antonella.valenti@unical.it , and +39 0984/492858
Course Instructor	Peppino Sapia, peppino.sapia@unical.it , and +39 0984/ 496484
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	68 hours
<input checked="" type="checkbox"/> ECTS Credits	9
<input checked="" type="checkbox"/> Certificate	None
COURSE DESCRIPTION	
Content The first part of the course revisits the fundamental concepts of classical physics (mechanics, thermodynamics and electromagnetism) and astronomy, offering a structured overview of common everyday (mis)interpretations of physics held by pupils of primary school. In the second part of the course teachers, referring to physics topics they themselves have chosen, learn how to design learning activities regarding these topics, optimizing virtual and real labs and using familiar everyday realia. Teachers also learn to test, evaluate, evolve and improve their activities. La prima parte del corso rivisita i concetti fondamentali della Fisica classica (meccanica, termodinamica ed elettromagnetismo) e dell'astronomia, offrendo una panoramica articolata delle idee native più diffuse tra gli allievi della scuola primaria e dell'infanzia. La seconda parte del corso è dedicata alla progettazione e sperimentazione di interventi didattici su tematiche a scelta dello studente, basate sull'impiego dei laboratori reali (allestiti anche con materiali di facile reperibilità), sui laboratori virtuali e sull'uso delle nuove tecnologie.	
Competences & Learning Objectives The course is aimed to develop skills and abilities needed for the proper interpretation of more common physical phenomena and for their correct contextualization within the general theoretical framework. Furthermore, the course provides knowledge and skills required to implement and to develop student-centred learning environments. At the end of the course the student will: <ul style="list-style-type: none"> • have acquired the skills necessary for designing didactic paths which help children overcome misconceptions about physics, and thus prepare them for a more scientific approach to physics as they progress through school; and will be able to: <ul style="list-style-type: none"> • design didactic paths focused to overcome potential misconceptions in physics; 	

- bring out of children, ideas and naive interpretations of common physics phenomena and, through thoughtful reprocessing of physics concepts and the deconstruction of misconceptions, guide children towards age-appropriate physics literacy;
- create coherent interdisciplinary links needed to represent the knowledge acquired through various areas and cultural contexts;
- apply the best-accredited teaching practices to ensure the involvement of pupils, supporting the necessary processes of modelling and generalization;
- integrate laboratorial activities and multimedia resources;
- use, in a practical and operational context, knowledge and skills acquired from general education courses.
- monitor teaching/learning processes and adapt didactic actions according to identified needs and problems.

Alla fine del corso gli studenti avranno acquisito:

- a) conoscenza dei concetti scientifici fondanti della fisica classica, selezionati in base alla loro rilevanza e accessibilità in relazione alla scuola dell'infanzia e primaria, con particolare riferimento alle conoscenze native di senso comune maggiormente diffuse;
- b) conoscenza delle principali metodologie didattiche per l'insegnamento-apprendimento delle scienze empiriche, con particolare riferimento agli aspetti più propriamente fisici, e ispirate al metodo scientifico;
- c) conoscenza dei principali ostacoli cognitivi e delle idee spontanee dei bambini, anche in relazione allo sviluppo storico delle conoscenze.

Inoltre, saranno in grado di:

Capacità di applicare conoscenza e comprensione

- a) utilizzare i contenuti e le metodologie apprese al fine di progettare e realizzare percorsi di apprendimento sulle principali tematiche della fisica classica, con particolare riferimento all'obiettivo di promuovere nei discenti il cambiamento concettuale dalle idee native di senso comune a quelle strutturate e basate sull'esplorazione scientifica dei fenomeni;
- b) progettare e implementare semplici apparati sperimentali didattici basati su materiali di uso comune e facile reperibilità;
- c) individuare e selezionare in rete risorse multimediali da integrare nei percorsi di apprendimento progettati.

Autonomia di giudizio

- a) capacità di riflessione autonoma e critica sugli ostacoli cognitivi e sulle idee spontanee del bambino sul mondo fisico, anche in funzione dell'elaborazione di strumenti diagnostici atti a rilevare tali idee;
- b) capacità di valutare e utilizzare i risultati di studi empirici al fine di caratterizzare le pre-conoscenze dei bambini circa i fenomeni fisici e favorirne l'evoluzione verso la costruzione di nuove rappresentazioni mentali degli stessi;
- c) capacità di valutare autonomamente e criticamente le conoscenze e le competenze dei bambini attraverso la progettazione e la realizzazione di appropriati strumenti di rilevazione.

Abilità comunicative

- a) capacità di riflessione autonoma e critica sugli ostacoli cognitivi e sulle idee spontanee del bambino sul mondo fisico, anche in funzione dell'elaborazione di strumenti diagnostici atti a rilevare tali idee;
- b) capacità di valutare e utilizzare i risultati di studi empirici al fine di caratterizzare le pre-conoscenze dei bambini circa i fenomeni fisici e favorirne l'evoluzione verso la costruzione di nuove rappresentazioni mentali degli stessi;
- c) capacità di valutare autonomamente e criticamente le conoscenze e le competenze dei bambini attraverso la progettazione e la realizzazione di appropriati strumenti di rilevazione.

Capacità di apprendimento

- a) capacità di esplorare autonomamente le diverse fonti di materiali e idee didattiche accessibili tramite la rete internet, anche al fine di progettare e realizzare esperimenti con finalità didattica aventi caratteristiche di originalità;
- b) capacità di mettere in atto strategie di apprendimento significativo, con particolare riferimento all'abilità di apprendimento in team per la realizzazione di progetti collettivi.

LINK to Course Details

<https://www.unical.it/storage/cds/7418/activities/82842/>

COURSE INFORMATION	
EUPeace Alliance University	Calabria
Course Title	Didactics of Chemistry for Natural Science Teachers (Upper Secondary) Didattica della Chimica per Docenti di Scienze Naturali A050
Department and/or Faculty	Department of Biology, Ecology and Earth Sciences (DiBEST)
Course Code	A050
Course Type <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Non-curricular	Course Modality <div> <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous </div> <div> <input type="checkbox"/> In-person <input type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div>
Date	Summer semester (March-June)
Language(s) of Instruction	Italian
Course Coordinator	Elvira Brunelli, elvira.brunelli@unical.it ; and +39 0984 492996
Course Instructor	Marta Erminia Alberto, marta.alberto@unical.it and +390984/492105
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	12 hours
<input checked="" type="checkbox"/> ECTS Credits	2
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION	
Content <ul style="list-style-type: none"> • Fighting chemophobia through the construction of better learning environments in school; • False “Chemistry Myths” and biased risk perceptions; • Natural vs Chemical, how to deal with fake-news; • Teaching Tips to enhance students’ appreciation of and interest in Chemistry; • Main tools, methodologies and strategies to make teaching chemistry more enjoyable and manageable; • The 5E approach (Engage, Explore, Explain, Elaborate, and Evaluate); • Overview and critical analysis of the chemistry curriculum within the National Italian National Curriculum for upper secondary schools; • Didactic choices for building fundamental chemistry concepts such as atomic structure, chemical bonding, thermodynamics, kinetics. • How to design and implement interdisciplinary and transversal courses for upper secondary chemistry education (The fantastic world of metals; Chemistry of the atmosphere; Drug development: Inspiring success stories; Light and health) <hr/> <ul style="list-style-type: none"> • Contrastare la “chemiofobia” attraverso la costruzione di migliori ambienti di apprendimento; • Falsi miti sulla chimica e percezioni di rischio distorte; • Naturale vs Chimico, come proteggerci dalle fake-news; • Suggerimenti Didattici per aumentare l’interesse verso la chimica; • Principali tools, softwares e strategie per favorire l’insegnamento della chimica; • L’approccio 5E (Engage, Explore, Explain, Elaborate, and Evaluate); • Rassegna critica dei contenuti di Chimica presenti nelle linee guida ministeriali relative all’insegnamento delle Scienze Naturali nella scuola secondaria superiore; • Scelte didattiche per affrontare al meglio alcuni dei concetti basilari della chimica; 	

- Percorsi interdisciplinari da proporre a scuola (Il fantastico mondo dei metalli; La chimica dell'atmosfera; La scoperta di alcuni farmaci: storie di successo; Luce e salute)

Competences & Learning Objectives

Students will be able to:

- Understand how to design and implement learning environments that, by providing a structured approach to teaching chemistry, explicitly address the all-too-common negative biases and feelings that society has towards chemistry.
- Know how to effectively blend theoretical knowledge with conscious didactic choices, proper teaching methodologies, technology Integration, hands-on experimentation, problem-solving exercises, active learning strategies and real-world analysis and applications.
- Understand how to apply the 5E approach so to optimize teaching-tools, software, methodologies and strategies so to make teaching chemistry more enjoyable.
- Be able to critically analyse the current chemistry contents included in national upper secondary curricula and elaborate proper didactic choices to develop fundamental and often abstract chemistry concepts which students generally find difficult to grasp, such as atomic structure, chemical bonding, thermodynamic and kinetics.
- Course participants will be able to develop less conventional and more interdisciplinary contents which show students how "being chemistry literate" underlies everyday events and decisions, such as light and health, and food and health, how climate policies affect the air we breathe, etc.

Alla fine del corso, gli studenti saranno in grado di:

- Proporre la costruzione di un ambiente di apprendimento che, per mezzo di un approccio didattico strutturato, consenta di contrastare la crescente percezione negativa della Chimica nella società (chemiofobia);
- Saper combinare efficacemente solide basi teoriche a scelte didattiche consapevoli, metodologie di insegnamento adeguate, integrazione tecnologica, sperimentazione pratica, esercizi di problem solving, strategie di apprendimento attivo e analisi e del mondo reale e applicazioni.
- Saper applicare l'approccio 5E, giuste metodologie e strategie che includano anche l'uso di specifici tools e softwares per favorire l'apprendimento e renderlo più fruibile;
- Essere in grado di analizzare con spirito critico i contenuti di chimica inclusi nelle attuali linee guida ministeriali relative all'insegnamento delle Scienze Naturali nella scuola secondaria superiore, al fine di praticare scelte didattiche ponderate ed efficaci per garantire l'apprendimento di nuclei fondamentali della chimica, talvolta ostici per gli studenti, come la struttura atomica, il legame chimico, la termodinamica e la cinetica.
- Gli studenti saranno in grado di sviluppare percorsi interdisciplinari meno convenzionali e più attuali

LINK to Course Details

https://www.unical.it/didattica/offerta-formativa/formazione-insegnanti/60cfu/30cfu_art19/

COURSE INFORMATION	
EUPeace Alliance University	Calabria
Course Title	Bioethics Bioetica
Department and/or Faculty	Department of Cultures, Education and Society
Course Code	27008192 (Part 1)
Course Type	Course Modality
<input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	<input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous
	<input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Laboratory
Date	Winter semester (September – January)
Language(s) of Instruction	Italian
Course Coordinator	Ines Crispini, ines.crispini@unical.it and (+39) 0984/494182
Course Instructor	Ines Crispini, ines.crispini@unical.it and (+39) 0984/494182
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable for non-student body <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	47 hours
<input checked="" type="checkbox"/> ECTS Credits	6*
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
<p>Content</p> <p>1. Basic notions of bioethics approached from an educational perspective:</p> <ul style="list-style-type: none"> • Normative Ethical Theories: Deontologism and Consequentialism; • Ethics of Care; • Ethics of Virtue; • Metaethics; • Bioethical Principlism; • Digital Ethics. <p>2. New Frontiers of Ethics:</p> <ul style="list-style-type: none"> • Principle of Responsibility; • Equity and Theories of Justice; • Open Issues and Global Challenges in the Educational Environment. <p>The course is designed to provide teachers not only the basic notions of ethical reflections and reasoning, but also address new frontiers in “ethics scholarship”. The course addresses a range of complex modern-day bioethical issues which need our attention, ranging from the management of disabilities and migration, to sustainable use of and interaction with our environment, to the proper treatment of animals. Participants will learn to transform these understandings into lessons which engage young people from lower secondary school on up. That said, since these complex bioethical concerns touch everyone in society, this course is also suitable for the professional and individual development of non-teaching staff of all institutions, including university and school administrative staff.</p> <hr/> <p>1. Nozioni etiche di base da un punto di vista didattico:</p> <ul style="list-style-type: none"> • teorie etiche normative: deontologismo e consequenzialismo; • etica della cura; • etica della virtù; 	

- metaetica;
- principlismo bioetico;
- etica del digitale.

2. Nuove frontiere dell'etica:

- principio responsabilità;
- equità e teorie della giustizia;
- problemi aperti e sfide globali in ambiente educativo.

