

First Issue of a Common Course Catalogue



Deliverable 3.2

July 2024



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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
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Západočeská univerzita v Plzni		University of West Bohemia
Sveučilište u Mostaru		University of Mostar
Çukurova Üniversitesi		Çukurova University
Univerzitet u Sarajevu		University of Sarajevo

Document information

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Version	1.1
Publication date	July 2024 (December 2024 corrections)
Contact	info@eupeace.eu
License	This work is licensed under CC BY-NC-SA 4.0. To view a copy of this license, visit http://creativecommons.org/licenses/by-nc-sa/4.0/
ISBN/ISSN	–
Project	EUPeace – European University for Peace, Justice, and Inclusive Societies
Project duration	2023-2027
Project number	101124223
Programme	Erasmus+ – European Universities initiative
Deliverable/Milestone	Deliverable 3.2, D3.2
Contractual date	July 2024
Linked to WP	Internationalisation of Teacher Education (WP3)
Type	Report
Dissemination level	Public



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Executive Summary

“Teachers are key multipliers and role models for European values and concepts. In order to promote pupils’ developing attitudes and skills as well as acquiring knowledge for European citizenship, student teachers and practising teachers themselves need to develop skills and build knowledge, fundamental to a democratic European society in the 21st century.”¹

Publishing this first issue of an EUPeace Common Course Catalogue for Teacher Education within year 1 of establishing EUPeace as a full-fledged Alliance between nine universities, is a concrete illustration of our commitment to building intercultural and European competencies which educate towards a sustainably peaceful, just and inclusive society.

This deliverable is comprised of two distinct, yet equally valuable documents. The first is the deliverable proper, i.e. the **“EUPeace Common Course Catalogue for Teacher Education: Issue 1 (2024-2025)”**. This public-facing part of deliverable 3.2 is a “ready for use-catalogue” of courses which promote EUPeace values through teacher education, this upcoming academic year (2024-2025). A draft of how this public-facing course catalogue might appear as an online site has been published on EUPeace’s website² – and is included as Appendix A to this deliverable. The second document of this deliverable might rather be considered an internal report which details the criteria used for choosing courses to include and step-by-step processes undertaken to create a common course catalogue across nine universities, thereby bringing together the didactic and pedagogic expertise that no single university possesses.

The “EUPeace Common Course Catalogue for Teacher Education: Issue 1 (2024-2025)” has collected together 48 courses from the nine Alliance universities, addressing six teacher education topics directly regarding EUPeace values, i.e. Inclusion, Historical Education, Political Education, Democratic Education, Multilingualism, Interreligious Competencies, Digital Literacy, Sustainability, plus six topics linked with the first EUPeace deliverable (deliverable 3.1) the Shared Concept of “School for All”³, i.e. General Methodology, Methodology in Subject Instruction, Multiculturalism, Soft Skills, Academic Skills, Innovative Education and Teaching, Education Research Methodology. Of the 48 courses, 23 will be offered through the first language (L1) of the host university, 19 will be taught in English and six will be bilingual, i.e. L1 plus English. In this upcoming academic year, some courses in this catalogue will be offered only in person, but many will be available through a hybrid format. More than 40 different course topics are offered, ranging from those strengthening teachers’ pedagogic and didactic competences, such as “Evaluation of Special Needs”, “Teaching Visually Impaired Learners”, “Physics Education for Primary-level Children”, “Teaching Academic Writing Skills”, etc. to course topics with relevance that reaches well beyond teacher education, towards the professional development of administrative staff and even associations, such as “Gender-based Violence and Sexism”,

¹ EUPeace Work Plan 2024-2027

² Available at: <https://www.eupeace.eu/en/activities/catalogue-teacher-education>

³ Available at: <https://www.eupeace.eu/en/current/news/shared-concept-of-school-for-all>

“Digital Ethics”, “Migration”, “Multiculturalism”, etc. Indeed, in addition to courses whose contents are relevant to the education and training of teachers at all levels, from pre-primary to tertiary, this catalogue also offers four courses on EUPeace values which are highly relevant to administrative staff of learning institutions of any level and seven courses whose contents may be of interest to associations external to our university campuses, but who share and advocate for EUPeace values.

It should be noted that, thanks to the creation of this EUPeace Common Course Catalogue for Teacher Education, it became apparent that some EUPeace universities had been offering very interesting in-service professional development courses to their own faculty. However, since such courses are not part of regular degree-seeking curricula, they were not only “invisible” but were not valued. This has now changed as EUPeace also values and is inclusive of courses which benefit in-service professional development: these courses have now been brought into the catalogue and have all been assigned an EUPeace Course Code. Thanks to EUPeace, single courses which were originally designed to “simply” encourage and support in-house faculty and staff, have now gained Alliance-wide value.

The plan of action developed to accompany the implementation of this catalogue includes immediate and long-term tasks. An immediate action will necessitate the transfer of the public-facing “EUPeace Common Course Catalogue for Teacher Education: Issue 1 (2024-2025)” to two complementary EUPeace work packages, WP2 “Transforming Curricula” and WP4 “Facilitating Mobility”. To ensure that the courses offered within this first issue of the catalogue are available this upcoming 2024-2025 academic year, it will be necessary to work closely with WP2 to identify which EUPeace administrative rules and regulations regarding coursework recognition can be applied to the successful completion of single courses within this catalogue. A long-term task would be to reach a shared process for also recognising EUPeace instructors for their contributions to EUPeace. Likewise, the need to now work closely with colleagues from WP4 who are delineating the technical characteristics of an EUPeace platform leading to the EUPeace Joint Digital Campus.

In conclusion, and probably most importantly, by combining expertise across our Alliance, this first issue of the EUPeace Common Course Catalogue for Teacher Education is not only a first step towards the transformation of teacher training curricula within and across the nine Alliance universities, the range of course topics within this catalogue is impressive. In fact, deliverable 3.2 showcases the potential of an Alliance since the wide range of course topics could not be easily achieved by any single university: There is no denying that this “EUPeace Common Course Catalogue for Teacher Education: Issue 1 (2024-2025)” is much greater than the sum of its parts.

Thank you / Acknowledgments

Producing a document such as this clearly requires coordination, which was provided in a timely and brilliant manner by Teresa Ting (UNICAL) and Jill Salomon (UNILIM).

It also requires group work and the active participation of many people who, by contributing their individual knowledge and abilities, make it possible to obtain a usable final product. We would like to thank the following colleagues for their specific contribution to the design of the templates, their support in their completion, data extraction, cross-checking, cleaning and finalisation, reading and feedback on the first version of this document.

Special thanks to Cem Can (CU), Magdalena Custodio and Javier Pinilla Arbex (COMILLAS), Wiebke Nierste (JLU), Jill Salomon (UNILIM), Bahar Özer, Annette Huppert (UMR), Merima Čaušević (UNSA), Václav Stacke (UWB) and Teresa Ting (UNICAL) as well as additional colleagues from SUM and UMR.

This document is also the fruit of the work of the entire team passionately involved in EUPeace's work package 3 (WP3). All the colleagues who have collaborated from Marburg University (UMR), Justus Liebig University Giessen (JLU), University of Limoges (UNILIM), University of Calabria (UNICAL), Comillas Pontifical University (COMILLAS), University of West Bohemia (UWB), University of Mostar (SUM), Çukurova University (CU) and University of Sarajevo (UNSA), are to be warmly thanked.



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Glossary & Abbreviations

Course Beneficiaries: Individuals or groups who gain from the educational courses offered within the EUPeace Common Course Catalogue for Teacher Education. These beneficiaries can include students, professionals, communities, or organisations that receive the knowledge, skills, and benefits provided by the courses. Course beneficiaries experience the educational outcomes and improvements that result from their participation in these courses.

- **Direct Beneficiaries:** In this EUPeace catalogue, this term refers to the learners attending the course, be they student-teachers, experienced teachers or even administrators.
- **Downstream Beneficiaries:** In this EUPeace catalogue, this term refers to those who will then benefit from the learning of the course participants. Where course participants are teachers, the downstream beneficiaries will be students while the downstream beneficiaries of course participants who are administrators would be individuals with whom the administrator interacts.

Course Code: An alphanumeric ID assigned to each course offered through EUPeace. In cases where the EUPeace Course is already offered by a host university as one of its study programmes, the EUPeace Course Code is linked to the host university course code, as found within the host university's course repository. In cases where the course is a non-curricular course at the host university, the course receives an ad-hoc EUPeace Course Code.

Course Modality: This term clarifies whether the course will be taught either online, hybrid or on-site.

Course Seekers: Individuals who are actively looking for educational courses within the EUPeace catalogue. These individuals may include students, professionals, or lifelong learners who are interested in enrolling in courses that align with their academic or career goals.

Course Template: A pre-designed framework or structure used to develop educational courses in the EUPeace context. This template for an EUPeace Course Information file includes predefined elements such as the title, objectives, language of instruction, and the target population. It ensures consistency and efficiency in course creation.

Curricular Courses: In the EUPeace catalogue, this refers to courses that are offered by an EUPeace university as part of their regular teaching curricula. These courses are included in the host university's course repository and are usually already associated with a local course code.

Non-Curricular Courses: In the EUPeace catalogue, this refers to courses that, although offered by an EUPeace university, is not part to any study programme and might not appear within the local course repositories. Often these courses are additional offerings for the purpose of lifelong learning.

Good Education: This term refers to a high-quality educational experience that effectively fosters the intellectual, emotional, and social development of individuals in an inclusive way.



Home Language Landscape: This refers to the type of language one speaks at home. This may simply mean that language used at home is a “named language” which is different from the named language used at school: A child of an Italian immigrant family living in France may speak Italian at home (home language) but, going to a local school, would need to learn through French (the language of schooling). However, this term is also a shorthand to describe how language is used within the family, especially since homes in which language is used in more academic ways better prepare children for learning in school compared to home contexts where academic ways of using language is rare.

Host University: The university that organises and delivers a course offered through the EUPeace catalogue. This university is responsible for providing the necessary resources, faculty, and administrative support to ensure the successful execution of the course. The host university collaborates with EUPeace to align the course with the overall objectives and standards of the programme.

Inclusive Education: A model of education that aims to accommodate all learners, regardless of their physical, intellectual, social, emotional, linguistic, or other conditions. This approach seeks to remove barriers to learning and participation and to ensure the fullest possible development of every student (see the “School for All” document).

L1: This refers to “the first language”. In the case of an individual, it is often the first language spoken, so “L1” is often equated with “mother tongue”.

Language of Schooling: According to the Council of Europe’s Language Policy, “languages of schooling” embrace two key components:

1. languages taught as subjects in their own right (literacy, reading, writing, literature, thinking about language, etc.), language as a subject
2. languages used for the teaching of other subjects (maths, biology, history, geography, etc.), language(s) in other subjects.

Lifelong Learning: This refers to the ongoing, voluntary, and self-motivated pursuit of knowledge for personal or professional development throughout an individual’s life. Lifelong learning or LLL emphasises continuous improvement, adaptability, and the acquisition of new skills and knowledge to stay relevant and fulfilled in a rapidly changing world.

Micro-credentials: These are courses, workshops or events which are short, needs-oriented, and easily accessible, providing participants opportunities for learning and studying a particular topic. These micro-credentials encourage and enable the flexible acquisition of knowledge and competencies.

Named Language: Languages which we usually associate with a country and ethnicity within defined boundaries of named areas (e.g. Spanish-Spain, German-Germany).

Teacher Training & Professional Development:

- **Pre-Service Teacher Training:** It refers to the education and training provided to individuals before they begin their careers as teachers. The goal is to equip prospective teachers with



the necessary knowledge, skills, and competencies to be effective educators in the classroom.

- **In-Service Professional Development / Continuing Professional Development:** In the sense of lifelong learning, in-service professional development is an integral part of the third phase of teacher education and regulated by state authorities. Focusing either on educational science, school development, subject-specific or subject-didactic contents, such offers foster continuing, systematic exchange between higher education institutions and schools.