Il corso è progettato per fornire agli insegnanti e agli studenti non solo le nozioni di base delle riflessioni e del ragionamento etico, ma anche per affrontare nuove frontiere nello studio dell'etica. Il corso affronta una serie di complesse questioni bioetiche moderne che richiedono la nostra attenzione, che vanno dalla gestione delle disabilità e della migrazione, all'uso sostenibile del nostro ambiente, al corretto trattamento degli animali. I partecipanti impareranno a trasformare queste comprensioni in lezioni che coinvolgono i giovani dalla scuola secondaria inferiore in su. Detto questo, poiché queste complesse preoccupazioni bioetiche riguardano tutti nella società, questo corso è adatto anche per lo sviluppo professionale e individuale del personale non docente di tutte le istituzioni, compreso il personale amministrativo universitario e scolastico.

Competences & Learning Objectives

Course participants will be able to:

- Apply ethical theories to their educational contexts, be it as classroom teachers or administrators.
- Design educational activities for students which incorporate and apply these ethical theories.
- Develop educational activities which build students' understanding of Objective 10 of the 2030 Agenda.
- Utilize specific literature to autonomously explore new educational issues.
- Foster a flexible and inclusive mindset, capable of quickly acquiring new knowledge and tackling new bioethical issues fairly.

The course will use concrete cases to build participants' ability to use theories to resolve and reason through bioethical dilemmas. We will design age-appropriate educational activities which can be implemented in schools, integrating the use of technology where feasible. Course participants will be encouraged to engage with specific literature and assimilate the discourses of "inclusion", "justice" and "ethics". The course aims to cultivate a mindset open to new ethical challenges, capable of developing strategies which reduce inequalities and discrimination.

I partecipanti al corso saranno in grado di:

- Applicare teorie etiche ai loro contesti educativi, sia come insegnanti in aula o amministratori.
- Progettare attività educative per gli studenti che incorporano e applicano queste teorie etiche.
- Sviluppare attività educative che costruiscono la comprensione degli studenti dell'Obiettivo 10 dell'Agenda 2030.
- Utilizzare letteratura specifica per esplorare autonomamente nuove questioni educative.
- Promuovere un atteggiamento flessibile e inclusivo, capace di acquisire rapidamente nuove conoscenze e affrontare in modo equo nuove questioni bioetiche.

Il corso utilizzerà casi concreti per costruire la capacità dei partecipanti di utilizzare le teorie per risolvere e ragionare attraverso i dilemmi bioetici. Progetteremo attività educative adeguate all'età che possono essere implementate nelle scuole, integrando l'uso della tecnologia dove possibile. I partecipanti al corso saranno incoraggiati a confrontarsi con la letteratura specifica e ad assimilare i discorsi di "inclusione", "giustizia" e "etica". Il corso mira a coltivare un atteggiamento aperto a nuove sfide etiche, capace di sviluppare strategie che riducono le disuguaglianze e la discriminazione.

LINK to Course Details

(*) Note that this the first part of a two-part course on "Bioethics & Digital Ethics" worth 12ECTS: each part can be taken individually for 6ECTS each. Bioethics (1st Semester) Digital Ethics (2nd Semester).

<https://www.unical.it/storage/cds/17539/activities/109343/>

COURSE INFORMATION	
EUPeace Alliance University	Calabria
Course Title	Digital Ethics Etica del digitale
Department and/or Faculty	Department of Cultures, Education and Society
Course Code	27008192 (Part 2)
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	Course Modality <div> <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous </div> <div> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Laboratory </div>
Date	Summer Semester (March-June)
Language(s) of Instruction	Italian
Course Coordinator	Ines Crispini, ines.crispini@unical.it and (+39) 0984/494182
Course Instructor	Ines Crispini, ines.crispini@unical.it and (+39) 0984/494182
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable for non-student body <input checked="" type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	47 hours
<input checked="" type="checkbox"/> ECTS Credits	6*
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
<p>Content</p> <p>Basic knowledge regarding digital ethics; basic vocabulary and concepts linked to ethics and technology; case study analyses. The main themes of ethical debate surrounding new technologies:</p> <ul style="list-style-type: none"> • Liability and technological risks; • Theories regarding the ethics of privacy and big data; • Educational technologies: advantages, limitations, risks. <p>The objective of the course is the development of a secular ethics of responsibility, in the educational and social context, based on the search for useful criteria to justify or critically evaluate the legitimacy of decisions, institutions, political and public practices concerning crucial moral issues in the fields of bioethics, ethics of technology and ethics in education</p> <hr/> <p>Elementi teorici di base della bioetica e dell'etica del digitale; termini principali del discorso bioetico e dell'etica tecnologica; analisi di casi concreti. I principali temi del dibattito etico sulle nuove tecnologie:</p> <ul style="list-style-type: none"> • responsabilità e rischi tecnologici; • privacy, big data e teorie etiche; • tecnologie dell'istruzione: vantaggi, limiti, rischi. <p>Obiettivo del corso è lo sviluppo di una etica della responsabilità, nel contesto educativo e sociale, basata sulla ricerca di criteri utili per giustificare o valutare criticamente la legittimità di decisioni, istituzioni, pratiche politiche e pubbliche che riguardano le questioni morali più rilevanti sollevate nell'ambito della bioetica, dell'etica della tecnologia dell'etica in ambito educativo</p>	
Competences & Learning Objectives Specific Competences Knowledge:	

- At the end of the course, students will have acquired the following knowledge:
 - main themes about digital technologies ethics, contemporary bioethics debate and ethical issues linked to the widespread use of digital technology;
 - basic vocabulary and theoretical tools about ethics;

Skills:

Students will be able to:

- develop critical analyses about digital ethics themes;
- apply all main themes to contemporary society;
- make autonomous judgments;
- analyze and summarize data;
- understand the theoretical and practical complexity of emergent issues;
- resolve practical problems through the lens of ethical literacy;
- apply basic methods of ethical argumentation.

Transversal competences:

Knowledge:

- critical awareness about: (i) the social and cultural importance of bioethics and digital ethics; (ii) the relationship between personal cultural training and development of personal skills and ethical commitment.
- classify issues and complex data with critical and methodological awareness, precision and accuracy.

Skills:

- communicate, using discipline-appropriate Italian (oral and written form) understandings of themes addressed in the course.

Competenze specifiche:

Conoscenze:

- Al termine del corso, gli studenti avranno acquisito le seguenti conoscenze:
- temi principali relativi all'etica delle tecnologie digitali, del dibattito contemporaneo sulla bioetica e questioni etiche legate all'uso diffuso della tecnologia digitale;
- vocabolario di base e strumenti teorici sull'etica.

Abilità:

- Gli studenti saranno in grado di:
- sviluppare analisi critiche sui temi dell'etica digitale;
- applicare tutti i temi principali alla società contemporanea;
- formulare giudizi autonomi;
- analizzare e riassumere i dati;
- comprendere la complessità teorica e pratica delle questioni emergenti;
- risolvere problemi pratici attraverso la lente dell'alfabetizzazione etica;
- applicare i metodi di base dell'argomentazione etica.

Competenze trasversali:

Conoscenze:

- consapevolezza critica su: (i) l'importanza sociale e culturale della bioetica e dell'etica digitale; (ii) il rapporto tra formazione culturale personale e sviluppo di competenze personali e impegno etico.
- classificare problemi e dati complessi con consapevolezza critica e metodologica, precisione e accuratezza.

Abilità:

- comunicare, utilizzando l'italiano appropriato alla disciplina (forma orale e scritta), le comprensioni dei temi affrontati nel corso.

LINK to Course Details	(*) Note that this is the first part of a two-part course on “Bioethics & Digital Ethics” worth 12ECTS: each part can be taken individually for 6ECTS each. Bioethics (1 st Semester) Digital Ethics (2 nd Semester). https://www.unical.it/storage/cds/17539/activities/109343/
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COURSE INFORMATION	
EUPeace Alliance University	Calabria
Course Title	Sustainable development (Agenda 2030 – UN): the role of the University Sviluppo sostenibile (Agenda 2030 – ONU): il ruolo dell'Università
Department and/or Faculty	Department of Environmental Engineering - DIAM
Course Code	Pending
Course Type <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Non-curricular	Course Modality <input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Both (A/S)ynchronous <input type="checkbox"/> In-person <input type="checkbox"/> Lecture <input type="checkbox"/> Laboratory
Date	Summer semester (February-June)
Language(s) of Instruction	Italian
Course Coordinator	Raffaele Zinno, raffaele.zinno@unical.it and (+39) 335 5478024 Giuseppe Piero Guido, giuseppe.guido@unical.it and +39 380 3885885
Course Instructor	Raffaele Zinno, raffaele.zinno@unical.it and (+39) 335 5478024 Giuseppe Piero Guido, giuseppe.guido@unical.it and +39 380 3885885
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable for non-student body <input checked="" type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	4 hours
<input checked="" type="checkbox"/> ECTS Credits	0,4
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content <p>The course aims to describe the basic concepts of Sustainable Development, also through its historical evolution. In particular, attention will be focused on the Sustainable Development Goals (SDGs) of the United Nations "Agenda 2030" plan. The course will focus on the role of universities and higher education institutes in achieving these goals, providing skills and knowledge, but above all instilling in future generations, behaviours and mindsets which naturally align towards sustainable development. After the first introductory lesson which addressed the general challenges facing sustainable development, the next three lessons address the SDGs, grouped according to the three pillars of sustainable development: environmental, economic and social.</p> <p>Il corso si prefigge di descrivere i concetti base dello Sviluppo sostenibile, anche attraverso la sua evoluzione storica. In particolare si focalizzerà l'attenzione sugli obiettivi di sviluppo sostenibile del piano delle Nazioni Unite "Agenda 2030". Ci si soffermerà sul ruolo delle Università ed agli Istituti di Istruzione superiore per raggiungere tali obiettivi, fornendo competenze e conoscenze, ma soprattutto abituando le future generazioni ad un comportamento che produca uno Sviluppo sostenibile. Nella prima lezione si inquadrerà il problema nel contesto generale, le successive tre lezioni riguarderanno, ognuna, i goals raggruppati secondo i tre pilastri dello Sviluppo sostenibile: ambientale, economico e sociale.</p>	
Competences & Learning Objectives <ul style="list-style-type: none"> • Basic general knowledge about Sustainable Development • Explain the key aspects of the AGENDA 2030 ONU and be able to independently analyse the most problematic issues. 	

<ul style="list-style-type: none"> • Ethical commitment. Address problems in a comprehensive manner with respect to the environmental, economic and social aspects of Sustainable Development • Critical reasoning and argumentation. 	
<ul style="list-style-type: none"> • Conoscenze generali di base sullo sviluppo sostenibile • Spiegare gli aspetti chiave dell'AGENDA 2030 ONU e analizzare autonomamente le questioni più critiche dell'argomento. • Impegno etico. Affrontare i problemi in modo globale nel rispetto degli aspetti ambientali, economici e sociali dello sviluppo sostenibile • Ragionamento critico e argomentazione. 	
LINK to Course Details	Pending

COURSE INFORMATION	
EUPeace Alliance University	Calabria
Course Title	English Medium Instruction: Methodology & Materials Development
Department and/or Faculty	The UNICAL Teaching Learning Centre
Course Code	Pending
Course Type <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Non-curricular	Course Modality <div> <input checked="" type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Both (A/S)ynchronous </div> <div> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Laboratory </div>
Date	Summer semester (May – June)
Language(s) of Instruction	English
Course Coordinator	Teresa Ting, teresa.ting@unical.it and +39 0984 497988
Course Instructor	Teresa Ting, teresa.ting@unical.it and +39 0984 497988
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	25 hours
<input checked="" type="checkbox"/> ECTS Credits	3
<input checked="" type="checkbox"/> Certificate	“Certificate of Attendance” University of Calabria Teaching Learning Centre
COURSE DESCRIPTION	
<p>Content</p> <p>English Medium Instruction (EMI) and Content and Language Integrated Learning (CLIL) are rapidly expanding trends in universities and schools around the world. This seems to ignore the fact that school subjects are often already difficult to understand when taught through our mother tongue, let alone in a foreign language. Indeed, as the epistemology of post-primary subject-specific concepts become increasingly more complex and abstract, the accompanying subject-specific discourse also becomes more complex and less comprehensible. Already in L1, this combination challenges learners from less academic backgrounds. EMI/CLIL, if not done properly risks to “privilege the exclusive few” while excluding many. EMI/CLIL thus call for methodological change, from teacher-fronted lecturing to more inclusive student-centred pedagogies which also, at the end of the day, enable <i>all</i> learners to produce the discipline-specific and academic discourses they will need to seamlessly enter and navigate the international professional workforce of their choosing. This course approaches EMI/CLIL Methodology through cognitive neuroscience research regarding how the brain learns (or not), merges together the scholarships of Pedagogic Content Knowledge and (Foreign) Language Education, exemplifies learning tasks (both online and non) based on internationally awarded CLIL/EMI materials, and illustrates how task sequences can be designed to support content comprehension as well as build students’ productive academic and disciplinary discourse skills.</p> <ul style="list-style-type: none"> • Cognitive load theory of learning: Sources of “Cognitive Load” and “working memory overload”; • “Home language landscape” vs. “the language of schooling” vs. “professional discourse”; • Discipline-specific vocabulary vs. discipline-specific discourse. • The Language Dilemma of Content-Instruction. • The semantic wave. • Designing instructional tasks and task sequences which build both content-comprehension as well as discipline-specific discourse: The 2-Dimensional-Content/Language Grid. • Helping Content teachers work within their comfort zones to build EMI students’ ability to communicate content knowledge accurately, through discipline-accepted discourse. 	

- Helping (EN)FL teachers work within their comfort zones to develop EMI and or CLIL students' academic language skills.

Competences & Learning Objectives

At the conclusion of the course, participants will be able to:

- Deconstruct complex concepts and disciplinary language into instructional units which respect "how the brain likes its information, or not" and design learning tasks for each unit.
- Apply the cognitive load theory of learning to developing materials *ex novo* and/or choose, adopt and adapt available resources.
- Identify where individual "learning moments" are positioned on the semantic wave and the 2D-Content/Language Grid.
- Design tasks which build EMI/CLIL students' productive literacy/ies, i.e., both discipline-specific literacies as well as English academic language proficiency.
- Organize Content-Language Teaching Teams which are capable of researching and developing instructional materials and strategies; Understand how to design tasks based on translanguaging strategies, i.e., where possible and useful (e.g., monolingual contexts implementing EMI), use students' L1 in structured and cognizant ways.

[LINK to Course Details](#)

Pending



COMILLAS PONTIFICIAL UNIVERSITY

CML-1: Content and Language Integrated Learning (CLIL) (How to teach content through a foreign language at primary and pre-primary level)

CML-2: Diversity: Problem or Opportunity

CML-3: Project Based Learning (PBL)

CML-4: Analysis of Barriers and Facilitators to Learning in Educational Contexts

COURSE INFORMATION	
EUPeace Alliance University	Comillas
Course Title	Content and Language Integrated Learning (CLIL) Aprendizaje Integrado de Contenido y Lengua (AICLE)
Department and/or Faculty	Department of Education Research Methods and Evaluation
Course Code	E000004435
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	Course Modality <div> <input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous </div> <div> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div>
Date	Winter semester (February – April)
Language(s) of Instruction	English
Course Coordinator	Magdalena Custodio Espinar
Course Instructor	Magdalena Custodio Espinar, mcustodio@comillas.edu Alexandra de Santos Torrejón, adesantos@comillas.edu
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	150 hours
<input checked="" type="checkbox"/> ECTS Credits	5
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content The main objective of the subject Content and Language Integrated Learning (CLIL) is to familiarize the future teacher of Early Childhood and Primary Education with the main principles, strategies, and resources of bilingual education, with special emphasis on their application within the bilingual education programs of the Community of Madrid. It is organized in four modules: <ol style="list-style-type: none"> 1. Introduction to CLIL 2. The theories behind CLIL 3. Scaffolding in CLIL 4. Assessment and evaluation in CLIL The methodology of this course seeks to exemplify some of the principles and strategies used in bilingual teaching. For this reason, the seminars will combine short seminars with numerous individual and group assignments. Some of the sessions will be taught by two teachers at the same time, following team-teaching strategies, and with the possibility of supervising the students' work in subgroups or small cooperative groups. There are mandatory readings for each module, which are necessary in preparation for the seminars. They will also work as a group on the design of CLIL lesson plans.	
Competences & Learning Objectives Key competences CGI03 Organizational and planning skills. CGI05 Basic general knowledge about the area of study. CGP08 Teamwork. CGS11 Ability to learn. CGS14 Concern for quality. Specific competences CEC03 Ability to organize the teaching practice using disciplinary, transversal and multidisciplinary knowledge appropriate to the respective educational level in an integrated manner. CEC15 Ability to use a second language in the classroom context (English-Level B2).	

CEP52 Express themselves, orally and in writing, in a foreign language.

CEP53 Develop and evaluate curriculum content through appropriate teaching resources and promote the corresponding competencies in students.

LINK to Course Details

<https://repositorio.comillas.edu/xmlui/handle/11531/80849>

COURSE INFORMATION	
EUPeace Alliance University	Comillas
Course Title	Diversidad: Problema u oportunidad Diversity: Problem or Opportunity
Department and/or Faculty	Office for the Support of Teaching Innovation
Course Code	Pending
Course Type <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Non-curricular	Course Modality <div> <input checked="" type="checkbox"/> Online <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous </div> <div> <input type="checkbox"/> In-person <input type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div>
Date	September 2024 – September 2025
Language(s) of Instruction	Spanish
Course Coordinator	Office for the Support of Teaching Innovation, innovaciondocente@comillas.edu
Course Instructor	Dánae Cortés, info@danaecortes.com
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
WORKLOAD & RECOGNITION	
Number of hours	2,5 hours
<input type="checkbox"/> ECTS Credits	
<input checked="" type="checkbox"/> Certificate	"Diploma of Course Completion"/micro-credentials
COURSE DESCRIPTION	
Content <ul style="list-style-type: none"> Diversity and the illusion of objectivity. The role of women and their contribution to business and society. Generational diversity. Why do young and old need to work together? Neurodiversity, what do we need to know about it? <hr/> <ul style="list-style-type: none"> Diversidad y la ilusión de la objetividad El papel de las mujeres y su contribución a las empresas y la sociedad Diversidad generacional. ¿Por qué jóvenes y mayores necesitan trabajar juntos? Neurodiversidad, ¿qué necesitamos saber de ella? 	
Competences & Learning Objectives <ul style="list-style-type: none"> Basic general knowledge about the area of study. Explain the key aspects of the subject matter by critically and independently analysing the most problematic issues of the subject. Ethical commitment. Address problems in a comprehensive manner with respect for human rights and interests within a democratic framework. Critical reasoning and argumentation. <hr/> <ul style="list-style-type: none"> Conocimientos generales básicos sobre el área de estudio. Explica los aspectos clave de la materia de estudio analizando de manera crítica e independiente las cuestiones más problemáticas de la misma. 	

<ul style="list-style-type: none"> • Compromiso ético. Abordar los problemas de manera íntegra desde el respeto por los intereses y derechos humanos en un marco democrático. • Razonamiento crítico y argumentación. 	
LINK to Course Details	Pending

COURSE INFORMATION	
EUPeace Alliance University	Comillas
Course Title	Project-Based Learning (PBL) Aprendizaje Basado en Proyectos (ABProy)
Department and/or Faculty	Office for the Support of Teaching Innovation
Course Code	2324
Course Type <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Non-curricular	Course Modality <div> <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous </div> <div> <input type="checkbox"/> In-person <input type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div>
Date	June 10-29 th
Language(s) of Instruction	Spanish
Course Coordinator	Juan Manuel Núñez Colás
Course Instructor	Juan Manuel Núñez Colás, jmncolas@comillas.edu
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	10 hours
<input type="checkbox"/> ECTS Credits	None
<input checked="" type="checkbox"/> Certificate	Completion of the course will be attested by a diploma.
COURSE DESCRIPTION	
<p>Content</p> <p>This course focuses on Active Learning and Project-Based Learning methodology. It will specify the requirements both for teachers and students. Issues with creating student groupings and how to promote positive interdependence. Projects as moments of interdisciplinarity, as well as the focus of research and analysis. Finally, how to evaluate these projects.</p> <ul style="list-style-type: none"> • What is PBL and what pedagogical and psychological proposals support it? • The role of the teacher in PBL • Basic competencies and skills of students before starting an PBL: Positive interdependence, individual responsibility, peer tutoring. • Rules and groupings of students • Steps and phases to create an PBL: Where does an PBL come from? Working on students' interests. Curricular concretion and interdisciplinarity in the PBL. Research, analysis • Assessment and PBL: Some Basic Tips • Guidelines for the implementation of PBL in my classroom and my centre. <p>The course will provide with Basic principles of Project-Based Learning (PBL) methodology. How to design and structure a PBL activity. How to implement successfully a PBL activity. How to evaluate and improve PBL.</p> <p>The course will be eminently practical and involve individual and group work.</p>	
<p>Competences & Learning Objectives</p> <ol style="list-style-type: none"> 1. Understand the concept of Active Methodologies by reflecting on their suitability in higher education contexts. 2. Know and implement in the classroom and with their students the basic competencies and skills necessary to start a PBL (Project-Based Learning) process. 3. Manage the basic concepts of PBL and its pedagogical support, as well as develop a project 	

<p>4.</p> <p>5.</p> <p>6.</p>	<p>knowing its phases and milestones.</p> <p>Document the process and organize it so that it is structured and can be extrapolated to other contexts and groups of learners.</p> <p>Reflect on the need to promote the personalisation of learning, teamwork between students and teachers, interdisciplinarity and formative assessment.</p> <p>Generate a didactic sequence based on PBL and applicable to the reality of the classroom itself, starting from the interests and needs of the students to reach the final deliverable.</p>
<p>LINK to Course Details</p>	<p>Pending</p>

COURSE INFORMATION	
EUPeace Alliance University	Comillas
Course Title	Analysis of Barriers and Facilitators to Learning in Educational Contexts
Department and/or Faculty	Faculty of Human and Social Sciences
Course Code	Pending
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	Course Modality <div> <input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Both (A/S) ynchronous </div> <div> <input type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div>
Date	February 2025
Language(s) of Instruction	English
Course Coordinator	Javier Pinilla Arbex
Course Instructor	Javier Pinilla Arbex, jpinilla@comillas.edu
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	10 hours in 4 weeks
<input type="checkbox"/> ECTS Credits	None
<input checked="" type="checkbox"/> Certificate	Completion of the course will be attested by a diploma.
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content The course is offered as a COIL (Collaborative Online International Learning) for students from different universities who are enrolled in subjects related to inclusive education. The main objective of the course is to develop future teachers' sensitivity to analyze the needs of students in the classroom and understand how the context is a fundamental element to ensure the participation of all students. The course will have three parts: 1. Initial Interaction: Participants will engage in initial interactions to learn about different educational realities from various countries. 2. Knowledge Acquisition: Following this initial interaction, a lecture will be provided to help students understand what the meaning of inclusive school and what the barriers and facilitators to learning are. 3. Collaborative Analysis and Action Planning: Students will work together to analyze barriers and facilitators in different contexts and establish concrete actions to eliminate barriers to learning. The course will conclude with a sharing session where participants present their completed projects.	
Competences & Learning Objectives <ul style="list-style-type: none"> • Understand the fundamentals of inclusive education. • Comprehend learning barriers as an element that depends not only on the individual but also on the context. • Understand different educational realities at an international level, analyzing their strengths and weaknesses. • Analyze existing barriers in different educational contexts and propose improvements to ensure access to learning. The course will be eminently practical, and involve individual and group work. 	
LINK to Course Details	Pending



UNIVERSITY OF WEST BOHEMIA

UWB-1: Promoting Social Inclusion of Persons with Disabilities

UWB-2: Terms and Concepts in Special and Inclusive Education

UWB-3: Analysis of Pedagogical Situations from a Psychological Context

UWB-4: Educational Psychology for Lower Secondary School

UWB-5: Educational Psychology for Upper Secondary School

UWB-6: Intercultural Psychology



COURSE INFORMATION	
EUPeace Alliance University	West Bohemia
Course Title	Promoting social inclusion of persons with disabilities
Department and/or Faculty	Department of Pedagogy Katedra pedagogiky
Course Code	KPG/SGPSZ
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	Course Modality <div> <input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous </div> <div> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Laboratory </div>
Date	Summer semester (March – June)
Language(s) of Instruction	English
Course Coordinator	Mgr. Martin M. Kavua, PhD.
Course Instructor	Mgr. Martin M. Kavua, PhD., mkavua@kpg.zcu.cz , +420773174853
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	39 hours
<input checked="" type="checkbox"/> ECTS Credits	4
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content 1. Introduction to disability studies. 2. Definition and classification of disability in historical retrospective. 3. Strategic documents of the European Union and the Czech Republic in the context of disability. 4. Human rights, discrimination, role of self-help groups. 5. UN Convention on the Rights of Persons with Disabilities, content, implementation, monitoring. 6. Analysis of possible discriminatory situations, position of a disabled person. 7. Social security, insurance and non-insurance batch systems. 8. Accessibility of buildings and buildings. 9. Accessibility of transport and information.	
Competences & Learning Objectives Students gain orientation in social policies and strategies of the European Union and the Czech Republic that regard persons with disability. They will be able to identify the systems, areas and methods of support provided to persons with disability in context of equal rights and opportunities.	
LINK to Course Details	https://portal.zcu.cz/StagPortletsJSR168/CleanUrl?urlid=prohlizeni-predmet-sylabus&predmetZkrPrac=KPG&predmetZkrPred=SGPSZ&predmetRok=2024&predmetSemestr=ZS&plang=en