School for All: A concept emphasising that education should be accessible and equitable to all students, fostering an environment where diversity is embraced, and every student has the opportunity to succeed (see the EUPeace “School for All” document⁴).

Teacher Education Topics: Proponents of the EUPeace project delineated several topics which should be incorporated into teacher training so as to promote the development of values which align with those of EUPeace, from “historical education” to “digital teaching” and “interreligious competencies”.

WP3 Members: Members of the work package 3 within EUPeace’s EU-funded project, which is responsible for the “Internationalisation of Teacher Education”.

WP3 Contact Person: During the development of this EUPeace catalogue, these were the WP3 members who made the effort to contact course instructors at their university whose courses related to teacher training and/or addressed some aspect of EUPeace values and would thus be of interest to include in this catalogue. WP3 contact persons were essential for the creation of this catalogue.

⁴ Available at: <https://www.eupeace.eu/en/current/news/shared-concept-of-school-for-all>

1. Introduction

1.1. About EUPeace

Our Vision & Mission

Tragically, the values of peace, justice, and inclusive societies cannot simply be taken for granted. They must be continuously cultivated, studied, and shaped to define the road to an ambitious and challenging socio-political goal. In this, universities have a key role to play. They are at the heart of societies, providing the insights and techniques necessary to address the environmental, technical, political, and social challenges the next generation has to face. Through research and education, they connect people of all generations; they can be model places for protecting and strengthening the values of mutual respect, justice, and inclusion. As such, they are powerful instruments for building peaceful communities.

EUPeace's 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.

Our Profile

The commitment to Peace, Justice, and Inclusive Societies is at the core of the European ideal and needs to be continuously cultivated. We argue that peace cannot flourish unless a set of enabling conditions are firmly in place: it goes hand in hand with a deep commitment to justice and inclusion.

EUPeace is comprised of 9 institutions that are similar in size, location and mission within their respective national ecosystems. We are a synergetic mix of universities, characterised by our territorial embeddedness, concern for impact and deep attention to the quality of student life within and beyond our campuses. We have come together, based on long-standing cooperation experiences as well as newly formed ties within the EUPeace universities. We are Marburg University (Germany), Justus Liebig University Giessen (Germany), University of Limoges (France), University of Calabria (Italy), Comillas Pontifical University (Spain), University of West Bohemia (Czechia), University of Mostar (Bosnia and Herzegovina), Çukurova University (Türkiye), University of Sarajevo (Bosnia and Herzegovina) as well as our associated partners in Europe and beyond.

We are embracing and fostering our unique geographic distribution and the implications these geographic roots bring to EUPeace: our institutions are located in regions with a lot of internal diversity and sometimes a still recent history of conflict.



Our Approach

EUPeace is about strengthening the enabling conditions for peace: understanding them better through research, nurturing them actively through education, and fostering them broadly through societal outreach and innovative practices.

We develop joint and innovative teaching and learning experiences in which students learn to understand ultimate as well as proximate causes of conflict situations – including aspects of technological and environmental interdependencies – gain experience in how to manage conflicts effectively, and how to implement solutions to conflicts.

We bring our entire academic communities together to generate knowledge, competence and innovative approaches to fostering peace, justice, and inclusive societies. All fields and sciences are required to grasp the conditions of conflict prevention, forecasting and resolution, in a world where material, technical and socio-political arrangements are intimately connected.

We come together with our partners from our local communities and international networks to co-construct concrete practices and solutions to turn these competencies into impact beyond academia. To achieve this, the exploration of innovative leverage points for impact, such as our focus on teacher training, is key.

1.2. Context & Objectives

The First Issue of the EUPeace Common Course Catalogue for Teacher Education

*One of EUPeace's most important projects is to **transform teacher training curricula** to shape society by harnessing the underestimated impact potential for future teachers. Our aim is to enable prospective teachers to recognise and reflect on the limits of inclusion in their classrooms, to create a more inclusive environment, and to facilitate international exchanges during their studies. By embedding conflict awareness, prevention, and mediation in our curricula, EUPeace will have a **powerful impact and promote pedagogical innovation** through the teachers we train, influencing primary and secondary school students throughout Europe. For example, future teachers will play an important role in creating an inclusive European society through the further expansion of exchange programs in their future schools. (EUPeace Work Plan 2024-2027⁵)*

EUPeace recognises in its Work Plan 2024-2027 that “Teachers are key multipliers and role models for European values and concepts. In order to promote pupils’ developing attitudes and skills as well as acquiring knowledge for European citizenship, student teachers and practising teachers themselves need to develop skills and build knowledge, fundamental to a democratic European society in the 21st century.” EUPeace has therefore explicitly dedicated one of its eight work packages (WP) in

⁵ The EUPeace Work Plan for the years 2024 to 2027 is based on the Grant Agreement of EUPeace’s EU-funded project; where available, additional details and page references will be provided. Here: DoA, Part B, p.18



its EU-funded project to the “Internationalisation of Teacher Education”, i.e. WP3. Indeed, be it a call for social awakening, or a call for the peaceful resolution of conflict for a just and inclusive society, teachers are catalyst for both change and peace. To date, teacher training in many countries is delimited by traditionally rooted national curricula regulations which often implicitly determine the norms of teaching (maybe learning), schooling, testing, etc., with little leeway for providing more intercultural informed teacher training experiences. Across the European continent, we have the opportunity to provide teachers rich intercultural teacher-training experiences, opening not only their own minds, but those of future generations. EUPeace recognises that “Teacher Education *sans frontières*” is an effective way for incorporating intercultural appreciation into everyday classroom education and for educating the next generation of young Europeans towards the values of peace, justice and inclusion.

Thus, the urgency to produce a ‘First Issue of an EUPeace Common Course Catalogue for Teacher Education’ within year 1 of EUPeace’s EU-funded project, representing a first step towards building intercultural and European competencies:

Our approach is to equip future teachers with a skill set for teaching in diverse settings by adding and integrating specific subject matter into the curricula. The EUPeace school network serves to provide school internships abroad. Other flexible forms of (physical, blended, virtual) mobility options for teacher training students will be offered across the Alliance. Since all members within EUPeace offer teacher education, the mutual exchange about how future teachers are educated in diverse European Societies and settings will be highly beneficial for the Alliance’s overall objectives. (EUPeace Work Plan 2024-2027⁶)

A strategic organisational decision concerning this deliverable deserves explicit mention here. By aiming for the creation of an initial EUPeace Common Course Catalogue for Teacher Education by the end of year 1 of the EUPeace project activities, two objectives are achieved. Firstly, for this “initial” catalogue, each Alliance university (Figure 1) was invited to contribute from two to ten courses which their institution has already slated for the 2024-2025 academic year, which are pertinent to teacher education and with particular emphasis on topics which foreground inclusion as well as competences needed for the peaceful and just resolution of conflicts. As will be evident below, this deliverable represents one of the first steps towards transforming EUPeace theory into EUPeace practice, and is ready for use as EUPeace enters year 2 of its project activities.

⁶ EUPeace Work Plan 2024-2027, DoA, Part A, p.15



Figure 1: The nine universities of the EUPeace Alliance which contributed to the EUPeace Common Course Catalogue for Teacher Education: Issue 1 (2024-2025)

Secondly, this deliverable 3.2 (D3.2), is due well before many of the supportive administrative processes and digital systems which are currently being developed for implementing common shared EUPeace coursework such as the European Track and the European Degree programmes, i.e. deliverables 2.1 and 2.2, and the Joint Digital Campus for accessing, among others, common EUPeace educational offers, i.e. deliverable 4.1 (Table 1). However, D3.2 regards courses related to teacher education and professional development which may be taken on a course-by-course basis that may or may not be part of a degree pursuit. At the same time, the process of pulling together courses from all nine universities into a single initial EUPeace Common Course Catalogue for Teacher Education became a testbed for delineating administrative and technical challenges, information which subsequent alliance-wide actions might consider to facilitate their own task(s).

Deliverable	Deliverable name	WP	Type	Due month
D2.1	First cohort of students has completed the first year of the European Track	WP2	R — Document, report	36
D2.2	Teaching Staff Academy running	WP2	R — Document, report	36
D3.1	Shared Concept of School for All	WP3	R — Document, report	6
D3.2	First issue of a common course catalogue	WP3	R — Document, report	9
D3.3	Position and development paper	WP3	R — Document, report	48
D4.1	Gateway to Joint Digital Campus	WP4	DEC — Websites, patent filings, videos, etc	18
D4.2	Participation in EUPeace Mobility Circulation	WP4	R — Document, report	48

Table 1: The temporal position of this deliverable (D3.2) in relation to other EUPeace deliverables⁷

This report thus has two functions: Sections 1.-4. intend to “inform internally” while Appendix A is the “public-facing” **“EUPeace Common Course Catalogue for Teacher Education: Issue 1 (2024-2025)”**, the actual deliverable 3.2 *proper*, ready for distribution.

Sections 1.-3. of this report outline the principles and considerations adopted plus technical processes undertaken to produce the public-facing 2024-2025 catalogue. As will be explained below, there is as much to be gained from understanding how deliverable 3.2 was produced as the actual catalogue itself. In addition, deliverable 3.2 serves to link the theoretical notions presented through the very first EUPeace deliverable, the Shared Concept of “School for All”, i.e. deliverable 3.1, and the actual realisation of achieving a “school for all” through teacher training and professional development which foregrounds inclusivity. Indeed, as will be detailed in Section 2.2.3., when choosing courses to include in this 2024-2025 catalogue, the theoretical underpinnings of good education, as presented in the Shared Concept of “School for All”, were followed closely. Therefore although some courses may not explicitly address “inclusion”, their content is nonetheless essential for inclusive education for all. Likewise, it was necessary to create an EUPeace course template which is simplified enough to facilitate an EUPeace course-search, yet somehow link into information needed for administrative processes related to credit transfer and (work) recognition. Section 3.3. discusses how the lack of an existent technical system prompted the development of three different course-search methods, which can be technically refined by those with finer digital prowess once the EUPeace Joint Digital Campus is in place.

Finally, and probably most importantly, by combining expertise across our Alliance, this first issue of the EUPeace Common Course Catalogue for Teacher Education is not only a first step towards the transformation of teacher training curricula within and across the nine EUPeace universities, the

⁷ EUPeace Work Plan 2024-2027, Grant Agreement, p.33

range of course topics within this catalogue is impressive. In fact, deliverable 3.2 showcases the potential of an Alliance since the wide range of course topics could not be easily achieved by any single university: There is no denying that this “EUPeace Common Course Catalogue for Teacher Education: Issue 1 (2024-2025)” is much greater than the sum of its parts.

Note that, in this report, reference to notions set out within pages of the “Grant Agreement” of EUPeace’s EU-funded project under the European Universities initiative proper will be indicated as such, while those outlined within pages of the two parts of annex 1 to the grant agreement, i.e. “EUPeace Description of Action”, will be referred to as “DoA, Part A (or) B”. Together they form the EUPeace Work Plan 2024-2027.