COURSE INFORMATION	
EUPeace Alliance University	West Bohemia
Course Title	Terms and Concepts in Special and Inclusive Education
Department and/or Faculty	Department of Pedagogy Katedra pedagogiky
Course Code	KPG/SGT
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	Course Modality <div> <input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous </div> <div> <input checked="" type="checkbox"/> In-person <input type="checkbox"/> Lecture <input checked="" type="checkbox"/> Laboratory </div>
Date	Both semesters
Language(s) of Instruction	English
Course Coordinator	Mgr. Martin M. Kavua, PhD.
Course Instructor	Mgr. Martin M. Kavua, PhD., mkavua@kpg.zcu.cz , +420773174853
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	26 hours
<input checked="" type="checkbox"/> ECTS Credits	3
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content 1. Introduction to evolution of terms and concepts in Special and Inclusive Education. 2. Definition of Terms and Concepts in Special and Inclusive Education. 4. United Nations' Conventions on Persons with Disabilities and their implications. 5. General Classification & characteristics of learners with special and inclusive education: sensory impairments; cognitive differences; communication difficulties; emotional and behavioural difficulties; physical and multiple difficulties; and those living under especially difficult circumstances 6. OECD Country Categorization of Learners with Disabilities and Special Needs: Category A: Disabilities; Category B: Difficulties; Category C: Disadvantages 7. Appropriate terminology in Special and Inclusive Education 8. Advocacy and promotion of use of appropriate terminologies. 9. The role of mainstream and social media.	
Competences & Learning Objectives Students gain orientation in social policies and strategies of the European Union and the Czech Republic that regard persons with disability. They will be able to identify the systems, areas and methods of support provided to persons with disability in context of equal rights and opportunities.	
LINK to Course Details	https://portal.zcu.cz/StagPortletsJSR168/CleanUrl?urlid=prohlizeni-predmet-sylabus&predmetZkrPrac=KPG&predmetZkrPred=SGT&predmetRok=2024&predmetSemestr=ZS&plang=en

COURSE INFORMATION	
EUPeace Alliance University	West Bohemia
Course Title	Analysis of pedagogical situations from a psychological context Analýza pedagogických situací z psychologického kontextu
Department and/or Faculty	Department of Psychology Katedra psychologie
Course Code	KPS/APS
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	Course Modality <div> <input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous </div> <div> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Laboratory </div>
Date	Winter semester (September – February)
Language(s) of Instruction	English
Course Coordinator	Dana Buršíková, dbrabcov@kps.zcu.cz
Course Instructor	Dana Buršíková, dbrabcov@kps.zcu.cz
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	26 hours
<input checked="" type="checkbox"/> ECTS Credits	2
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION	
Content The aim of the course is to equip the student with the theoretical knowledge and practical skills for the implementation of the graduate teacher competency framework. On the basis of the listening and block practices completed, the student will be able to detect and then analyze key points of teaching situations from a psychological and psychodidactic context. Through self-reflection and knowledge of psychological theory and practice, the student will be able to design functional alterations from a psychological and psychodidactic perspective to meet the educational objective of the course. <ol style="list-style-type: none"> 1) The learning situation as an educational continuum - key subjects and processes, the role of ontodidactics, psychodidactics and psychology for its implementation. 2) 3A methodology as a model for analyzing, reflecting and designing functional alterations of the learning situation, the relationship between the subjects of ZRHV, RHV and APS. 3) The interaction between the personality of the pupil, the teacher and the whole class in the teaching situation in terms of the structure of their personalities, motivations, needs, values and specific needs of pupils with SEN or pupils with psychological problems, or pupils with mental illness. 4) The complexity of the LEARNING process in relation to mentalization from a psychological and psychodidactic point of view in the teaching situation. 5) Evaluation and feedback in the learning situation as a growth factor in relation to communication, social interaction and a safe classroom climate. 6) Social environmental factors (family, reference groups and virtual) that influence students on their social behavior in the learning situation, including their relationship with authority and the teacher. 7) The learning situation as a work environment and source of fatigue in relation to stress regulation 8 - 13) Training in the analysis of teaching situations according to the 3A methodology from a psychological and psychodidactic context. 	
Competences & Learning Objectives Knowledge resulting from the course:	

<p>Student will: apply the required terminology, explain the content of concepts logically in the cognitive context of psychology and the field, understand the connections between the creative aspect of their pedagogical activity, its programmatic curricular background in educational programmes (FEP, SEP) and the psychological aspects arising from them, reflect on the content of a completed teaching task from a psychological point of view; illustrate this link with an appropriate example and explain its nature, analyse his/her model of pedagogical work; on the basis of the results of the assessment, supplement his/her model with appropriate modifications.</p> <p>Skills resulting from the course:</p> <p>Student will: know the required terminology, explain the content of concepts logically in the cognitive context of psychology and the field; understand the connections between the creative side of their pedagogical activities, its program curricular background in educational programs (FEP, SEP) and psychological aspects resulting from them; consider content; use professional terminology (concepts or criteria from the field of psychology, pedagogy and didactics) in the analysis, interpretation, in reasoning and evaluation of teaching situations; in the analysis of video recordings of teaching, or to manage the documentary record to the desired extent when observing real teaching; on the basis of the analysis of teaching, formulate generalizing judgments, which he defends, discusses and critically analyzes and assesses himself with regard to the discussion in the collegial group; uses reflective group dialogue to develop its professional cognitive and communication base; in a reflective dialogue within the group, present, justify and defend its proposal for improving alterations and discuss its possible variants with regard to more generally applicable criteria. completed learning tasks from a psychological point of view; illustrate this connection with a suitable example and explain its essence; analyze your model of pedagogical work; add appropriate alternatives to your model based on the results of the assessment.</p>	
<p>LINK to Course Details</p>	<p>https://portal.zcu.cz/StagPortletsJSR168/CleanUrl?urlid=prohlizeni-predmet-sylabus&predmetZkrPrac=KPS&predmetZkrPred=APS&predmetRok=2024&predmetSemestr=ZS&plang=en</p>

COURSE INFORMATION	
EUPeace Alliance University	West Bohemia
Course Title	Educational Psychology for Secondary School Pedagogická psychologie pro ZŠ
Department and/or Faculty	Department of Psychology Katedra psychologie
Course Code	KPS/PPSZS
Course Type	Course Modality
<input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	<input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous
	<input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Laboratory
Date	Winter semester (September – February)
Language(s) of Instruction	English
Course Coordinator	Dana Buršíková, dbrabcov@kps.zcu.cz
Course Instructor	Dana Buršíková, dbrabcov@kps.zcu.cz
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	52 hours
<input checked="" type="checkbox"/> ECTS Credits	2
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION	
Content The aim of the course is to convey the laws of educational processes with an emphasis on pupil autonomy, development of metacognition and autoregulation in the learning process. 1. Pedagogical psychology and its tasks, the subject of Pedagogical psychology. Research methods in pedagogical psychology. Diagnostic methods in pedagogical psychology. Diagnostic methods of examining the personality of the pupil in the pedagogical process at elementary school. 2. Personality of the pupil and its structure from the point of view of school - school ability, school success, school failure. Causes of inconvenience. 3. Learning theory, patterns and types. 4. Individual learning traits - cognitive style, learning style, influencing (not affecting) learning styles. Styles of pupils learning - types, theoretical starting points. Diagnosis of pupils' learning styles. 5. Self-regulation of learning - theoretical approaches, metacognition and learning, creation of metacognitive skills in teaching. 6. Teaching profession - views on teaching Preparation for professional vocation, characteristics of teachers' professions. Teacher personality, teacher's teaching concept, teaching style. 7. The personality of the elementary school teacher and his competence. Development of pedagogical and social-psychological skills - specifics of pedagogical work at elementary school, coping with disturbing behavior of children in class. 8. Motivation and willingness in school - selected theoretical approaches, types of motivations, specifics of motivation procedures in children at elementary schools, development possibilities (causal attribution, relationship standards, flow). 9. Paradoxical effects of pedagogical motivational approaches. Learned helplessness and learned optimism at elementary school. Boredom at school. 10. School assessment - principles, functions, forms of assessment, self-evaluation. Teacher perceptions - teacher attitudes and expectations towards pupils, causal attribution. 11. Communication at school. Teacher and pupil interaction (teacher interaction styles, concept of	

<p>professional role, etc.) Principles of effective pedagogical communication.</p> <p>12. Climate of school classes - definition of the concept, basic climate dimension, diagnostics. School culture, school climate.</p> <p>13. Sociocultural background of pupil, theory of socio-cultural disability.</p>	
<p>Competences & Learning Objectives</p> <p>Knowledge resulting from the course:</p> <p>Student will: describe individual methods of pedagogical psychology, compare the different types of learning and define their main features, explain the laws and conditions of learning, focus on the motivation of the elementary school pupil and to define the causes of the disability, characterize the psychological aspects of testing and evaluation, define the specifics of pedagogical communication, become acquainted with the methods of teacher self-diagnosis, describe the children with special educational needs at elementary schools, characterize the psychological aspects of inclusion.</p> <p>Skills resulting from the course:</p> <p>Student will: properly use professional terminology, explain the functioning of basic pedagogical-psychological processes in practice, identify the causes of child's poor school performance and propose remedies, effective use of psychological tools and methods designed for school practice, use rules for proper pedagogical communication, recognize a child with special educational needs and propose a procedure for further education, apply knowledge from the area of teacher self-diagnosis, working with pupils from a socio-cultural environment, develop metacognitive skills of elementary school students.</p>	
<p>LINK to Course Details</p>	<p>https://portal.zcu.cz/StagPortletsJSR168/CleanUrl?urlid=prohlizeni-predmet-sylabus&predmetZkrPrac=KPS&predmetZkrPred=PPSZS&predmetRok=2024&predmetSemestr=ZS&plang=en</p>

COURSE INFORMATION	
EUPeace Alliance University	West Bohemia
Course Title	Educational Psychology for Secondary School Pedagogická psychologie pro SŠ
Department and/or Faculty	Department of Psychology Katedra psychologie
Course Code	KPS/PPSSS
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	Course Modality <div> <input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous </div> <div> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Laboratory </div>
Date	Winter semester (September – February)
Language(s) of Instruction	English
Course Coordinator	Dana Buršíková, dbrabcov@kps.zcu.cz
Course Instructor	Dana Buršíková, dbrabcov@kps.zcu.cz
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	26 hours
<input checked="" type="checkbox"/> ECTS Credits	2
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION	
Content The aim of the course is to convey the laws of educational processes with an emphasis on pupil autonomy, development of metacognition and autoregulation in the learning process. 1. Pedagogical psychology and its tasks, the subject of Pedagogical psychology. Research methods in pedagogical psychology. Diagnostic methods in pedagogical psychology. Diagnostic methods of examining the personality of the pupil in the pedagogical process at secondary school. 2. Personality of the pupil and its structure from the point of view of school - school ability, school success, school failure. Causes of inconvenience. 3. Learning theory, patterns, and types. 4. Individual learning traits - cognitive style, learning style, influencing (not affecting) learning styles. Styles of pupils learning - types, theoretical starting points. Diagnosis of pupils' learning styles. 5. Self-regulation of learning - theoretical approaches, metacognition and learning, creation of metacognitive skills in teaching. 6. Teaching profession - views on teaching Preparation for professional vocation, characteristics of teachers' professions. Teacher personality, teacher's teaching concept, teaching style. 7. The personality of the secondary school teacher and his competence. Development of pedagogical and social-psychological skills - specifics of pedagogical work at elementary school, coping with disturbing behavior of children in class. 8. Motivation and willingness in school - selected theoretical approaches, types of motivations, specifics of motivation procedures in children at elementary schools, development possibilities (causal attribution, relationship standards, flow). 9. School assessment - principles, functions, forms of assessment, self-evaluation. Teacher perceptions - teacher attitudes and expectations towards pupils, causal attribution. 10. Communication at school. Teacher and pupil interaction (teacher interaction styles, concept of professional role, etc.) Principles of effective pedagogical communication. 11. Climate of school classes - definition of the concept, basic climate dimension, diagnostics. School culture, school climate.	

12. Sociocultural background of pupil, theory of socio-cultural disability.
 13. Common learning. Pupils with special educational needs at secondary schools. Gifted pupil (pupil with dual exceptionality).

Competences & Learning Objectives

Knowledge resulting from the course:

Student will: describe individual methods of pedagogical psychology, compare the different types of learning and define their main features, explain the laws and conditions of learning, focus on the motivation of the secondary school pupil and to define the causes of the disability, characterize the psychological aspects of testing and evaluation, define the specifics of pedagogical communication, become acquainted with the methods of teacher self-diagnosis, describe the children with special educational needs at secondary schools, characterize the psychological aspects of inclusion.

Skills resulting from the course:

Student will: properly use professional terminology, explain the functioning of basic pedagogical-psychological processes in practice, identify the causes of child's poor school performance and propose remedies, effective use of psychological tools and methods designed for school practice, use rules for proper pedagogical communication, recognize a child with special educational needs and propose a procedure for further education, apply knowledge from the area of teacher self-diagnosis, working with pupils from a socio-cultural environment, develop metacognitive skills of secondary school students.

LINK to Course Details

<https://portal.zcu.cz/StagPortletsJSR168/CleanUrl?urlid=prohlizeni-predmet-sylabus&predmetZkrPrac=KPS&predmetZkrPred=PPSSS&predmetRok=2024&predmetSemestr=ZS&plang=en>

COURSE INFORMATION	
EUPeace Alliance University	West Bohemia
Course Title	Intercultural Psychology Interkulturní psychologie
Department and/or Faculty	Department of Psychology Katedra psychologie
Course Code	KPS/INKPS
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	Course Modality <div> <input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous </div> <div> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div>
Date	Pending
Language(s) of Instruction	English
Course Coordinator	Dana Buršíková, dbrabcov@kps.zcu.cz
Course Instructor	Dana Buršíková, dbrabcov@kps.zcu.cz
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	26 hours
<input checked="" type="checkbox"/> ECTS Credits	3
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION	
Content The aim of this course is to acquaint students with the intercultural differences in social perception, communication, and behavior. <ol style="list-style-type: none"> 1. Course development and intercultural psychology. Interpretation of basic categories of intercultural psychology. 2. Current research in the field of intercultural psychology. 3. Cultural dimensions and standards in terms of intercultural psychology. 4. Prejudices and stereotypes of ethnic groups, nations, and races. 5. Intercultural differences in values and attitudes. The difference in attitudes toward love, marriage, and sexuality. 6. Intercultural differences in the concept of morality. Masculinity and femininity as an intercultural dimension. 7. Intercultural differences in social perception. 8. Intercultural communication in terms of psychology. Linguistic relativism. Intercultural communication barriers. The international language of gestures. 9. Intercultural differences in behavior. Speech emotion in different cultures. 10. Intercultural differences in negotiating behavior of ethnic groups and peoples. Ethnofaulisms. 11. Intercultural differences in family education and socialization. 12. Addressing and managing intercultural differences. 13. Intercultural competence and their development. 14. Psychological aspects of integration. 	
Competences & Learning Objectives Knowledge resulting from the course: Student will: be oriented in current research in the field of intercultural psychology; analyze the basic concepts -	

prejudices, stereotypes, moral behavior; examine intercultural differences; constructively approach to developing intercultural competence	
LINK to Course Details	https://portal.zcu.cz/StagPortletsJSR168/CleanUrl?urlid=prohlizeni-predmet-sylabus&predmetZkrPrac=KPS&predmetZkrPred=INKPS&predmetRok=2024&predmetSemestr=LS



UNIVERSITY OF MOSTAR

SUM-1: Pedagogical-psychological Education of Teachers

SUM-2: Training of Teaching Assistants for Working with Children with Developmental Disabilities



Co-funded by
the European Union

COURSE INFORMATION	
EUPeace Alliance University	Mostar
Course Title	Pedagogical-psychological Education of teachers Pedagoško-psihološko obrazovanje nastavnika
Department and/or Faculty	Faculty of Science and Education
Course Code	Pending
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	Course Modality <div> <input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous </div> <div> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div>
Date	Winter semester (October - March)
Language(s) of Instruction	Croatian
Course Coordinator	Antea Čilić
Course Instructor	Antea Čilić, antea.cilic@fpmoz.sum.ba and 00387 63 411 690
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	60 hours teaching + 15 hours practice
<input checked="" type="checkbox"/> ECTS Credits	30
<input checked="" type="checkbox"/> Certificate	Certificate of completion of the Pedagogical-psychological teacher education program
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
<p>Content</p> <p>The Pedagogical-Psychological Teacher Education Program is a lifelong learning program that the Faculty of Natural, Mathematical and Educational Sciences organizes and implements with its resources for the needs of external users, where the need for training specialists of non-teaching profiles to teach in primary and secondary schools, from year to year in increase.</p> <p>The main goals of the program are:</p> <ul style="list-style-type: none"> to provide experts of various non-teaching profiles with professional support in the development of competencies in the fields of pedagogy, psychology, didactics, methods of educational work and inclusion in education, necessary for educational work train participants for independent quality work in primary and secondary schools <p>Students who meet the following conditions can enroll in the program:</p> <ul style="list-style-type: none"> obtained at least secondary vocational education. <p>The program is structured in five compulsory courses:</p> <ol style="list-style-type: none"> Pedagogy Psychology Didactics Methodology of teaching work Inclusion in education. <hr/> <p>Program Pedagoško-psihološko obrazovanje nastavnika je program cjeloživotnog učenja kojeg Fakultet prirodoslovno-matematičkih i odgojnih znanosti organizira i izvodi svojim resursima za</p>	

potrebe vanjskih korisnika, pri čemu je potreba osposobljavanja stručnjaka nenastavničkih profila za izvođenje nastave u osnovnim i srednjim školama, iz godine u godinu u porastu.

Glavni ciljevi programa su:

- stručnjacima različitih nenastavničkih profila pružiti stručnu podršku pri razvoju kompetencija iz područja pedagogije, psihologije, didaktike, metodike odgojnog rada i inkluzije u obrazovanju, potrebnih za odgojno-obrazovni rad
- polaznike osposobiti za samostalan kvalitetan rad u osnovnim i srednjim školama

Program mogu upisati polaznici koji ispunjavaju sljedeće uvjete:

- stečena najmanje srednja stručna sprema.

Program je strukturiran u pet obveznih predmeta,:

1. Pedagogija
2. Psihologija
3. Didaktika
4. Metodika nastavnog rada
5. Inkluzija u obrazovanju.

Competences & Learning Objectives

- applies knowledge and understanding from the context of upbringing and education in different educational situations
- critically analyzes pedagogical theories and pedagogical practices
- clarifies basic didactic and methodical concepts and the role of teachers and students in the teaching process
- identifies and selects teaching strategies and methods based on active learning
- defines and creates curriculum elements (goals, learning outcomes, teaching methods, evaluation methods)
- creates a positive environment for teaching and learning
- compares individual differences in physical, cognitive, social and emotional development with regard to age
- explains the specifics related to a specific form of special educational needs and plans and applies an individual approach to students

-
- primjenjuje znanja i spoznaje iz konteksta odgoja i obrazovanja u različitim odgojno-obrazovnim situacijama
 - kritički analizira pedagoške teorije i pedagoške prakse
 - pojašnjava temeljne didaktičke i metodičke pojmove te ulogu nastavnika i učenika u nastavnom procesu
 - identificira i odabire nastavne strategije i metode koje se temelje na aktivnom učenju
 - definira i kreira elemente kurikuluma (ciljevi, ishodi učenja, metode poučavanja, metode vrednovanje)
 - stvara pozitivno okruženje za poučavanje i učenje
 - uspoređuje individualne razlike u tjelesnom, kognitivnom, socijalnom i emocionalnom razvoju s obzirom na dob
 - objašnjava specifičnosti vezane za određen oblik posebnih odgojno-obrazovnih potreba te planira i primjenjuje individualni pristup učenicima

LINK to Course Details

https://fpmoz.sum.ba/pedagosko_psiholosko_obrazovanje_nastavnika/

COURSE INFORMATION	
EUPeace Alliance University	Mostar
Course Title	Training of teaching assistants for working with children with developmental disabilities Osposobljavanja asistenata u nastavi za rad s djecom s teškoćama u razvoju
Department and/or Faculty	Faculty of Science and Education
Course Code	Pending
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	Course Modality <input type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous
	<input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory
Date	Winter semester (October – March)
Language(s) of Instruction	Croatian
Course Coordinator	Antea Čilić
Course Instructor	Antea Čilić, antea.cilic@fpmoz.sum.ba and 00387 63 411 690
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	60 hours teaching or 90 hours of student work
<input checked="" type="checkbox"/> ECTS Credits	30
<input checked="" type="checkbox"/> Certificate	Certificate of completion of the training program for teaching assistants to work with children with developmental disabilities
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content <p>This lifelong learning program is adopted to ensure the quality of work with children with disabilities in conditions of inclusive upbringing and education in preschools, primary schools and secondary schools, and to ensure the necessary competences of teaching assistants who are involved in direct work with children with disabilities.</p> <p>The main objective is to achieve in the participants the competencies necessary for educational work with students with developmental disabilities.</p> <p><i>The training of teaching assistants to work with children with developmental disabilities can be enrolled by participants who meet the following conditions:</i></p> <ul style="list-style-type: none"> • previously acquired higher vocational education • or qualification level 7 according to the European Qualification Framework and the Fundamentals of the Qualification Framework in Bosnia and Herzegovina. <p>The training program for a teaching assistant for working with children with developmental disabilities is structured in six compulsory subjects:</p> <ol style="list-style-type: none"> 1. Basic principles of upbringing and education 2. Educational - educational inclusion 3. School of inclusion 4. Cooperation of teaching assistants with families of children with developmental disabilities 5. Educational communication 6. Kinesiological education for working with children with developmental disabilities 	

Ovaj program cjeloživotnog učenja se donosi radi osiguravanja kvalitete rada s djecom s teškoćama u uvjetima inkluzivnog odgoja i obrazovanja u predškolskim ustanovama, osnovnim školama i srednjim školama, te u svrhu osiguranja nužnih kompetencije asistenta u nastavi koji se uključuju u neposredan rad s djecom s teškoćama.

Glavni cilj programa jest postići kod polaznika kompetencije potrebne za odgojno-obrazovni rad s učenicima s teškoćama u razvoju.

Osposobljavanje asistenata u nastavi za rad s djecom s teškoćama u razvoju mogu upisati polaznici koji ispunjavaju sljedeće uvjete:

- prethodno stečena visoka stručna sprema,
- odnosno razina kvalifikacije 7 prema Europskom kvalifikacijskom okviru i Osnovama kvalifikacijskog okvira u Bosni i Hercegovini.

Program osposobljavanja za asistenta u nastavi za rad s djecom s teškoćama u razvoju strukturiran je u šest obveznih predmeta:

1. Osnovni principi odgoja i obrazovanja
2. Odgojno – obrazovna inkluzija
3. Škola inkluzije
4. Suradnja asistenta u nastavi s obitelji djece s teškoćama u razvoju
5. Odgojno - obrazovna komunikacije
6. Kineziološka edukacija za rad s djecom s teškoćama u razvoju

Competences & Learning Objectives

- distinguishes and applies the basic principles of upbringing and education in inclusive conditions
- implements and provides support to children with disabilities, in education and development of social skills, under the supervision of experts.
- provides an inclusive environment for students with disabilities in cooperation with the teacher and the school's professional team
- analyzes ways of approaching parents of children with special needs and rights
- recognizes the characteristics of children with different developmental
- communicates appropriately with students, teachers, professional team and parents.
- uses the support of the mobile expert team
- argues the importance of physical education and physical fitness for working with children with developmental disabilities (lifting, carrying, monitoring students)
- provides support in the teaching of physical and health education through team and individual work

-
- razlikuje i primjenjuje temeljna načela odgoja i obrazovanja u inkluzivnim uvjetima
 - provodi i pruža podršku djeci s teškoćama u razvoju, u obrazovanju i razvoju socijalnih vještina, uz nadzor stručnjaka.
 - osigurava inkluzivno okruženje za učenike s teškoćama u razvoju u suradnji s učiteljem i stručnim timom škole
 - analizira načine pristupa roditeljima djece s posebnim potrebama i pravima
 - prepoznaje karakteristike djece različitog razvoja
 - primjereno komunicira s učenicima, učiteljima, stručnim timom i roditeljima.
 - koristi podršku mobilnog stručnog tima
 - argumentira važnost tjelesnog odgoja i tjelesne spremnosti za rad s djecom s poteškoćama u razvoju (podizanje, nošenje, praćenje učenika)
 - – pruža podršku u nastavi tjelesne i zdravstvene kulture kroz timski i individualni rad

LINK to Course Details

<https://fpmoz.sum.ba/program-osposobljavanja-za-asistenta-u-nastavi-za-djecu-s-teskocama-u-razvoju/>