2. Towards the “First Issue of the EUPeace Common Course Catalogue for Teacher Education”: When – What – Who

2.1. When: Start Date

This EUPeace Common Course Catalogue for Teacher Education is intended to commence the upcoming academic year, i.e. the 2024-2025 academic year. This timeline is based on the following indications found in the EUPeace Work Plan 2024-2027 regarding milestones and deliverables for WP3:

- **Deliverable 3.2, D3.2 (month 9). First issue of a common course catalogue:** Electronic course catalogue, published on the Alliance’s webpage. English and Alliance’s languages⁸
- **Milestone 13, M13 (month 10). Initiating courses on teacher education:** [...] Initial catalogue of joint courses and lectures has been issued, lecturers and student teachers collaborate, focusing on current topics in teacher education (e.g. inclusion, historical, political education, democratic education, multilingualism, interreligious competencies, digital teaching, sustainability); joint teaching based on students’ needs and shared ideas...⁹

2.2. What: EUPeace Teacher Education Topics

*One of EUPeace’s most important projects is to **transform teacher training curricula** to shape society by harnessing the underestimated impact potential for future teachers. Our aim is to enable prospective teachers to recognise and reflect on limits of inclusion in their classrooms, to create a more inclusive environment, and to facilitate international exchanges during their studies. By embedding conflict awareness, prevention, and mediation in our curricula, EUPeace will have a **powerful impact and promote pedagogical innovation** through the teachers we train, influencing primary and secondary school students throughout Europe. For example, future teachers will play an important role in creating an inclusive European society through the further expansion of exchange programs in their future schools. (EUPeace Work Plan 2024-2027¹⁰)*

2.2.1. Introduction

As so well stated in the above quote from the EUPeace Work Plan 2024-2027, albeit often overlooked and underestimated, school teachers indeed play a powerful role in determining the quality, strength and characteristic of our social fabric. Any initiative which strives for long-term and sustainable social change, such as EUPeace, must indeed start with “transforming the teacher training

⁸ EUPeace Work Plan 2024-2027, DoA, Part A, p.36

⁹ EUPeace Work Plan 2024-2027, DoA, Part A, p.42. NB: a separate report is dealing with milestone 13

¹⁰ EUPeace Work Plan 2024-2027, Grant Agreement, p.18

curricula”. As the second deliverable of WP3 (deliverable 3.2) this ‘First issue of a common course catalogue’ is a small step towards such a transformation of teacher training curricula, offering EUPeace teachers coursework which forefronts “conflict awareness, prevention and mediation”. Based on the extensive expertise in education research and teacher-training within the Alliance these original expectations were expanded to also include topics which are highly relevant when educating for peace, justice and inclusion. These other topics relate to more innovative and inclusive methodology and approaches, multicultural awareness, soft-skills, interpersonal communication, etc. In fact, by including these “other topics in education”, this EUPeace Common Course Catalogue for Teacher Education becomes more relevant to not only the other actions of this work package (WP3), but also the actions and objectives of EUPeace as a whole.

Below, Section 2.2.2. lists the Teacher Education Topics which were outlined in the Grant Agreement for the teacher education course catalogue, while Section 2.2.3. discusses the extension of said catalogue through a “School for All” perspective which expands the Teacher Education Topics to also include, among others, innovative instructional methods and approaches which build the strong knowledge bases students will need to become functional, multiliterate citizens. Indeed, by expanding the expectations of Teacher Education Topics, this first issue of the EUPeace Common Course Catalogue for Teacher Education offers a wide range of teacher education courses which link well with the objectives and actions of other EUPeace work packages.

2.2.2. Explicit EUPeace Teacher Education Topics

Initial catalogue [should] focus on current topics in education (e.g. inclusion, historical, political education, democratic education, multilingualism, interreligious competencies, digital teaching, sustainability) ... (EUPeace Work Plan 2024-2027¹¹)

While the above quote was originally worded as a milestone, i.e. milestone 13 (due in month 10 of the funding period) and thus forward-looking “initial catalogue of joint courses and lectures **has been issued**, lectures and student teachers collaborate, focusing on current topic...” it provides a very clear list of Teacher Education Topics which should go into this ‘First issue of a common course catalogue’ (deliverable 3.2). These explicitly stated Teacher Education Topics are clearly in line with education towards peace, justice and inclusion, and, for the purpose of facilitating discussion at a later point in this report, have been more clearly listed in Table 2.

¹¹ EUPeace Work Plan 2024-2027, DoA, Part A, p.42



Inclusion
 Historical education
 Political education
 Democratic education
 Multilingualism
 Interreligious competencies
 Digital teaching → Digital literacy*
 Sustainability

*We interpret “digital teaching” as “teaching for digital literacy”

Table 2: Explicit EUPeace Teacher Education Topics expected of deliverable 3.2

However, distributed throughout the EUPeace Work Plan 2024-2027, numerous references to “topics in education” can be found which are highly relevant to the teacher-education objectives of EUPeace. In fact, although no new EUPeace Teacher Education Courses have been developed for this first issue of the catalogue, Table 3 illustrates how, within only the section entitled “Changing University Culture”¹², it is possible to easily identify “EUPeace Action Objectives” that could become potential “Teacher Education Topics” for this catalogue.

Action Objectives within the EUPeace Work Plan 2024-2027	Potential Topic for Teacher Education
Promoting access to all levels of education, including higher education, is an essential feature of an inclusive society, and will be an essential feature of the Alliance. We will pool resources to ensure joint capacities and capability to facilitate access to high quality and inclusive education .	Courses on Instructional Methodology/ies which help teachers delineate more innovative instructional strategies which facilitate the learning of school subjects which become increasingly more complex as students progress from pre-primary to primary to secondary to tertiary level education.
... EUPeace will help to bring about a change in mind-set which permeates everyday activities on our campuses with a higher level of language and intercultural competences , and in the capacity to easily reach out beyond local partners.	<ul style="list-style-type: none"> • Coursework aimed at raising intercultural awareness; • Coursework providing teachers language training for facilitating teacher mobility, i.e. not only for informal settings, but formal education contexts.
... EUPeace will produce a guide to gender-sensitive and inclusive teaching , providing learning content and materials that promote gender equality and inclusion, while becoming part of the curriculum for enhanced teacher training on these topics.	Coursework which explicitly addresses gender equality ; not merely including this within a general course on “inclusivity”.

Table 3: Delineating potential Teacher Education Topics based on “EUPeace Action Objectives”

¹² EUPeace Work Plan 2024-2027, DoA, Part B, p.21

In addition, Action Objectives of other work packages also hint at other Teacher Education Topics which would be relevant for an EUPeace Common Course Catalogue for Teacher Education. For example, regarding WP2, which has the objective of “Transforming Curricula” across all nine Alliance universities, a series of WP2 objectives would each, themselves, be relevant topics of study, either as stand-alone courses or part of a course within an EUPeace Common Course Catalogue for Teacher Education:

The curriculum development activities equip teaching staff with a toolset to actively cultivate the conditions for peace and justice and provide knowledge and skills about inclusion/exclusion on all levels (gender, sexual orientation, age, race or ethnic origin, religion or belief, disability, economic status). Students will acquire competences for employability, life-long learning and meaningful interaction with society as “change agents” for EUPeace. These competences include conflict resolution, mediation, constructive approaches to diversity, intercultural awareness, as well as critical thinking and problem solving. (EUPeace Work Plan 2024-2027¹³)

Therefore, reading the EUPeace Work Plan 2024-2027 through the lens of education research and teacher education, it became apparent that the list of Teacher Education Topics indicated in Table 2 could be expanded to include other Teacher Education Topics which, although not explicitly listed in the proposal for this catalogue, immediately come to mind as pertinent to the EUPeace objective of education which instils a mindset favouring peace, justice, and inclusion (Table 3). As discussed below, these “Expanded Teacher Education Topics” address those in teacher education which regard the building of the knowledge, literacies and skills needed for “conflict awareness, prevention and mediation”¹⁴.

2.2.3. Expanding EUPeace Teacher Education Topics: “School for All” & Topics Linked to Other EUPeace Objectives

*The idea of peace first calls to mind the absence of armed conflict. However, peace is not sustainable over time unless it is based on deeper foundations, such as, for instance, the **equal opportunity of all members of society to participate in public life** regardless of their backgrounds or differences, a full implementation of the **rule of law**, and **civil resolution of conflicts**, and a **sustainable use of resources**. (EUPeace Work Plan 2024-2027¹⁵)*

As indicated above, this Section wishes to clarify why certain courses which, at first glance, may not seem related to peace, justice or inclusion, were included in this first issue of the EUPeace Common Course Catalogue for Teacher Education and starts by referring to the quote above. Taken from one of the very first pages of the EUPeace Work Plan 2024-2027, it clearly recognises that “good education” sits at the foundation of an enduring peaceful, just and inclusive society. As shown in Figure 2, the peaceful management and resolution of any conflict, regardless of the “size of conflict” we must

¹³ EUPeace Work Plan 2024-2027, DoA, Part A, p.11

¹⁴ EUPeace Work Plan 2024-2027, DoA, Part B, p.18

¹⁵ EUPeace Work Plan 2024-2027, DoA, Part B, p.11

resolve, requires all parties to willingly, if not even *eagerly*, “listen openly” and “evaluate objectively”. In turn, the *willingness* to listen openly and the *ability* to evaluate objectively is more likely when interlocutors come to the table equipped with a rich repertoire of accurate knowledge and sound understandings of our world. And from where does one gain a *rich* repertoire knowledge and understandings which is sound and accurate, founded on facts? From school. And not just any school, but a school which seeks to embrace all learners “regardless of their backgrounds or differences”.



Figure 2: Why “School for All” is at the foundation of Peace, Justice, and Inclusion

- At the top of this EUPeace construct(ion) are the core objectives of **PEACE, JUSTICE & INCLUSION*** (Layer 4).
- However, **PEACE JUSTICE & INCLUSION** call for successful **CONFLICT MANAGEMENT*** (Layer 3).
- **CONFLICT MANAGEMENT** is undeniably complex and multifaceted. However, for conflicts to be managed peacefully, interlocutors must, to start with, be able to **LISTEN OPENLY & EVALUATE OBJECTIVELY** (Layer 2).
- The ability to **LISTEN OPENLY & EVALUATE OBJECTIVELY** is more likely when interlocutors are empowered with a rich repertoire of **ACCURATE KNOWLEDGE & SOUND UNDERSTANDING** of our world. Such a rich repertoire of knowledge is a core mission of schooling (Layer 1).

“Inclusive education” usually brings to mind the need to attend to learners who are not “school-shaped” because they may have cognitive or physical disabilities which impede their learning of what is offered through schooling, or because they have cognitive abilities which far exceed that which the school is able to offer, and/or because their **home language** is not **the language of schooling**. There is, however, a significant population of students who struggle, despite being neurotypical, with no certified or certifiable “disabilities”, and despite speaking a home language that is exactly the same **named language** used in school. These students defy the undeniable fact that evolution has selected

for a “learning brain”, since homolids who did not learn probably did not survive long. In the words of Frank Smith:

“The brain of a child is a superbly efficient and instinctive learning device, so much part of any normal living creature that it functions automatically. The task of education is not to create or even develop the ability to learn, but to understand and respect its nature, thereby facilitating its operation.” (1976, p.2)

So why do some (many) students successfully learn and excel in many other areas in life, but are “weak” when it comes to school? With the publication of the Shared Concept of “School for All”, the first EUPeace deliverable, EUPeace makes clear that “inclusive education” is also about “good education” which seeks ways to make knowledge accessible to ALL learners, at all levels of schooling:

Dealing with diversity across all levels: Primary school teachers are at the forefront in teaching children about accepting diversities, be these their own or differences in others, and be these differences related to learning abilities, linguistic and/or cultural differences. In addition, as we progress into secondary education, subject-specific-concepts become increasingly more complex, as also the subject-specific-discourse within which those concepts are embedded. As such, secondary school teachers have the additional task of “the language of schooling”: Students whose home-language-landscape is void of academic ways of “using language”, and there are many, are often excluded from schooling as we know it today. For secondary-level students to succeed, they need teachers who can help them master academic ways of “linguaging”, and thus reasoning and thinking, so to build the “knowledge repertoire” needed to become knowledgeable and informed citizens. EUPeace aims to equip teachers at all levels with the necessary skills and knowledge to not only effectively address level-specific challenges, but also adopt a unified and vertically informed perspective on education that prepares all learners to become literate and informed citizens. (EUPeace, Shared Concept of “School for All”, p.15)

We can never “learn everything”. Therefore, the purpose of compulsory education is not to give school leavers all the knowledge they will ever need, but provide them with a repertoire of fundamental knowledge within each subject that will enable them to be functionally literate citizens in that subject. The UNESCO 2021 Report helps us appreciate the value of “basic citizenship literacy”:

The Covid-19 pandemic has emphasized the importance of scientific literacy both in the wider population and among decision-makers...Scientifically literate government leaders have been quick to understand the value of a science-based approach to tackling the pandemic... [...] ...Therefore, while “science literacy” regards the application of scientific knowledge to pursue STEM-professions, “scientific literacy”, on the other hand, targets the wider population. It seeks to impart scientific ways of thinking to equip people to approach problems from an analytical perspective. (p.18)

Successful subject-learning thus builds subject-specific literacies, allowing school leavers to be “multi-literate citizens” who know enough to not feel intimidated and alienated from society (OECD 2013), yet also know enough to recognise the limits of their knowledge and, most importantly, realise they might need additional information from reliable sources before making decisions. A sound

and solid knowledge repertoire in all school subjects and being a functionally literate citizen is at the foundation of peace, justice and inclusion:

*In the 21st century, we face **new levels of disruption and inequalities that threaten the basis for peaceful and just societies** e.g. developments in artificial intelligence. ChatGPT and related services, for example, have the potential to disrupt the way we work, teach, and learn. Plausible but fake or misleading information has increasingly become part of social interaction and a factor in building or reducing tensions and conflict. **Sense making** thus becomes a core competence that we need to develop and teach in conjunction with the technological advances as part of the transformation of the European higher education sector. (EUPeace Work Plan 2024-2027¹⁶ – bold in original)*

Teacher education which builds subject-specific literacies is also highly relevant to the workings of other EUPeace work packages. For example, WP2 “Transforming Curricula”, aims to transform the disciplinary curricula across all nine universities within two of the EUPeace flagship actions, building on “innovative teaching formats and content”. One of three ways to achieve this will be to develop an EUPeace Common Course Catalogue for a “European Track” that complements all fields of study from social sciences and humanities to STEM subjects and medicine (Flagship Action European Core Curriculum “European Track”¹⁷).

In addition, while the EUPeace Research Hubs coordinated through WP6 will provide researchers across the Alliance with the opportunity to merge complementary research expertise towards innovative and transdisciplinary scientific research, the EUPeace Research Hubs will also reflect onto teacher-education:

*The Research Hubs bring together research and education and ensure that the **results from the activities of the Research Hubs are fed back into teaching**, and support innovative teaching methods, especially for research-based training. (EUPeace Work Plan 2024-2027¹⁸)*

The knowledge gained from good subject-education contributes to sustainable “peace, justice and inclusion”. There is, therefore, no doubt that teacher-education courses which enrich and renovate subject-teachers’ classroom methodologies are very welcome in an EUPeace Common Course Catalogue for Teacher Education, even if these courses, at first glance, do not seem related to “inclusion, peace or justice”. This is the reason why teacher education courses aimed at building students’ discipline-specific literacies and thinking skills are offered in this first issue of the catalogue, a reasoning which we hope continues in future issues of the catalogue. Courses within this catalogue thus contain the additional Teacher Education Topics, shown in Table 4.

¹⁶ EUPeace Work Plan 2024-2027, DoA, Part B, p.26

¹⁷ EUPeace Work Plan 2024-2027, DoA, Part B, p.26

¹⁸ EUPeace Work Plan 2024-2027, DoA, Part B, p.27



General Methodology Methodology in Subject Instruction Multiculturalism Soft Skills Academic Skills Innovative Education Innovative Teaching Research Methodology
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Table 4: Expanding the Teacher Education Topics addressed in deliverable 3.2

To conclude, we cite from deliverable 3.1 of EUPeace, the Shared Concept of “School for All”:

“School for All” is at the heart of peace, justice and inclusive societies, in other words, at the heart of EUPeace. Indeed, ‘conflict resolution’ (EUPeace Mission Statement, p.2) is based on our ability to listen openly and to evaluate objectively, two skills that are themselves based on the repertoire of literacies and understandings, as well as on the skills and abilities that we acquire through successful schooling, beyond purely academic expectations. (p.13).

2.3. Who: Course Beneficiaries

Thanks also to the implementation of relevant and efficient joint management and governance structures, EUPeace will provide the space for this realisation and for students to co-design a teaching and learning experience, which is meaningful to them and empowers them to act. Each individual student is made aware during their studies of they can actively contribute with their knowledge and skills to creating the underlying conditions in which peace and justice can flourish. (EUPeace Work Plan 2024-2027¹⁹)

One of the first considerations when delineating the types of courses to be included within this first issue of the EUPeace Common Course Catalogue for Teacher Education required the distinction between two main groups of beneficiaries of EUPeace teacher education coursework: **the learners** to whom that teacher will be teaching after the coursework, i.e. the “downstream beneficiaries”, and **the teacher** who will be following the coursework, i.e. the “direct beneficiary”. As will be evident in Section 3., such a distinction was a first step towards designing a common course template for collecting course information.

¹⁹ EUPeace Work Plan 2024-2027, DoA, Part B, p.18

Downstream Beneficiaries: The Learners

With regard to the former, five populations of “learners” according to the age range, were identified:

- Pre-primary (age 0-5: originally not included, see below)
- Primary (age 6-10)
- Secondary lower (age 11-13)
- Secondary upper (age 14-18)
- Tertiary (age 19+)

Note that, when developing a transnational course catalogue, it is important to refer to age-range since the label of “primary” in some countries refers to learners aged 6-10, while in others, refers to learners aged 6-14.

Direct Beneficiaries: The Teacher

Two distinct “target audience of teachers” were identified during the development of this catalogue.

The first target audience of teachers are those which usually come to mind when one thinks of “coursework for teacher education”, i.e. individuals seeking training to become professional teachers, e.g. those aspiring to teach certain *subjects* (e.g. maths, history, science, etc.), at certain *levels* (e.g. pre-school, primary, lower or upper secondary). Course participants of such “**pre-service teacher-training**” (PSTT) courses are therefore in pursuit of a “degree” that is usually legally required to become a professional teacher in the national school system. Such degrees are usually granted by universities or state-recognised teacher-training agencies, with coursework formalised within these institutions’ study programmes, associated with course codes and specific workloads that are indicated through a credit system (e.g. ECTS), etc. These traditional pre-service teacher-training courses thus form the bulk of this first issue of the EUPeace Common Course Catalogue for Teacher Education.

Contrary to the traditional pre-service teacher-training courses, the second type of “coursework for teacher education” are often overlooked and under-appreciated when considering teacher-education. These are courses which have been conceived through the mindset of “continuing professional development” and lifelong learning, offered to those who are actually already employed in the school system, be they pre-primary teachers or tertiary-level instructors. Since the target audience of such courses is usually already teaching, these **in-service professional development** (ISPD) courses may or may not be associated with a credit system, and rather than a “degree”, may grant a “certificate” which outlines the course contents and duration and potentially recognises course participation in the form of micro-credentials. During the writing of the Shared Concept of “School for All” (deliverable 3.1) it emerged that some Alliance universities already offer such ISPD courses: These Alliance universities had developed ISPD coursework for the purpose of moving their own faculty members towards more inclusive and/or innovative teaching practices. These are courses such as “Gamification”, “English Medium Instruction Methodology”, “Content and Language Integrated

Learning” (CLIL), “Project-Based Learning (PBL)”, “Diversity”, “Racism-critical School”, etc. It should be noted that, in most EUPeace universities, such in-service professional development courses are usually not organised through traditional channels such as departmental and faculty councils and are courses which may or may not have an “institutional course code”. However, since such courses are in line with the EUPeace objective of “changing university culture”²⁰ these ISPD courses are included in the present catalogue.

As shown in Table 5, by distinguishing the immediate beneficiaries of EUPeace teacher education courses, i.e. *the teacher*, from the downstream beneficiaries of such courses, i.e. *the learners*, and then distinguishing between courses designed for pre-service teacher training as opposed to in-service professional development, we initially delineated seven types of courses which EUPeace universities might contribute to the first catalogue. However, it soon became apparent that together, the EUPeace universities were able to offer much more. For example, not only might certain existent courses also be suitable for *pre-primary level teachers* (both pre-service and in-service), others would provide *pre-service teacher training* to PhD students who often go on to become university faculty, i.e. “pre-service teacher training for tertiary level”.

Interestingly, this attention to providing PhD students access to teacher education coursework on topics which range from gender and religious equality to instructional methodologies is in line with the EUPeace objective of developing “innovative research-based teaching methods” (as part of the work carried out in WP6²¹). Indeed, in light of plans to “organise outreach activities to stimulate the dialogue between science and society”, those of EUPeace who interface with the public should not only move forward with a peace-justice-and-inclusion mindset, regardless of the topic they share with the non-academic community, but these EUPeace “representatives” should be empowered with effective instructional methodologies. “Pre-service teacher training for tertiary level” which caters to young researchers thus links WP3 “Internationalisation of Teacher Education” to WP6 “Research Hubs and Doctoral Studies” and, in turn, WP7 “Societal Dialogue”.

Likewise, in line with the recognition that an inclusive school requires the involvement of all stakeholders, not just the teaching staff (Booth & Ainscow, 2002), this catalogue also includes professional development coursework for administrative and service staff of educational institutions as well as for heads of educational entities. For example, some courses (e.g. “Gender Equality”, “The 2030 Agenda”, “Analysis of Barriers and Facilitators to Learning in Educational Contexts”, “Intercultural Competence”, “Intercultural Literacy”, “School in a Migration Society”, “Gender-based Violence and Sexism: Prevention, Protection and Support”, “Managing Discrimination: A European Approach”, “Digital Ethics”, “Illustration – visual communication in education”, etc.), although originally conceived to “simply” be part of regular university study programmes, are, within the framework of EUPeace, relevant for not only pre-service teacher-training and in-service professional-development, but are also highly relevant for administrative staff and/or even non-university associations and

²⁰ EUPeace Work Plan 2024-2027, DoA, Part B, p.21

²¹ EUPeace Work Plan 2024-2027, DoA, Part A, p.23



institutions (e.g. schools, Women and Children Protection Agencies, Associations of Families of Students with Learning Disabilities, etc.). This is in line with the EUPeace objective of taking “Education for Peace, Justice and Inclusion” beyond our classroom walls to become a multi-public agent which provides transdisciplinary lifelong learning and “**micro-credentials** which extend our reach beyond our traditional learners to deliver and certify competencies related to our strategic themes”²².

	Pre-service Teacher Training	In-service Professional Development
Primary (6-10)		
Secondary Lower (11-13)		
Secondary Upper (14-18)		
Tertiary (19+)	-/-	

	Pre-service Teacher Training	In-service Professional Development
Pre-primary (0-5)		
Primary (6-10)		
Secondary Lower (11-13)		
Secondary Upper (14-18)		
Tertiary (19+)		
Administration	-/-	
Associations, etc.	-/-	

Table 5: Types of teacher education coursework which Alliance universities could submit to the first EUPeace Common Course Catalogue for Teacher Education

The initial seven types of coursework (top) were expanded to 12 types of courses which are relevant for also pre-primary level teacher education as well as the professional development of administrative staff and educational outreach programmes for schools, associations, etc.

Two notes are in order.

- **Note 1.** Many of the in-service professional development courses included in this catalogue, although not originally conceived for pre-service teacher training, would nonetheless be highly relevant. By contrast, while pre-service teacher-training courses may serve as refresher courses for those already teaching, their utility for in-service professional development purposes should be evaluated on a case-by-case basis, and at the discretion of potential course participants, instructors and participating universities.