ÇUKUROVA UNIVERSITY

CUV-1: Intercultural Competence

CUV-2: Intercultural Literacy

CUV-3: Critical Language Awareness

CUV-4: Multiculturalism Social Integration



Co-funded by
the European Union

COURSE INFORMATION	
EUPeace Alliance University	Cukurova
Course Title	Intercultural Competence Kültürlerarası Yeterlilik
Department and/or Faculty	ELT Department, Faculty of Education, Cukurova University
Course Code	Pending
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	Course Modality <div style="display: flex; justify-content: space-between;"> <div style="width: 45%;"> <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous </div> <div style="width: 45%;"> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div> </div>
Date	March - June
Language(s) of Instruction	English
Course Coordinator	Cem Can, cemcan01@gmail.com, and +90 532 628 34 08
Course Instructor	Cem Can, cemcan01@gmail.com, and +90 532 628 34 08
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	42
<input checked="" type="checkbox"/> ECTS Credits	6
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION	
Content The course content is designed to provide a comprehensive understanding of intercultural competence, including: <ol style="list-style-type: none"> 1. Introduction to Intercultural Communication Theories 2. The Role of Context and Power in Intercultural Communication 3. Historical Perspectives on Intercultural Communication 4. Social and Psychological Foundations of Intercultural Competence 5. Analyzing Intercultural Communication Case Studies 6. Developing Intercultural Training Programs 7. Cultural Identity and Stereotypes 8. Language and Non-verbal Communication in Intercultural Settings 9. Intercultural Conflict Resolution 10. Ethics and Professionalism in Intercultural Communication 11. Research Methods in Intercultural Communication 12. Critical Reflections on Intercultural Competence 13. Preparing for Intercultural Field Research 14. Final Presentations and Integration of Learning 	
Competences & Learning Objectives Successful students will be able to: <ol style="list-style-type: none"> 1. Master advanced theoretical and practical aspects of intercultural competence. 2. Apply intercultural communication theories to analyze and manage real-world scenarios. 3. Conduct independent research on intercultural communication issues and contribute to the field. 	
LINK to Course Details	Pending

COURSE INFORMATION	
EUPeace Alliance University	Cukurova
Course Title	Intercultural Literacy Kültürlerarası Okuryazarlık
Department and/or Faculty	ELT Department, Faculty of Education, Cukurova University
Course Code	Pending
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	Course Modality <div> <input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous </div> <div> <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div>
Date	March – June
Language(s) of Instruction	English
Course Coordinator	Cem Can, cemcan01@gmail.com, and +90 532 628 34 08
Course Instructor	Cem Can, cemcan01@gmail.com, and +90 532 628 34 08
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	36 Hours
<input checked="" type="checkbox"/> ECTS Credits	6
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
The course content is designed to provide a comprehensive understanding of intercultural literacy, including: <ol style="list-style-type: none"> 1. Introduction to Intercultural Communication 2. Cultural Identities and Language 3. Theories of Intercultural Communication 4. Cultural Stereotypes and Prejudices 5. Language and Intercultural Competence 6. Non-verbal Communication in Different Cultures 7. Barriers to Intercultural Communication 8. Overcoming Cultural Barriers 9. Case Studies in Intercultural Communication 10. Cultural Adaptation and Integration 11. The Role of English as a Global Language 12. Ethical Issues in Intercultural Communication 13. Critical Incidents in Intercultural Communication 14. Review and Future Directions in Intercultural Studies 	
Competences & Learning Objectives Successful students will be able to: <ol style="list-style-type: none"> 1. Develop a deep understanding of the dynamics of intercultural communication. 2. Apply theoretical knowledge to analyze and solve real-world intercultural conflicts. 3. Enhance intercultural communication skills to effectively engage in a globalized world. 4. Understand how cultural contexts influence communication styles and effectiveness. 5. Critically analyze intercultural incidents to gain insights into underlying cultural dynamics. 6. Apply theoretical models of intercultural communication to develop practical solutions for intercultural challenges. 7. Enhance empathy and ethical considerations in intercultural settings. 	
LINK to Course Details	Pending

COURSE INFORMATION	
EUPeace Alliance University	Cukurova
Course Title	Critical Language Awareness Eleştirel Dil Farkındalığı
Department and/or Faculty	ELT Department, Faculty of Education, Cukurova University
Course Code	Pending
Course Type	Course Modality
<input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	<input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous
	<input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory
Date	October - February
Language(s) of Instruction	English
Course Coordinator	Cem Can, cemcan01@gmail.com, and +90 532 628 34 08
Course Instructor	Cem Can, cemcan01@gmail.com, and +90 532 628 34 08
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	32 hours
<input checked="" type="checkbox"/> ECTS Credits	6
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
<p>This course provides an in-depth exploration of how language functions as a tool of power and influence in various contexts, emphasizing critical analysis of language use in media, advertising, and political communication. It covers techniques like metaphor, doublespeak, pronoun choice, and more to understand how language shapes perceptions and social interactions. The course content is designed to provide a comprehensive understanding of critical language awareness, including:</p> <ol style="list-style-type: none"> 1. Introduction to Language Power Techniques 2. Exploring Grammar Features 3. Metaphor and Language Manipulation 4. Doublespeak and Language Deception 5. Pronouns and Social Identity 6. Epithets and Stereotyping in Language 7. Hyperbole and Exaggeration in Public Discourse 8. Storytelling, Propaganda, and Media Narratives 9. Analyzing Political Speech 10. Censorship and Control over Language 11. Corpus Analysis in Language Studies 12. Developing Critical Language Skills 13. Advanced Grammar and Rhetoric Techniques 14. Application of Language Analysis in Real-World Scenarios 	
Competences & Learning Objectives	
<p>Successful students will be able to:</p> <ol style="list-style-type: none"> 1. Develop a sophisticated understanding of the role of language in societal power dynamics. 2. Employ critical discourse analysis to interpret and critique language use across various media. 3. Apply language analysis skills to promote clearer communication and understanding in professional and personal contexts. 4. Analyze the role of language in perpetuating societal power structures and inequalities. 	

5. Develop strategies for promoting linguistic equity and inclusivity in various communication contexts. 6. Evaluate the effectiveness of different communicative approaches in diverse sociocultural environments. 7. Reflect on personal language use and its impact on intergroup relations.	
LINK to Course Details	Pending

COURSE INFORMATION	
EUPeace Alliance University	Çukurova
Course Title	Multiculturalism and Social Integration Çok-Kültürlülük ve Toplumsal Bütünleşme
Department and/or Faculty	Institute of Social Sciences, Department of Philosophy, Sociology and Psychology Teaching
Course Code	FEL706
Course Type	Course Modality
<input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	<input checked="" type="checkbox"/> Online <input checked="" type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous
	<input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory
Date	March - June
Language(s) of Instruction	Turkish (support provided in English and German)
Course Coordinator	Adnan Gümüş, aguemues@gmail.com, and 00-90-505-5444303
Course Instructor	Adnan Gümüş, aguemues@gmail.com, and 00-90-505-5444303
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	42 hours
<input checked="" type="checkbox"/> ECTS Credits	6
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content <p>In this course; intergroup relations, ethnic and inter-cultural relations, exclusion, separation, assimilation, multiculturalism, pluralism, and integration in the context of social structure, culture, ideology, gender, language, religion, sect, geography, region, migration, social stratification; and new conflict areas, and proposed community models for resolution will be discussed.</p> <p>-----</p> <p>Bu derste; toplumsal yapı, kültür, ideoloji, cinsiyet, dil, din, mezhep, coğrafya, bölge, göç, toplumsal tabakalaşma bağlamında gruplar arası ilişkiler, etnik ve kültürlerarası ilişkiler, dışlanma, ayrışma, asimilasyon, çokkültürlülük, çoğulculuk ve bütünleşme; yeni çatışma alanları ve çözüme yönelik önerilen topluluk modelleri tartışılacak.</p>	
Competences & Learning Objectives <p>In this course, participants are expected to follow the problems, statistics and discussions on the phenomena and processes of exclusion, segregation, assimilation, conflict, intergroup relations, multiculturalism, pluralism and integration, read the main and current articles in the literature, and make concrete research and presentations on these problems.</p> <p>-----</p> <p>Katılımcıların bu derste dışlama, ayrışma, asimilasyon, çatışma, gruplar arası ilişki biçimleri, çokkültürlülük, çoğulculuk ve bütünleşme olgu ve süreçlerine dair problem, istatistik ve tartışmaları izlemeleri, alanyazındaki ana ve güncel makaleleri okumaları, bu sorunlarla ilgili somut araştırma ve sunu yapmaları beklenmektedir.</p>	
LINK to Course Details	https://ebs.cu.edu.tr/En/Course/Information/612160 https://ebs.cu.edu.tr/Ders/GenelBilgi/612160



UNIVERSITY OF SARAJEVO

SRJ-1: Literature for Children I

SRJ-2: Literature and Performing Arts in Education

SRJ-3: Developmental Arts and Creative Therapies in Teaching of Children and Youth

SRJ-4: Introduction to Bosnian-Herzegovinian studies (History, culture and politics)

SRJ-5: Perceiving from the Inside

SRJ-6: Illustration – Visual Communication in Education

SRJ-7: Autism Spectrum Disorder: Educational Strategies for Successful Inclusion



COURSE INFORMATION	
EUPeace Alliance University	Sarajevo
Course Title	Literature for Children I Književnost za djecu I
Department and/or Faculty	University of Sarajevo – Faculty of Educational Sciences, Department of Elementary Class Education, Department of Preschool Education
Course Code	PEF RAN 114, PEF PO 114
Course Type	Course Modality
<input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	<input checked="" type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Both (A/S)ynchronous
	<input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory
Date	Summer semester (October – February)
Language(s) of Instruction	English/Bosnian
Course Coordinator	Mirzana Pašić Kodrić, mpkodric@pf.unsa.ba
Course Instructors	Mirzana Pašić Kodrić, mpkodric@pf.unsa.ba
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	45
<input checked="" type="checkbox"/> ECTS Credits	4
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content <ul style="list-style-type: none"> • The beginnings and development of children's literature • Specifics of children's literature (genres, themes, motifs, style and language) • Children's literature and general literature (similarities and differences) • Writer, child and childhood • Aesthetic and educational characteristics of children's literature • Lyrics: genre, thematic-motive and stylistic specifics • Poetry for children: development, characteristics, representatives • Traditional and modern poetry for children • Bosnian-Herzegovinian children's poetry • Origin and development of a fairy tale (Mythological, migration, anthropological and psychological theory) • Folk, literary and artistic fairy tale • Wonderful and fantastic: a fairy tale and a fantastic story • Emotional, psychological and moral significance of fairy tales and prevention of peer violence through children's literature • Fairy tale in feminist literary criticism and gender aspects of children's literature <hr/> <ul style="list-style-type: none"> • Počeci i razvoj književnosti za djecu • Specifičnosti dječije književnosti (žanrovi, teme, motivi, stil i jezik) • Dječija književnost i opća književnost (sličnosti i razlike) • Pisac, dijete i djetinjstvo • Estetske i vaspitne karakteristike književnosti za djecu • Lirika: žanrovske, tematsko-motivske i stilske specifičnosti • Poezija za djecu: razvoj, karakteristike, predstavnici • Tradicionalna i moderna poezija za djecu • Bosanskohercegovačka poezija za djecu 	

- Nastanak i razvoj bajke (mitološka, migracijska, antropološka i psihološka teorija)
- Narodna, književna i umjetnička bajka
- Divno i fantastično: bajka i fantastična priča
- Emocionalni, psihološki i moralni značaj bajki i prevencija vršnjačkog nasilja kroz književnost za djecu
- Bajka u feminističkoj književnoj kritici i rodni aspekti književnosti za djecu

Competences & Learning Objectives

The main learning objectives of this course are to develop, nurture, create, and compare different knowledge about children's classic European and Bosnian-Herzegovinian literature. With such a comparative approach, in their future work with children, students will acquire different literary-theoretical, literary-historical, and intercultural knowledge and competencies.

Glavni ciljevi ovog kursa su razvijanje, njegovanje, stvaranje i usporedba različitih znanja o klasičnoj evropskoj i bosanskohercegovačkoj književnosti za djecu. Takvim komparativnim pristupom, u svom budućem radu s djecom, studenti će steći različita književnoteorijska, književnohistorijska i interkulturalna znanja i kompetencije.