²² EUPeace Work Plan 2024-2027, DoA, Part B, p.26

- Note 2.** Thanks to the EUPeace context, it has become easier to discern differences in teacher-education across countries of the nine Alliance universities, allowing members to learn from each other's strengths and weaknesses. One significant difference (compared to the other Alliance countries) which is pertinent to this catalogue regards the Italian teacher-education system: In Italy, there is only a "Teaching Degree" for pre-primary and primary-level instruction. While pre-secondary level instruction is based on a class teacher model, secondary level education shifts towards a subject teacher model. To qualify as a secondary-level teacher of subject X, those holding university degrees relevant to subject X must follow a sort of "Subject-Teacher Teacher Certification Programme" which, besides fundamental education courses (e.g. didactics, pedagogy, psychology, learning, etc.), also offer courses on "the Didactics of X", i.e. building subject-content teachers' pedagogic content knowledge. That subject-teachers should, in addition to subject-knowledge also understand pedagogic content knowledge is rather novel, with "Subject Teacher Certification Programmes" commencing only in the 2022-2023 academic year. Although these courses regarding Pedagogic Content Knowledge (Shulman, 1986) have not yet been coded and institutionalised, they are nonetheless highly relevant for teacher-education and were therefore included in this first issue of the EUPeace Common Course Catalogue for Teacher Education.

In Summary

By delineating the types of Teacher Education Topics which should be included in the catalogue and the two populations of course beneficiaries, it was then possible to design a EUPeace Course Template with which each Alliance university could provide basic information regarding the course(s) they were contributing to the EUPeace Library of Teacher Education Courses. The technical process behind the creation of such a Library is discussed in Section 3. From the Library of Courses, "three versions" of an electronic "EUPeace Common Course Catalogue for Teacher Education" were developed, differing by how course-seekers can navigate through the resources. All three "versions" are found in Section 3. (as well as in the Annexes to this report), alongside an explanation of how more technologically elegant platforms are being developed. Below, we discuss when the EUPeace Teacher Education Courses are expected to launch, some workarounds and, more importantly, pending issues which need resolution by those with administrative expertise.

2.4. Overview in Numbers: Library of the 2024-2025 EUPeace Teacher Education Courses

As shown in Figure 3, a total of 48 courses are offered in the first issue of the catalogue, offered through either the L1 of the host university or English, or both. It should be clearly stated that, as explained in Section 1., one reason for producing this initial EUPeace Common Course Catalogue for Teacher Education as one of the earliest deliverables was the need to establish processes.



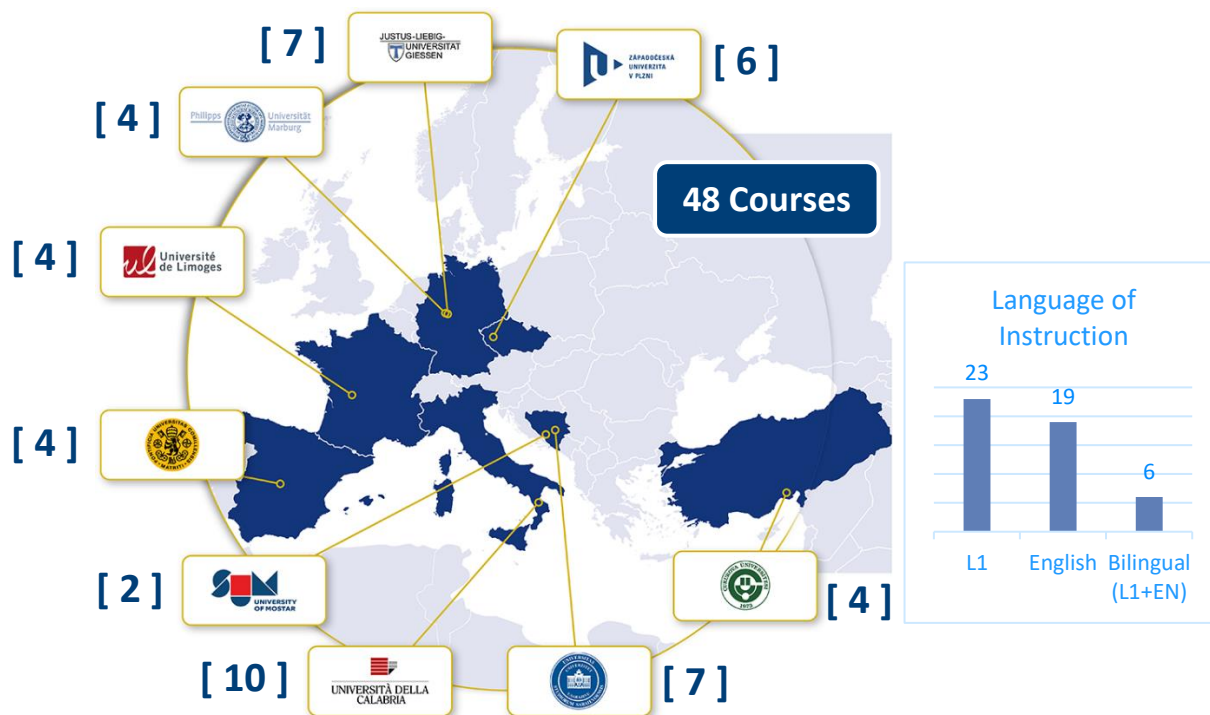


Figure 3: Numbers on the map show the number of courses offered by each Alliance university, via the first issue of the EU-Peace Common Course Catalogue for Teacher Education; the bar-chart (insert) shows the language of instruction profile of the 48 courses with

Table 6 shows the number of courses fulfilling the features described in Section 2.3. It should be noted that some courses may be suitable for more than one population of beneficiary/ies, e.g. the same course may be offered for both pre-service teacher-training as well as in-service professional development and for different learner age-groups.

	Pre-service Teacher Training	In-service Professional Development
Pre-primary (0-5)	19	19
Primary (6-10)	28	25
Secondary Lower (11-13)	27	19
Secondary Upper (14-18)	27	21
Tertiary (19+)	14	13
Administration	-/-	4
Associations, etc.	-/-	7

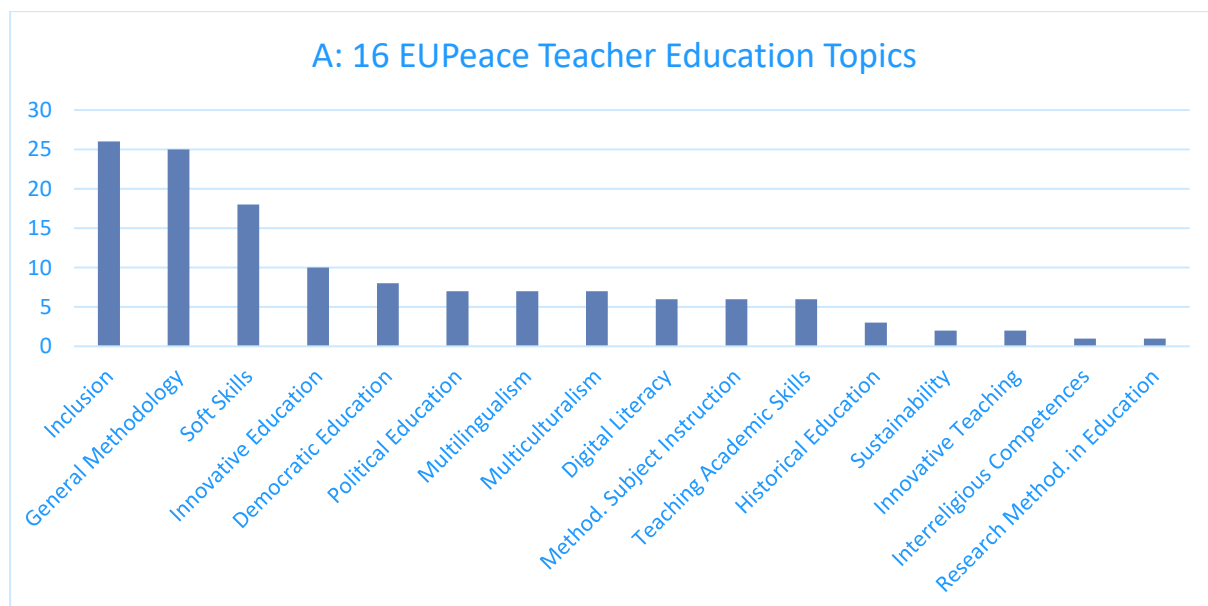
Table 6: Number of courses in the 2024-2025 EUPeace catalogue which cater to different beneficiaries:

Table 7 illustrates the number of courses which address each of the eight Teacher Education Topics explicitly listed within the EUPeace Work Plan 2024-2027 (see Section 2.2.2., Table 2) as well as the eight additional Topics (see Section 2.2.3., Table 4).

Topics expected from D3.2 regarding core EUPeace Values		Additional topics linking D3.2 to “School for All” and good education practices	
Inclusion	26	General Methodology	25
Historical education	3	Methodology in Subject Instruction	6
Political education	7	Multiculturalism	7
Democratic education	8	Soft-skills	18
Multilingualism	7	Academic skills	6
Interreligious competencies	1	Innovative Education	10
Digital literacy	6	Innovative Teaching	2
Sustainability	2	Research Methodology	1

Table 7: Number of courses addressing each of the Teacher Education Topics delineated

Figure 4A shows the distribution of teacher education topics covered by the 48 courses in the 2024-2025 catalogue while Figure 4B shows the same information, organised to show the distribution of topics explicitly listed within the EUPeace Work Plan 2024-2027 alongside the additional topics which were identified. These data indicate the types of topics in teacher education which prevail across the Alliance universities, and therefore within this first issue of the EUPeace Common Course Catalogue for Teacher Education as well as topics which would benefit from more targeted recruitment of course instructors in the future.



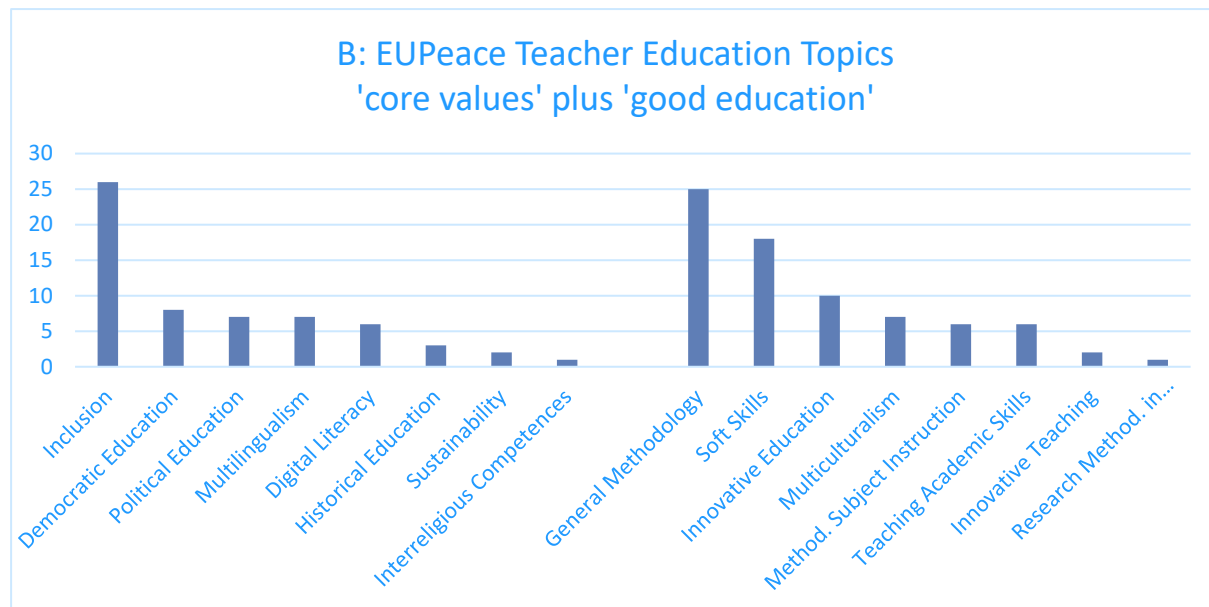


Figure 4: Distribution of Teacher Education Topics covered by the 48 courses within the 2024-2025 EUPeace catalogue according to frequency (A) and organised by those which were explicitly mentioned as core EUPeace Teacher Education Topics (B: left) as well as additional topics which contribute to building “good education” practices and habits

Table 8 lists, in alphabetical order, the Course Topics addressed within the 48 courses. While Teacher Education Topics are those listed in Tables 2 and 4/Table 7 and refer to core EUPeace notions for educating for peace, justice and inclusion, the Course Topics refer to the subject-content of the course. For example, a course entitled “Foundation of Physics and Physics Education” addresses Teacher Education Topics on “Digital Literacy” and “Methodology of Subject Instruction” but the Course Topic is about “Physics (Education)”. The numbers indicate more than one contribution addressing the same Course Topic.

Academic Writing	Global Governance and Peace
Agenda 2030 & Role of Universities	History Education & Gaming
Arts Education & Creative Therapies (2)	Inclusive Education & Pedagogy (3)
Autism Spectrum Disorder (2)	Intercultural Competence, Literacy & Psychology (3)
Barriers and Facilitators to Learning	Literature for Children (2)
Bioethics	Mathematics Education
Bosnian-Herzegovinian Studies	Migration
Chemistry Education (2)	Multi-professional Collaboration
Child Development	Multiculturalism
Content and Language Integrated Learning (CLIL) (2)	Perception Skills; Visually Impaired Learners
Cooperation and Teamwork	Performing Arts Education (also for students with disabilities)
Critical Language Awareness	

Digital Ethics	Physics Education
Discrimination	Project-Based Learning
Diversity as Opportunity	Qualitative-reconstructive Research Methods
Education Psychology (5)	Racism
English Medium Instruction Methodology	Social Inclusion
English Medium Instruction	Specific Language Impairment
Evaluation of Special Needs (2)	Teaching Assistants (for special needs learners)
Gender Awareness, Violence and Sexism	Visual Communication

Table 8: Course Topics found in the 2024-2025 EUPeace catalogue



3. Technical Information

3.1. Foreword: Purpose of Sharing Technical Details

This section presents the technical details regarding the exact actions undertaken to create the library of courses within the EUPeace Common Course Catalogue for Teacher Education and how this library-database was then used to develop three different course-search methods, i.e. user-friendly end-products which course-seekers can browse to find courses to suit their interest(s).

Since this is indeed a 'First issue of a common course catalogue' and hopes to be the first of many to come, we believe that by detailing our actions, readers can identify where the process might be improved when creating future versions of the catalogue. Together with some information discussed in the previous sections, this document, in addition to being the "EUPeace Common Course Catalogue for Teacher Education: Issue 1 (2024-2025)", hopes to also serve as a sort of "step-by-step guide" for facilitating future developments of technically much more ambitious EUPeace Common Course Catalogues across these nine EUPeace universities.

3.2. Creating the EUPeace Teacher Education Course Library

It should be clear that the "steps" listed below were undertaken after the initial preparations outlined in Section 2., i.e. establishing the Teacher Education Topics, Course Beneficiaries, etc.

Step 1. The EUPeace Course Template

Based on a first draft of an extremely detailed course template produced by WP3 colleagues from Çukurova University, the WP3 team from Comillas Pontifical University produced the much more condensed 1-page long EUPeace Course Template shown in Figure 5A. This template was designed to provide course-seekers enough information to evaluate whether the EUPeace Course might be of interest. Then, since most host universities already have detailed information such as textbooks, evaluation criteria, exam modality, etc. regarding each course published on their university website, the template would provide course-seekers a direct link to these "course details" on the host university's page of the course (see last field in the template). In addition, contributors were asked to provide phrases which summarised key concepts related to the course so that their course would be "findable" using simple "search functions" within a cloud database (see below).

The template is in a DOC format which can be easily completed by course contributors. A PDF format of the template was also developed with detailed instructions regarding the information requested in each of the fields within the template, how to indicate a choice within certain fields, etc. (Figure 5B). Links to the DOC version of the template, ready for use, and the PDF version with instructions can be found here:



- Link to the DOC version of these templates: <https://drive.google.com/file/d/1IVmZDqZOLm-vus9rJsB4OQ7wneFmuDJb/view>
- Link to the PDF of instructions for completing the template: <https://drive.google.com/file/d/1Ax7gKirFlkZCK0Gld0oHxSI7c0WKqMGB/view>

EUPeace Course Catalogue for Pre-Service Teacher-Training / In-Service Professional Development	
COURSE INFORMATION	
EUPeace Alliance University	
Course Title	[Title in EN] [Title in LI]
Department and/or Faculty	[Name in EN] [Name in LI]
Course Code	[as catalogued by Alliance University offering the Course]
Course Type	<input 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/Synchronous)
Date	[semester(s) window]
Language(s) of Instruction	[Specify Language(s)]
Course Coordinator	[Name, Email and Phone number]
Course Instructor	[Name, Email and Phone number]
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 type="checkbox"/> Tertiary	
Suitable for non-student body <input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	[total hours: duration of course]
ECTS Credits	[For Catalogued Course, specify number of ECTS Credits]
Certificate	[If not Catalogued / no ECTS credits– see "note (ii) regarding "recognition"]
COURSE DESCRIPTION (EN/LI [if taught in LI])	
Content (approximately 100-150 words; this should provide potential participants an idea of how the core principles, perspectives and insights from this course will inform their mindset as teachers and even administrators in institutions of education: Below, in the last cell, please provide those interested with a direct link to additional detailed information, i.e., to catalogued course on institutional site or, in the case of "non-catalogued courses", link to additional information e.g., prerequisites, exam modalities, etc.)	
Competences & Learning Objectives (approximately 100-150 words; this should provide potential participants an idea of how the core principles, perspectives and insights from this course will inform their mindset as teachers and even administrators in institutions of education: Below, in the last cell, please provide those interested with a direct link to additional detailed information, i.e., to catalogued course on institutional site or, in the case of "non-catalogued courses", link to additional information e.g., prerequisites, exam modalities, etc.)	
LINK to Course Details [URL to catalogued course on institutional site or, in the case of "non-catalogued courses", link to additional information]	
Finally, to make your course findable through a "search" function, include some "key concepts" that you, as a student, would use to search for your course. <ul style="list-style-type: none"> • e.g. modern maths education; non-classical approach to geometry education; etc. • e.g. gender equality; workplace equality; gender differences in STEM non-STEM education, etc. 	

A

B

Figure 5: The EUPeace Course Template (A) and accompanying instructions (B)

Step 2. Course Contributors & Contributions

WP3 members were invited to contact instructors within their institutions who:

1. taught course(s) which addressed at least one of the topics mentioned in Table 2 or 4;
2. would be willing to submit their course(s) to the 2024-2025 catalogue and, if necessary, cater to EUPeace students either online, in person, and/or both.

These WP3 contact persons outlined the activities of the EUPeace and its EU-funded project and explained the purpose of these contributions. Course instructors who were willing (Contributing Instructors) were sent two files. The first was the template, a DOC file that was ready for completion and the second was a PDF file which provided detailed instructions for completing each field in the template (Figure 6). Contributing Instructors then returned their completed file(s) to their WP3

contact person who was then responsible for “polishing” them before submitting it to the library of EUPeace Course Information files.

Step 3. File Naming, Uploading & Increasing Findability

The WP3 contact person who had solicited the contributions and received completed templates was then responsible for renaming each DOC file according to a coding system which would, as shown in Figure 6, make the filename itself a useful piece of information. Having an informative filename would facilitate future technical issues such as the need to update information: knowing which university hosts the course and the general topic of the course would help us easily find a specific file and incorporate updates.

Each Course TEMPLATE File should then be given an **INFORMATIVE NAME** to facilitate organisation of the **D3.2. Course Catalogue Library**.

Therefore, please name each Course Template File according to this **FILE coding system** which provides four pieces of information, in this sequence:

1. UNIVERSITY ABBREVIATION (see fuchsia box below for abbreviations)
2. LEVEL
(**Primary** (includes pre-primary **Secondary** (no distinction between Lower/Upper); **Tertiary** (no distinction of audience); **ALL** (relevant for all levels of teacher-training))
3. AUDIENCE of “teachers”: **PRE** (pre-service), **IN** (in-service) or **ALL** (if relevant for all)
4. SHORT TITLE: essential key words:

EXAMPLES:

- COMILLAS_Tertiary_Diversity_Problem_Opportunity
- UNICAL_Primary_Maths_Didactics
- UNICAL_Primary_Chemistry_Didactics
- UNICAL_Tertiary_Gender Equality

Figure 6: Generating informative filenames for each template file

Once files were properly named, these were uploaded through a form, by the WP3 contact person. The uploading form allowed the WP3 contact person to identify themselves, the host university of the course being submitted, and indicate the age-group(s) of downstream beneficiaries (i.e. students: see Section 2.3.) the course addressed. Figure 7 is a screenshot of how this multi-choice answer question was set up on the uploading form.

4. How would you categorise this contribution? (tick all relevant boxes; click NA if "not apply") *

Tick all that apply.

	Pre-Primary (0-5 year-old)	Primary (ca. 6-10)	Lower Secondary (11-13)	Upper Secondary (14-18)	Tertiary-1 (faculty)	Tertiary-2 (PhD students)	Tertiary-3 (Admin Staff)	NA
Pre-service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
In-service	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Figure 7: Question in the form collecting information regarding the Target Audience of the contribution.

Finally, the WP3 contact person uploading the contribution was asked to insert a few key concepts which would help potential course-seekers find the course if they were to “search” for such a course topic within an online database.

It should be noted that we insisted for the WP3 contact person(s) of each Alliance university to personally upload the contributions they had elicited since the uploading process creates a digital record of who has done the uploading. This not only provides metadata for identifying the contact person if clarifications are necessary but allows us to credit the WP3 contact person with their active but “behind the scenes” contribution.

The uploading process using the form generated two types of datasets: The first dataset generated through the form is a spreadsheet and the second is the creation of a ‘folder’ which collects all the completed templates / EUPeace Course Information files uploaded by WP3 colleagues from all nine Alliance universities. As is, this collection of EUPeace Course Information files might be digitally bound into a PDF and be presented as an EUPeace course catalogue. This is indeed one “version” of the first issue of the EUPeace Common Course Catalogue for Teacher Education we have produced (see Appendix B). However, as described in the next section, it was possible to use the datasets to generate more than one version of the EUPeace course catalogue, offering course-seekers different digital “search methods/experiences” to find courses of interest.

3.3. Creating “Three” EUPeace Common Course Catalogues for Teacher Education

The datasets produced through the form were used to create three “course-search methods/experiences” which course-seekers can use to find courses of interest. Indeed, while a digitally bound PDF of the EUPeace Course Information files could be a ‘course catalogue’ and thus achieve the expectations of deliverable 3.2, we felt it was possible and necessary to go one step further and create different user-friendly methods which would allow course-seekers to browse for information to identify courses of interest. Since future course-seekers will undoubtedly prefer different methods for

“browsing for a course of interest”, we used the datasets to develop three user-friendly course-search methods.

Another technical reason for developing three course-search methods for browsing through the same library of resources reflects the fact that the process of developing this EUPeace Common Course Catalogue for Teacher Education took place (is taking place) earlier than, or partially in parallel to actions of WP4 and WP2 (see Section 1.). As already mentioned, WP2 is responsible for “Transforming Curricula” and developing a “European Track” curriculum which offers coursework “complement[ing] all fields of study from Social Sciences and Humanities to STEM subjects and Medicine”²³. To make such a vast library of courses searchable, WP4 is uniting technical skills from Alliance universities to develop technologically savvy ways for presenting information to future course-seekers of these courses of the European Track. In the meantime, since this “First issue of a common course catalogue” is an earlier deliverable compared to the actions of WP2 and WP4, we have deployed our limited digital abilities to create three ‘products’ which, although digitally simple, can be published online, are ‘searchable’ by course-seekers, and can be adapted and absorbed into a much more technologically elegant platform in the near future.