LINK to Course Details https://www.pf.unsa.ba/images/english_courses/RN_Literature_for_Children_1.pdf

COURSE INFORMATION	
EUPeace Alliance University	Sarajevo
Course Title	Literature and Performing Arts in Education Književnosti i scenske umjetnosti u edukaciji
Department and/or Faculty	University of Sarajevo – Faculty of Educational Sciences, Department of Elementary Class Education, Department of Preschool Education
Course Code	Pending
Course Type <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Non-curricular	Course Modality <input checked="" type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Both (A/S)ynchronous <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory
Date	Summer semester (March – June)
Language(s) of Instruction	English/Bosnian
Course Coordinator	Mirzana Pašić Kodrić, mpkodric@pf.unsa.ba
Course Instructors	Merima Čaušević, mcausevic@pf.unsa.ba Mirzana Pašić Kodrić, mpkodric@pf.unsa.ba
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input checked="" type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input checked="" type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	30
<input checked="" type="checkbox"/> ECTS Credits	3
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content <ul style="list-style-type: none"> Types of performing arts – history and definitions Literature, drama, theatre and music Literature, dance, and music Literature, ballet, and music Libretto and opera, operetta, masque, oratorio, cantata, musical Literature, film, and musical Syncretism in performing arts Drama pedagogy and music Drama therapy and music therapy Performing arts in the education of children and youth Performing arts in working with children with different difficulties <hr/> <ul style="list-style-type: none"> Vrste scenskih umjetnosti – historija i definicije Književnost, drama, pozorište i muzika Književnost, ples i muzika Književnost, balet i muzika Libreto i opera, opereta, maska, oratorijum, kantata, mjuzikl Književnost, film i mjuzikl Sinkretizam u scenskim umjetnostima Dramska pedagogija i muzika Dramoterapija i muzička terapija Scenske umjetnosti u edukaciji djece i mladih Scenske umjetnosti u radu s djecom s različitim teškoćama 	

Competences & Learning Objectives

After this course participants will be able to:

1. Actively use, combine, and categorize literature and performing arts in their future work with children and youth;
3. Creatively apply elements of literature and performing arts working with children with different difficulties;
4. Create, compose, prepare, and criticize a small play with children;
5. Develop the importance of syncretism in arts.

Through all of the above, the participants of this course will develop and foster their own artistic competencies and potential in their work with children and youth.

Nakon ovog kursa studenti će moći:

1. Aktivno koristiti, kombinirati te kategorizirati književnost i scenske umjetnosti u budućem radu s djecom i mladima;
3. Kreativno primijeniti elemente književnosti i scenske umjetnosti u radu sa djecom s različitim teškoćama;
4. Kreirati, komponovati, pripremiti i kritizirati malu predstavu sa djecom;
5. Razvijati značaj sinkretizma u umjetnosti.

Kroz sve navedeno polaznici ovog kursa će razvijati i njegovati vlastite umjetničke kompetencije i potencijal u radu s djecom i mladima.

[LINK to Course Details](#)

Pending

COURSE INFORMATION	
EUPeace Alliance University	Sarajevo
Course Title	Developmental Arts and Creative Therapies in Teaching of Children and Youth Razvojne umjetničke i kreativne terapije u podučavanju djece i mladih
Department and/or Faculty	University of Sarajevo – Faculty of Educational Sciences, Department of Elementary Class Education
Course Code	Pending
Course Type <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Non-curricular	Course Modality <input checked="" type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Both (A/S)ynchronous <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory
Date	Winter semester (October – December)
Language(s) of Instruction	English/Bosnian
Course Coordinator	Mirzana Pašić Kodrić, mpkodric@pf.unsa.ba
Course Instructors	Merima Čaušević, mcausevic@pf.unsa.ba Maja Žmukić, maja.zmukic@pf.unsa.ba Mirzana Pašić Kodrić, mpkodric@pf.unsa.ba Mirsada Zećo, mzeco@pf.unsa.ba
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	45
<input checked="" type="checkbox"/> ECTS Credits	4
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content <ul style="list-style-type: none"> Definitions and history of music therapy, art therapy, and bibliotherapy Methods in music therapy Methods in art therapy Methods in bibliotherapy How to perform music therapy, art therapy, and bibliotherapy in teaching of courses in music, art, and literature? Developmental artistic and creative therapies and inclusion Practical workshop in music therapy, art therapy, and bibliotherapy The role and importance of observation and evaluation in developmental arts and creative therapies in teaching of children and youth Music therapy and social communication Chromotherapy in art therapy Target reading and bibliotherapy Music improvisations Fractal drawing in art therapy Gestalt therapy and bibliotherapy Methodical practice in schools <hr/> <ul style="list-style-type: none"> Definicije i historija muzikoterapije, art terapije i biblioterapije Metode u muzikoterapiji 	

- Metode u art terapiji
- Metode u biblioterapiji
- Kako izvoditi muzikoterapiju, art terapiju i biblioterapiju u nastavi muzičke kulture, likovne kulture i nastavi književnosti?
- Razvojne umjetničke i kreativne terapije i inkluzija
- Praktična radionica iz muzikoterapije, art terapije i biblioterapije
- Uloga i značaj posmatranja i evaluacije u razvojnim umjetnostima i kreativnim terapijama u nastavi za djecu i mlade
- Muzikoterapija i socijalna komunikacija
- Hromoterapija u art terapiji
- Ciljno čitanje i biblioterapija
- Muzičke improvizacije
- Fraktalni crtež u art terapiji
- Geštalt terapija i biblioterapija
- Metodička praksa u školama (muzikoterapija, art terapija i biblioterapija)

Competences & Learning Objectives

This course will train future teachers that the teaching of artistic disciplines (music, art, literature) in school courses must also include therapeutic teaching units. Through developmental arts and creative therapies in the teaching of children and youth, this course will help students – future teachers – to achieve several goals, including better communication skills, creativity that has healing power, academic achievement, and improvement of focus and motoric skills, etc. Interactive and multi-sensory activities through developmental arts and creative therapies in teaching children and youth through rhythm, gestures, mimicry, movement, poetry, etc., through spontaneous and guided improvisation, provide space for the development of different potentials for people with difficulties and can be an excellent prerequisite for creating a positive and inclusive environment, but also for creating different hidden potentials. The participants of this course will transfer all the mentioned qualities to children and young people in class or group/individual work within the subjects they will teach.

Ovaj kurs će osposobiti buduće učitelje i nastavnike da nastava iz umjetničkih disciplina (muzička kultura, likovna kultura, književnost) u školskim predmetima mora uključivati i terapeutske nastavne jedinice. Kroz razvojnu umjetnost i kreativne terapije u nastavi djece i mladih ovaj kurs će pomoći studentima – budućim učiteljima – da postignu niz ciljeva, uključujući bolje komunikacijske vještine, kreativnost koja ima iscjeljujuću snagu, akademska postignuća i unapređenje fokusa i motoričkih sposobnosti itd. Interaktivne i multi-senzorne aktivnosti kroz razvojne umjetnosti i kreativne terapije u nastavi djece kroz, ritam, geste, mimiku, pokret, poeziju, itd., kroz spontanu i vođenu improvizaciju, daju prostor za razvoj različitih potencijala za osobe s poteškoćama i može biti odličan preduvjet za stvaranje pozitivnog i inkluzivnog okruženja, ali i za kreiranje različitih skrivenih potencijala. Polaznici ovog kursa će sve navedene kvalitete prenijeti na djecu i mlade u razredu ili grupnom/individualnom radu u okviru predmeta koje će predavati.

[LINK to Course Details](#)

Pending

COURSE INFORMATION	
EUPeace Alliance University	Sarajevo
Course Title	Introduction to Bosnian-Herzegovinian studies (History, culture and politics) Uvod u bosanskohercegovačke studije (Historija, kultura i politika)
Department and/or Faculty	University of Sarajevo – Faculty of Philosophy, Department of literatures of the peoples of Bosnia-Herzegovina
Course Code	Pending
Course Type <input type="checkbox"/> Curricular <input checked="" type="checkbox"/> Non-curricular	Course Modality <input checked="" type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Both (A/S)ynchronous <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory
Date	Summer semester (March – June)
Language(s) of Instruction	English/Bosnian
Course Coordinator	Sanjin Kodrić, sanjin.kodric@ff.unsa.ba
Course Instructors	Sanjin Kodrić, sanjin.kodric@ff.unsa.ba
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	30
<input checked="" type="checkbox"/> ECTS Credits	3
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content <ul style="list-style-type: none"> Bosnian-Herzegovinian studies – subject definition Bosnia-Herzegovina as a complex, multireligious, multiethnic and multinational, multicultural and intercultural society – past and present Socio-political foundations of the complexity of Bosnian-Herzegovinian society and culture – past and present Slavia islamica, Slavia catholica, Slavia orthodoxa and Slavia judaica in the society and culture of Bosnia-Herzegovina – past and present The Muslim Orient and the European West in the society and culture of Bosnia-Herzegovina – past and present Traditional and folk culture in Bosnia and Herzegovina Modern cultural forms and multiculturalism / interculturalism in Bosnia-Herzegovina Cultural memory and the representation of the past in literature, music, fine arts, theatre and film in Bosnia-Herzegovina History, culture, politics and ethno-national identities in Bosnia-Herzegovina War and social conflicts and history, culture and politics in Bosnia-Herzegovina <hr/> <ul style="list-style-type: none"> Bosanskohercegovačke studije – predmetno određenje Bosna i Hercegovina kao složeno, multireligijsko, multietničko i multinacionalno, multikulturno i interkulturno društvo – prošlost i sadašnjost 	

- Društveno-političke osnove složenosti bosanskohercegovačkog društva i kulture – prošlost i sadašnjost
- Slavia islamica, Slavia catholica, Slavia orthodoxa i Slavia judaica u bosanskohercegovačkom društvu i kulturi – prošlost i sadašnjost
- Muslimanski Orijent i evropski Zapad u društvu i kulturi Bosne i Hercegovine – prošlost i sadašnjost
- Tradicijska i narodna kultura u Bosni i Hercegovini
- Moderne kulturne forme i multikulturalizam / interkulturalizam u Bosni i Hercegovini
- Kulturno pamćenje i reprezentacija prošlosti u književnosti, muzici, likovnoj umjetnosti, pozorištu i filmu u Bosni i Hercegovini
- Historija, kultura, politika i etno-nacionalni identiteti u Bosni i Hercegovini
- Rat i društveni sukobi i historija, kultura i politika u Bosni i Hercegovini

Competences & Learning Objectives

After this course participants will be able to:

1. Develop a clear understanding of a complex, multireligious, multiethnic and multinational, multicultural and intercultural society of Bosnia-Herzegovina in the past and present, including socio-political foundations of the complexity of Bosnian-Herzegovinian society and culture
2. Differentiate, categorize and compare various aspects and/or forms of the history, culture and politics of Bosnia-Herzegovina in the past and present
3. Develop a clear understanding of cultural memory, representation of the past and ethno-national identities in Bosnia-Herzegovina, including war and social conflicts

Through all of the above, the participants of this course will develop and foster their own multicultural / intercultural and democratic capacities.

Nakon ovog kursa studenti će moći:

1. Razviti jasno razumijevanje složenog, multireligijskog, multietničkog i multinacionalnog, multikulturnog i interkulturnog društva Bosne i Hercegovine u prošlosti i sadašnjosti, uključujući društveno-političke temelje složenosti bosanskohercegovačkog društva i kulture
2. Razlikovati, kategorizirati i usporediti različite aspekte i/ili oblike historije, kulture i politike Bosne i Hercegovine u prošlosti i sadašnjosti
3. Razviti jasno razumijevanje kulturnog pamćenja, predstavljanja prošlosti i etno-nacionalnih identiteta u Bosni i Hercegovini, uključujući rat i društvene sukobe

Kroz sve navedeno polaznici ovog kursa razvijat će i njegovati vlastite multikulturne / interkulturne i demokratske kapacitete.

[LINK to Course Details](#)

Pending

COURSE INFORMATION	
EUPeace Alliance University	Sarajevo
Course Title	Perceiving from the inside Spoznaja iz unutrašnjosti
Department and/or Faculty	Faculty of Educational Sciences, Department of Classroom Teaching Education, Department of Preschool Education, Department of Education and Rehabilitation
Course Code	Pending
Course Type	Course Modality
<input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	<input checked="" type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Both (A/S)ynchronous
	<input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Laboratory
Date	Both semesters
Language(s) of Instruction	Bosnian
Course Coordinator	Maja Žmukić, maja.zmukic@pf.unsa.ba
Course Instructor	Maja Žmukić, maja.zmukic@pf.unsa.ba Azur Kuduzović, azurkuduz@gmail.com
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	30 hours
<input checked="" type="checkbox"/> ECTS Credits	3
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content training to meet the contemporary needs of pre-school education, classroom teaching, inclusive education, and arts programs. <ul style="list-style-type: none"> • knowledge of the developmental characteristics of early school children and in classroom teaching • training to understand the needs of individualizing and differentiating programmes of work with blind people. • knowledge of the typical cognitive, social, emotional and physical development blind people • an opportunity to bring art to a broader audience <p>Art opens the door to creativity for blind people through alternative perceptual channels such as touch, sound, and smell. This education will provide the basic principles of recognizing and expressing the concept of color through tactile, olfactory and gustatory perception and emotional associations. Teaching staff will be able to better understand the artistic expression capacity of blind people and apply these insights in.</p> <p>In the second semester, education will rallies through theoretical practical part in the domain of artistic drawings and paintings, which implies linear relief contours of printed on paper via 3D printers. Aim to form an artwork - color surface with intuitive color selection. The sensation of the touch of the form, tactile perception and association of the same participants will form a artwork. In both modules, special goals are connected to conscious and unconscious, and such approach to the artistic action of helping weak and blind people to express feelings from so-called invisible reality and allow them to express themselves in art. For all the above reasons such works are possible to analyze from different aspects, not just aesthetic. This way, in the educational raising system, helps to develop potential of each individual, its equal inclusion in the same, and understanding the essence and purpose of art and art in learning, gains layers of pedagogical sciences and art. Such a teaching is part of the cultural context of society that aims to understand the role of the art of modern man.</p>	

Umjetnost slijepim osobama otvara vrata kreativnosti kroz alternativne perceptivne kanale poput dodira, zvuka i mirisa. Ovom edukacijom će se pružiti osnovni principi prepoznavanja i izražavanja pojma boje putem taktilne, olfaktivne i gustativne percepcije te emocionalnih asocijacija. Nastavno osoblje će moći bolje razumijeti sposobnost umjetničkog izražavanja slijepih osoba i primijeniti te spoznaje u inkluzivnom obrazovanju i umjetničkim programima.

U drugom semestru, edukacija će se realizovati kroz teorijsko praktični dio u domeni likovnih oblasti crteža i slikanja, koja podrazumijeva linearne reljefne konture printane na papiru putem 3D printera. Za cilj će se formirati likovno djelo - bojena površina intuitivnim odabirom boje. Osjetom dodira oblika, taktilne percepcije i asocijacije istog učesnici će formirati likovno djelo.

U oba modula posebni ciljevi su povezati svjesno i nesvjesnog, te ovakav pristup likovnom djelovanju pomoći slabovidnim i slijepim osobama da se izraze osjećanja iz takozvane nevidljive stvarnosti i omogućiti im da se likovno izraze. Iz svih gore navedenih razloga ovakve radove moguće je analizirati sa različitih aspekata, ne samo iz estetskih. Na ovaj način se u obrazovno odgojnom sistemu pomaže u razvoju potencijala svakog pojedinaca, njegovoj ravnopravnoj uključenosti u isti, a razumijevanje suštine i svrhe likovne umjetnosti i likovnih djela u učenju dobiva na slojevitosti pedagoških nauka i likovne umjetnosti. Takva nastava je dio kulturnoga konteksta društva koja ima za cilj i razumijevanje značaja uloge umjetnosti savremenog čovjeka.

Competences & Learning Objectives

This art education for the blind aims to develop the competence of teaching staff in inclusive education. Participants will learn the basic principles of color recognition through touch, sound and smell as the primary perceptual pathways through which blind people receive information from the environment, and understand how to use these alternative perceptual channels in artistic expression. Through interactive activities and case studies, they will better understand the needs of blind people in the artistic environment and the principles of creating works of art without the use of sight.

Defining blind people as active subjects rather than passive objects in visual art world, rejecting pathologizing myths and stereotypes of blindness to explore experiences as active cultural creators.

Ova edukacija o umjetnosti za slijepe osobe ima za cilj razviti kompetencije nastavnog osoblja u inkluzivnom obrazovanju. Polaznici će naučiti osnovne principe prepoznavanja boja kroz dodir, zvuk i miris kao primarne perceptivne puteve kojima slijepe osobe primaju informacije iz okruženja, te razumjeti kako koristiti ove alternative perceptivne kanale u umjetničkom izražavanju. Kroz interaktivne aktivnosti i studije slučaja bolje će razumjeti potreba slijepih osoba u umjetničkom okruženju i principe stvaranja umjetničkih djela bez upotrebe vida.

[LINK to Course Details](#)

Pending

COURSE INFORMATION	
EUPeace Alliance University	Sarajevo
Course Title	Illustration – visual communication in education Ilustracija – vizuelna komunikacija u obrazovanju
Department and/or Faculty	Faculty of Educational Sciences, Department of Pre-School Education, Department of Classroom Teaching Education
Course Code	Pending
Course Type <input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	Course Modality <input checked="" type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Both (A/S)ynchronous <input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input checked="" type="checkbox"/> Laboratory
Date	Winter semester (October – February)
Language(s) of Instruction	English, Bosnian
Course Coordinator	Maja Žmukić, maja.zmukic@pf.unsa.ba
Course Instructor	Maja Žmukić, maja.zmukic@pf.unsa.ba Emir Durmišević
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input checked="" type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	30 hours
<input checked="" type="checkbox"/> ECTS Credits	3
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION (EN/L1 [if taught in L1])	
Content: <ul style="list-style-type: none"> Acquaintance with the contemporary needs of preschool education, class teaching and creative programs through visual communication and the multimedia character of illustrations. Getting to know different methods of visual communication in education. Mastering the basic types and styles of using illustrations and means of visual communication in education. An opportunity to introduce illustration as a means of visual communication to a wider audience. <p>Visual communication plays one of the crucial roles in education, especially as a tool that deepens the learning experience but also improves the retention of acquired knowledge and information. Illustrations, infographics, maps, multimedia videos, animations can make complex concepts simpler and more understandable for elementary school students and preschoolers. With the help of visual communication, specifically illustration, it is possible to explain abstract concepts more clearly through concrete visual presentations. By including illustrations in textbooks and other educational materials, teachers/educators can facilitate the learning process for children. Through illustration as a means of visual communication, the process of clarifying some concepts/emotions is simpler, especially when it comes to a concept that is difficult to explain with words alone. Among children, there are also those who learn new material more easily through visual presentation, especially in the modern multimedia era. The aspect of illustration as an interactive medium is also very important; illustrations attract attention with their character and can make learning more interactive. With the help of visual communication, creative and critical thinking is promoted among students. Creative exercises that include the creation of visual presentations with rich illustrative content certainly help in developing visual literacy, but also provide an opportunity to convey new creative ideas through education in an innovative and "fun" way.</p> <hr/> <ul style="list-style-type: none"> Upoznavanje sa savremenim potrebama predškolskog obrazovanja, razredne nastave i kreativnih programa kroz vizualnu komunikaciju i multimedijalni karakter ilustracija. 	

- Upoznavanje sa različitim metodama vizualne komunikacije u edukaciji.
- Ovladavanje osnovnim tipovima i stilovima korištenja ilustracija i sredstava vizualne komunikacije u edukaciji.

Prilika da se ilustracija kao sredstvo vizualne komunikacije približi široj publici. Vizualna komunikacija igra jednu od ključnih uloga u edukaciji, posebno kao sredstvo kojim se produbljuje iskustvo učenja ali i poboljšava zadržavanje stečenog znanja i informacija. Ilustracije, infografički materijal, mape, multimedijalni videi, animacije mogu kompleksne koncepte učiniti jednostavnijim i shvatljivijim učenicima osnovnih škola i polaznicima predškolskih ustanova. Uz pomoć vizualne komunikacije, konkretno ilustracije, moguće je apstraktne pojmove jasnije objasniti kroz konkretne vizualne prezentacije. Uključivanjem ilustracija u udbenike i druge edukativne materijale učitelji/odgajatelji mogu olakšati djeci proces učenja. Kroz ilustraciju kao sredstvo vizualne komunikacije proces pojašnjenja nekih pojmova/emocija jednostavniji je, posebno kada je u pitanju koncept koji je teško objasniti samo riječima. Među djecom ima i onih koji novo gradivo lakše usvajaju kroz vizualnu prezentaciju, posebno u savremenoj multimedijalnoj eri. Veoma je važan i aspekt ilustracije kao interaktivnog medija; ilustracije svojim karakterom privlače pažnju i mogu učenje učiniti interaktivnijim. Uz pomoć vizualne komunikacije kod učenika se promoviše kreativno i kritičko razmišljanje, Kreativne vježbe koje uključuju kreiranje vizualnih prezentacija sa bogatim ilustrativnim sadržajem svakako pomažu u razvijanju vizualne pismenosti ali i pružaju priliku prenošenja novih kreativnih ideja kroz edukaciju na jedan inovativan i "zabavan" način.

Competences & Learning Objectives

Education about illustration as one of the most powerful means of visual communication aims to develop the sensibility of using visual communication and visual language for clearer and easier acquisition of knowledge by children, relying on the creative possibilities of visual presentation and multimedia visual communication.

Participants will have the opportunity to get acquainted with the aesthetic styles of illustrations for children of different ages, creative ways of designing and realizing creative presentations and projects, all with the aim of using the full potential of illustration and visual communication in the process of education and creative expression

Edukacija o ilustraciji kao jednom od najsnažnijih sredstava vizualne komunikacije za cilj ima kod naučnog osoblja razviti senzibilitet korištenja vizualne komunikacije i vizualnog jezika za jasnije i lakše usvajanje znanja kod djece, oslanjajući se na kreativne mogućnosti vizualne prezentacije i multimedijalne vizualne komunikacije.

Polaznici će imati priliku da se upoznaju sa estetskim stilovima ilustracija za različite uzraste djece, kreativnim načinima osmišljavanja i realizacije kreativnih prezentacija i projekata, sve s ciljem korištenja punog potencijala ilustracije i vizualne komunikacije u procesu edukacije ali i kreativnog izražavanja.

[LINK to Course Details](#)

Pending

COURSE INFORMATION	
EUPeace Alliance University	Sarajevo
Course Title	Autism Spectrum Disorder: Educational Strategies for Successful Inclusion Poremećaj iz Spektra Autizma: Edukacijske strategije za uspješnu inkluziju
Department and/or Faculty	Faculty of Educational Sciences Pedagoški fakultet
Course Code	PEF EDU 213
Course Type	Course Modality
<input checked="" type="checkbox"/> Curricular <input type="checkbox"/> Non-curricular	<input checked="" type="checkbox"/> Online <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous
	<input checked="" type="checkbox"/> In-person <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory
Date	Winter semester (October – February)
Language(s) of Instruction	English
Course Coordinator	Memisevic Haris, hmemisevic@gmail.com, +38761178123
Course Instructor	Memisevic Haris, hmemisevic@gmail.com, +38761178123
TARGET AUDIENCE	
Suitable as Pre-Service Teacher Training Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable as In-Service Professional Development Course <input checked="" type="checkbox"/> Pre-primary <input checked="" type="checkbox"/> Primary <input type="checkbox"/> Secondary Lower <input type="checkbox"/> Secondary Upper <input checked="" type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	15 hours
<input checked="" type="checkbox"/> ECTS Credits	5
<input type="checkbox"/> Certificate	None
COURSE DESCRIPTION	
Content The goal of the course is to introduce students to Autism Spectrum Disorder (ASD) which is one of the most prevalent neurodevelopmental disorders. Students will gain knowledge and skills related to diagnostic systems, etiology and treatment for children with ASD. Students will be introduced to the topics such as Biomedical issues, Executive Functions, Theory of Mind, Applied Behavior Analysis, Functional Behavior Analysis, Interdisciplinary treatments for ASD and many other topics. Definition, diagnosis, and classification of ASD according to DSM-5 and ICD-11 criteria; Etiology of ASD; Interdisciplinary Diagnostic Evaluation; Evidence-based practices in ASD; Applied Behavior Analysis; Functional Behavior Analysis; Common Components of Early Intensive Behavior; Interventions; Early Start Denver Model; Sensory integration therapy; Language in ASD; Social skills in ASD; Social cognition: Theory of Mind; Executive functions in ASD; Parent training for parents of children with ASD; Augmentative and Alternative Communication and ASD; Vocational training for students with ASD; Socialization programs for Adults with ASD; Diet and Supplementation in ASD; Positive Behavior Support; Future directions in ASD research	
Competences & Learning Objectives Students will demonstrate the following learning objectives: Define the ASD according to the criteria set forth by the DSM-5 and ICD-11; Identify etiological factors in ASD; Describe the historical understanding of the ASD; Describe the characteristics of ASD at an early age; Recognize the early signs of ASD; Describe the social cognition phases in ASD; Discuss the support options for preschool children with ASD; Discuss the educational opportunities for school-aged children with ASD; Discuss the vocational opportunities for adults with ASD;	

Discuss different treatment options for persons with ASD;
Determine the support needs for persons with ASD.

LINK to Course Details

https://pf.unsa.ba/images/english_courses/PO_AS_D_1.pdf

About EUPeace

EUPeace is the European University for Peace, Justice, and Inclusive Societies.

Our mission is to provide tomorrow's citizens with the skills, knowledge, and experience to cultivate Peace, Justice, and Inclusive Societies. We explicitly address all sciences and fields, from the humanities and social sciences to the natural and life sciences as well as engineering, and are inspired by the rebuilt bridge of Mostar – the symbol in our logo – as a testament to how dialogue can overcome conflict.

Philipps-Universität Marburg		Marburg University
Justus-Liebig-Universität Gießen		Justus Liebig University Giessen
Université de Limoges		University of Limoges
Università della Calabria		University of Calabria
Universidad Pontificia Comillas		Comillas Pontifical University
Západočeská univerzita v Plzni		University of West Bohemia
Sveučilište u Mostaru		University of Mostar
Çukurova Üniversitesi		Çukurova University
Univerzitet u Sarajevu		University of Sarajevo

More information on www.eupeace.eu

Disclaimer

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