Course-Search Method 1: Malleable Spreadsheet

The spreadsheet generated through the form (Step 3) served as one way for course-seekers to ‘search & find’ courses which might be of interest.

Figure 8 is a screenshot of some rows of the spreadsheet generated through Step 3, described above. Not shown are the left-most columns which contained the WP3 contact person’s name, contact email, etc. Column E (numbered as “point 3”) identifies the host university of the contribution; column F relates to the downstream beneficiaries, i.e. information collected through the part of the form shown in Figure 7; column G provides the URL to the course information file stored within the folder (see below); column H contains “key concept(s)” the course contributors have provided to make their course ‘findable’ by course-seekers; column I shows which of the EUPeace Teacher Education Topic(s) and/or “good education” topics the course addresses (see Section 2.2.); column J indicates the Course Topic.

²³ EUPeace Work Plan 2024-2027, DoA, p.26



D	E	F	G	H	I	J
1	3. Host University [Course Code]	4. Which age-group would course participants teach to?	5. URL to COURSE TEMPLATE	6. Key CONCEPTS	7. EUPeace Relevant TEACHER-EDUCATION TOPIC	8. COURSE TOPIC
29	University of Giessen [LUG]	Pre-Primary (0-5 year-old)	https://drive.google.com/open?id=1WPCQg8B8WwFvYhGNNAB68UV_jhZ	multifaceted childhood; child development; diversity	Inclusion	Child development
30						
31	University of Limoges (UNILIM) [LIM]	Primary (ca. 6-10)	https://drive.google.com/open?id=1uPvY0z34W1m2W4Z26xYf_R3qaVbXmXc	Identifying specific needs; English for all	Inclusion, Innovative Teaching	Evaluation of special needs
32	University of Limoges (UNILIM) [LIM]	Pre-Primary (0-5 year-old), Primary (ca. 6-10), Lower Secondary (11-13), Upper Secondary (14-18)	https://drive.google.com/open?id=1l62MalcvmckfymhbyCVa3uG9g5l0hy	Identifying students' specific needs.	Inclusion	Evaluation of special needs
33	University of Limoges (UNILIM) [LIM]	Pre-Primary (0-5 year-old), Primary (ca. 6-10), Lower Secondary (11-13), Upper Secondary (14-18)	https://drive.google.com/open?id=1v8RECS4w475w5C2m5a2mN1u77l0dH	Autism Spectrum Disorder	Inclusion	Autism Spectrum Disorder
34	University of Limoges (UNILIM) [LIM]	Pre-Primary (0-5 year-old), Primary (ca. 6-10), Lower Secondary (11-13), Upper Secondary (14-18)	https://drive.google.com/open?id=15C67Xox_1l0nF52M0C0x8X0a2A0TYQ	Specific language impairment; specific learning impairment	Inclusion	Specific Language Impairment
35						
36	University of Marburg [UMR]	Lower Secondary (11-13), Upper Secondary (14-18)	https://drive.google.com/open?id=1mwe8r1twnAm5h3aagA5CauG6g68R2	digital learning; historical learning; history didactics; analyzing historical-cultural products; games; creating learning arrangements	Historical, Digital learning, Methodology, Innovative education, Soft-skills, Digital teaching	Gaming and historical learning
37	University of Marburg [UMR]	Lower Secondary (11-13), Upper Secondary (14-18)	https://drive.google.com/open?id=1M5p5oM577nVvGz7hWw8B8Pz1VvUJ7	discrimination; forms of discrimination; analysis of discrimination; self-reflection; diversity; diversity training; multi-perspective approach	Inclusion, Soft-skills, Innovative education, Multiculturalism, Democratic Education	Discrimination
38	University of Marburg [UMR]	Lower Secondary (11-13), Upper Secondary (14-18)	https://drive.google.com/open?id=1l6z_v0f0r2x10T33S0zYPTTAbQGM	epistemology critique; power/knowledge dispositives; discrimination-critical data collection and evaluation; reflection skills	Historical, Political education, Soft-skills	Qualitative-reconstructive research methods
39	University of Marburg [UMR]	Primary (ca. 6-10), Lower Secondary (11-13), Upper Secondary (14-18)	https://drive.google.com/open?id=1Xob28is0K6XAK32N0YqbsM5mM08aXf8	postcolonial theory; decolonial perspectives; racism in schools; racism in classrooms; professionalization process of teachers	Historical, Political education, Democratic education, Soft-skills, Teacher education	Racism
40						
41	University of Mostar [SUM]	Pre-Primary (0-5 year-old), Primary (ca. 6-10), Lower Secondary (11-13), Upper Secondary (14-18)	https://drive.google.com/open?id=12MdvICuUaKlRHC5sY5P5GUMWKAUzCc	training of teaching assistants; training for work with students /children with disabilities.	Methodology, Inclusion	Teaching assistants

Figure 8: Screenshot of the spreadsheet for course-search method 1

Note that, this spreadsheet generated through Step 3, in its current form, is not ideal since it could be optimised to also provide information such as that found in the course information form, e.g. the semester the course is offered, duration, in what language(s), etc. However, as is, course-seekers can nonetheless use this spreadsheet to search and find a course via the “data sorting” function within the spreadsheet, e.g. sorting by “University”, by “Beneficiary”, by “Course Topic”, etc., or by simply searching within the column entitled “Key Concepts” for courses which might interest them. In the public-facing course catalogue, course-seekers have access to a short video for instructions on how to sort through data according to criteria they are interested in. Box 1 below details how the information regarding “EUPeace Relevant Topics” and “Course Topics” required the tedious work of human thinking, a resource consideration for future course catalogue development: While reports such as this usually do not applaud the work of specific team members, if these members were AI programmes, we would mention them.



Catalogue as Spreadsheet

Link: <https://docs.google.com/spreadsheets/d/1W7ZQHH0AiQq0u0WJ6yvsAR-clv0qL8FT7uWqPiTUS4M0/>

Box 1

A brief note is in order about the process of tagging each contribution with the Teacher-Education Topic labels and the Course Topic labels in the last two columns of the spreadsheet.

As discussed in Section 2.2., the catalogue is a collection of not only courses which fulfil the EUPeace proposal of “current topics in teacher education” as per its Work Plan 2024-2027 such as those listed below, as education researchers who believe that “good education” is more likely to create the “informed and multi-literate citizens” needed for maintaining “peaceful, just and inclusive” societies, this catalogue also includes courses regarding didactic methodology and approaches, the cultivation of multicultural awareness, soft-skills, interpersonal communication, etc.

Therefore, to help teachers filter and find courses according to “Teacher Education Topic”, each contribution was tagged with one or more of the following “Teacher Education Topic Labels”:

Teacher-Education Topic Labels	
EUPeace specified (<i>ibid</i>)	inclusion, historical, political education, democratic education, multilingualism, interreligious competencies, digital teaching, sustainability
EUPeace relevant	general methodology, methodology in subject instruction, multiculturalism, soft-skills, academic skills, innovative education, innovative teaching, research methodology

The intricate process of tagging each course with suitable Teacher Education Topic Labels was undertaken by colleagues Jill Salomon (University of Limoges) and Magdalena Custodio (Comillas Pontifical University). Not only did these colleagues review the key concepts specified for each contribution, they also identified new EUPeace relevant-labels and checked that course contributors were satisfied with the Teacher Education Topic Labels given to their course.

Likewise, to facilitate ‘findability’ and help course-seekers search by course topic, colleagues Javier Pinilla Arbex (Comillas Pontifical University) and Václav Stácke (University of West Bohemia) undertook the task of reading through each of the course information file so to tag the contribution with a Course Topic Label, checking the appropriacy of each label with the course contributor.

In the future, data collection might be significantly more streamlined if such tags are either pre-defined by the Alliance (e.g. via WP2) or provided at the time of collecting course information from the instructor. That said, a more automated process for collecting such information may overlook emergent topics which educators collaborating together can capture, such as the case here.

Course-Search Method 2: Browsable PDF

By uploading the course information files through the form, a URL was generated for each file (see Figure 8, column G), all of which were stored within a folder²⁴. As we can see, by following a file naming protocol (Step 3), all contributions from the same university are blocked together. In this way, should there be a need to make slight updates to a given file (e.g. an incorrect course code; new instructor email, etc.), it is possible to easily identify which file needs to be edited. Or, in cases where complex editing merits simply substituting the stored file with an updated file, having systematically named the files helps reduce potential errors and confusion.

After the team in charge confirmed that the content of each course was relevant to EUPeace and Teacher Education criteria (see Section 2.2.), contacting the contributors where necessary for clarifications, team members then made sure that filenames respected the coding protocol (Jill Salomon), and were properly edited and formatted (Václav Stacke). All files were then downloaded as PDF and digitally bound into a single PDF document: a PDF booklet. Using the “search” function, course-seekers can also use this PDF booklet to find courses according to concepts, topics and categories. In addition, course-seekers may simply browse through the PDF and find courses of interest thanks to the course contents and objectives outlined in the templates. In such cases, the course-seekers can verify their interest by accessing the course details published on the website of the host university (a link to which is provided in the last field of each course information form), or contact the course instructor whose email is also given in the file. In addition, a flyer-version of the catalogue was also produced which provides the same information but is more suitable for dissemination purposes.



Catalogue as PDF Booklet

Link: https://www.eupeace.eu/en/dokumente/eu-peace_catalogue_teacher-ed_24-25_booklet.pdf – also provided as Appendix B to this report



Catalogue as PDF Flyer

Link: https://www.eupeace.eu/en/dokumente/eu-peace_catalogue_teacher-ed_24-25_flyer.pdf – also provided as Appendix C to this report

²⁴ The folder can be accessed via: <https://drive.google.com/drive/folders/10SBdDoEa6wWREbzsI0T92InTmwC9VlqKJUOnnz55wmgq3IwcZZJHOWZ5BFG1SGMdJC2QIIt0>

Course-Search Method 3: An EUPeace Course Code Index

The third course-search method differs from the former two in that it assigns each course an EUPeace Course Code which then, via a four-step-process, links course-seekers to detailed course information and to already published information on the host university's site. This method, or an adaptation thereof, may be that which is most relevant to future EUPeace course catalogues since courses within such catalogues probably should have an EUPeace Course Code that is independent of, yet linked to the course code of the same course as it appears in the host university catalogue. Again, to inform future creators of EUPeace course catalogues of yet another "user-friendly" course-search method, we outline the technicalities and reasoning behind using an EUPeace Course Code Index. The current EUPeace Course Code Index, ready for use by course-seekers is found at the end of this section – and included in the appendices.

The four-step process here is as follows:

1. Step 1. Assigning Courses an EUPeace Course Code and Creating an EUPeace Course Code Index Table (Figure 9)
2. Step 2. Linking Course Codes to Course Titles
3. Step 3. Linking Course Titles to Course Information Files
4. Step 4. Linking Course Information Files to Course Details in Host University Course Catalogue

The following information makes references to the table of EUPeace Course Code Index below (herein "Index Table").

Step 1. Assigning Courses an EUPeace Course Code and Creating an EUPeace Course Code Index Table: Each contribution to the catalogue received an EUPeace Course Code which used a three-letter code to indicate the host university of the course; see left-hand column of the Index Table. Since each university contributed only a few courses to this first edition of the EUPeace Common Course Catalogue for Teacher Education, the university code was followed by a number. Therefore, the first contribution from e.g. Comillas Pontifical University was coded as CML-1 while the first from the University of Sarajevo was coded SRJ-1.



this colour in L1 this colour in EN bilingual	Pre- primary Age: 0-5	Primary Age: 5-10	Secondary (lower) Age: 11-13	Secondary (upper) Age: 14-18	Tertiary Age: 19+	General admin
UMR Marburg L1-German		UMR-4	UMR-1 UMR-2 UMR-3 UMR-4	UMR-1 UMR-2 UMR-3 UMR-4		
JLU Giessen L1-German	JLU-5 JLU-6 JLU-7	JLU-1 JLU-2 JLU-3 JLU-4 JLU-5 JLU-6	JLU-1 JLU-2 JLU-3 JLU-5 JLU-6	JLU-1 JLU-3	JLU-1	
LIM Limoges L1-French	LIM-1 LIM-2 LIM-3	LIM-1 LIM-2 LIM-3 LIM-4	LIM-1 LIM-2 LIM-3	LIM-1 LIM-2 LIM-3		
CBR Calabria L1-Italian	CBR-2 CBR-3 CBR-4 CBR-5	CBR-1 CBR-2 CBR-3 CBR-4 CBR-5	CBR-1 CBR-7 CBR-8 CBR-10	CBR-1 CBR-6 CBR-7 CBR-8 CBR-9 CBR-10	CBR-1 CBR-6 CBR-7 CBR-8 CBR-9 CBR-10	CBR-1 CBR-7 CBR-8 CBR-9
CML Comillas L1-Spanish	CML-1 CML-4	CML-1 CML-4	CML-4	CML-4	CML-2 CML-3 CML-4	
UWB Pilsen L1-Czech	UWB-1 UWB-2	UWB-1 UWB-2	UWB-1 UWB-3 UWB-4 UWB-6	UWB-1 UWB-3 UWB-5 UWB-6		
SUM Mostar L1-Croatian	SUM-2	SUM-1 SUM-2	SUM-1 SUM-2	SUM-1 SUM-2		
CUV Çukurova L1-Turkish	CUV-2 CUV-3	CUV-2 CUV-3	CUV-2 CUV-3	CUV-4 CUV-2 CUV-3	CUV-1 CUV-2 CUV-3	CUV-2 CUV-3
SRJ Sarajevo L1-Bosnian	SRJ-5 SRJ-6 SRJ-7	SRJ-1 SRJ-3 SRJ-4 SRJ-5 SRJ-6 SRJ-7	SRJ-2	SRJ-2	SRJ-7	

Figure 9: Accessing the 2024-2025 EUPeace Common Course Catalogue for Teacher Education via an EUPeace Course Code Index Table which assigns each course an EUPeace Course Code

To foster multilingualism and cultivate intercultural competences, the Education Board of EUPeace has decided to offer Alliance students the opportunity to learn through the wide range of languages within the EUPeace Alliance – and not to solely focus on courses using English as a medium of

instruction. Courses within this catalogue are therefore not only in English, but also in the L1 of respective host universities (see Figure 3). The L1 of each EUPeace university is therefore indicated in the left-hand column of the Index Table, as well as indications on whether each course will be offered in English or the local L1: courses which will be taught in L1 are highlighted in peach while those which will be taught in English are highlighted in pink and those which can be taught in both languages in blue²⁵. Once a contribution was assigned an EUPeace Course Code and the “language of instruction” indicated, it was inserted into the Index Table which organises information by host university and the age-group of learners that course participants will be teaching. Many courses could be inserted into more than one cell. This Index Table also made explicit courses suitable for general administrative staff, i.e. for lifelong learning and professional development purposes: “EUPeace is committed to **ensuring that all staff continue to have the opportunity to participate in shaping the Alliance.**”²⁶

As explained in Section 1., some contributions to this catalogue are courses which are already catalogued within the host university’s system as part of certain study programmes, while others, especially those related to the professional development of university faculty members, are not. In the case of courses which are already part of the host university’s curriculum, the EUPeace Course Code is different from that within the host university system. To facilitate the management of bureaucratic and administrative issues related to the implementation of an alliance-wide catalogue, it is necessary to nonetheless link the EUPeace Course Code to the host university course code. This is achieved in the last field of the template of the course information files (see above).

It should be noted that organising courses within this particular table forefronts and prioritises each “university” and is therefore useful for course-seekers who already have a particular university in mind rather than course-seekers who have a particular Teacher Education Topic or Course Topic in mind (see Tables 7/8). A course-search which prioritises the index of “university” might be relevant in the case of those who wish to optimise these EUPeace Courses as an opportunity to further their foreign language fluency and build their academic foreign language skills, in line with a more multilingual and pluricultural European citizen. Below, we continue using the Index Table for the purpose of exemplifying this course-search method 3. Clearly, in the future, this type of table can easily be reshuffled to forefront other indices relevant to the course-seeker.

Step 2. Linking Course Codes to Course Titles: By clicking on an EUPeace Course Code in the Index Table, course-seekers would be taken to a section including all courses in which each university lists the course titles associated with each of the EUPeace Course Codes. Figure 10 shows a screenshot of part of this section. As shown, each course title is followed by 2-3 pieces of information.

²⁵ It should be noted that this colour-coded highlighting is insensitive to individuals with colour vision deficiency. In the future, this should be taken into consideration.

²⁶ EUPeace Work Plan 2024-2027, DoA, Part B, p.42

- In cases where course titles may not be sufficiently informative, very short explanations were added in brackets after the course title.
- All course titles are followed by information added in [square brackets] which allows course-seekers to understand if (1) the course was already catalogued within the host university system and (2) if the course is suitable for pre-service teacher-training or in-service professional development, or both (see Box 2).
- All course titles are followed by a link to the individual EUPeace Course Information file.

COMILLAS PONTIFICIAL UNIVERSITY

[for the purposes of the catalogue using the code CML]

CML-1: Content and Language Integrated Learning (CLIL) (How to teach content through a foreign language at primary and pre-primary level) [U.PRE]: [Link to EUPeace Course Information](#)

CML-2: Diversity: Problem or Opportunity [E.B]: [Link to EUPeace Course Information](#)

CML-3: Project Based Learning (PBL) [E.IN]: [Link to EUPeace Course Information](#)

CML-4: Analysis of Barriers and Facilitators to Learning in Educational Contexts [U.B]: [Link to EUPeace Course Information](#)

Figure 10: The Course Titles linked into the EUPeace Course Codes in the Index Table (Figure 9) provide additional information in brackets where necessary along with the information regarding the institutional status and intended audience of the course, given between square brackets (see Box 2)

Box 2: Key for the [DESCRIPTION CODE in square brackets]

- U = courses which are already programmed within university curriculum
- E = courses which are not in the university curriculum but have already been offered as a component of “changing university culture” and which can be offered through EUPeace
- PRE= suitable for pre-service teacher training
- IN = suitable for in-service professional development
- B = suitable for both pre-service or in-service

Step 3. Linking Course Titles to Course Information Files: Using the links following each course title, course-seekers can then access the course information file for additional details. By this point, course-seekers would already know (1) which university is offering the course, (2) whether the course is offered in L1 of that university or in English, (3) whether the course is already catalogued within the host university system or not (this might be important for certain mobility agreements),

and (4) whether the course is suitable for pre-service teacher training or in-service professional development, or both. Upon landing on the course information file, course-seekers not only confirm the information they may have gained so far, they access additional information regarding when the course will be offered, duration, course instructor, etc. alongside very brief descriptions of course content and the competences & learning outcomes. Should such a course still be of interest and in the case of courses which are already part of the host university's system, course-seekers can then proceed to access the detailed descriptions via the link in the last "Course Details" field in the file which, as explained above, takes course-seekers directly to the course descriptions published on the host university's website. As such, this represents **Step 4. Linking Course Information Files to Course Details in Host University Course Catalogue.**

A note is in order regarding "non-curricular courses", i.e. those in this catalogue which do not (yet) appear in the host university's system. Section 2.2.3. has explained why such non-curricular courses were also included in this EUPeace Common Course Catalogue for Teacher Education. In brief, during the writing of the Shared Concept of "School for All" and the creation of the present catalogue, it became apparent that many EUPeace universities were already offering courses regarding more innovative methodologies, more transdisciplinary pedagogies, more inclusive classroom practices, etc. While such "non-curricular courses" perfectly align with the EUPeace objective of providing coursework which supports lifelong learning and continuous professional development of faculty and administrative staff²⁷, many of these courses address topics which are also highly pertinent to the pre-service teacher training of future teachers as well as the in-service professional development of pre-tertiary school teachers. Many of these "non-curricular" courses do not easily slot into traditional university frameworks which reflect "Faculty" and/or "Departmental" interests and criteria. Indeed, despite the general agreement that education must seek "innovative methods" and "be more transdisciplinary", it is often these traditional frameworks which may tend to exclude more "innovative" and "transdisciplinary" courses. Therefore, thanks to the EUPeace Common Course Catalogue for Teacher Education, EUPeace universities now have a platform for offering these non-curricular but innovative and transdisciplinary courses. By officially recognising such courses through EUPeace, in the near future, we hope that host universities will be motivated to insert these into their system and thus motivating course instructors to provide the course details, as with all officially recognised university courses. In the first issue of the catalogue, for these non-curricular courses, the field in the EUPeace Course Information file for "URL to detailed information" reads "pending".

²⁷ EUPeace Work Plan 2024-2027, DoA, Part B, p.53





Catalogue as Index Table

Link: https://www.eupeace.eu/en/dokumente/eu-peace_catalogue_teacher-ed_24-25_index.pdf – also provided as Appendix D to this report



4. Plan of Action

One of the highest priorities will now be to make the catalogue public and ensure that it is distributed effectively and in a targeted manner. As this initial edition will not immediately benefit from the exposure offered by the EUPeace Joint Digital Campus, currently under development within WP4 (see below), it will be published in its final version on one of the EUPeace webpages. The very tight schedule between the finalisation of this first edition and the start of some of the courses offered in it will most likely require specific dissemination actions to promote the participation of course participants this upcoming 2024-2025 academic year. In this respect, concerted action between the EUPeace Coordination Office as well as the WP8 team, the Education Board, the entire WP3 team and the faculties or departments responsible for teacher training in each of the universities will be very useful.

Alongside publication, the definition and sharing of administrative procedures for student registration, effective participation – even if entirely online – and recognition of actual course attendance are prerequisites for the operationalisation of such a catalogue at Alliance-level. Although we expect more comprehensive rules from WP2 (see below), prospective course participants should have ready access to clear and simple procedures as to how to proceed towards the course(s) of their interest.

Subsequently, the WP3 team has also planned the initiation of international courses in teacher education as a milestone of the project (milestone 13, M13). The report on M13 will be prepared by the end of the August 2024. The report will focus on the common courses described in this catalogue, especially two pilot courses which will start in 2024-25 and will take the form of COILs (Collaborative Online International Learning), both coordinated by the Comillas Pontifical University. One will focus on the “Analysis of Barriers and Facilitators to Learning in Educational Contexts” while the other will focus on “Story Telling for Inclusive Education”.

These two COILs, as well as all the courses included in this first edition, will obviously have to be evaluated, and updated to take account of best practices shared, while at the same time broadening the range of teaching options. In addition, there is no doubt that the Winter School organised by the team of WP3 in January 2025 will provide a very interesting first assessment of these actions. The updating of the catalogue, like the evaluation, will benefit from the increased power of the tools developed by WP2 and WP4, which will in turn take advantage of lessons learned from the design of this first edition and the implementation of these initial common courses.

Link to other work packages

An immediate action will necessitate the transfer of the public-facing “EUPeace Common Course Catalogue for Teacher Education: Issue 1 (2024-2025)” to two complementary EUPeace work packages, WP2 “Transforming Curricula” and WP4 “Facilitating Mobility”.

An integral part of WP2 is the establishment of a European Track and of Joint Programmes – both Flagship Actions of EUPeace –, which call upon WP2 to delineate necessary administrative processes that recognise not only the achievements of students who successfully complete EUPeace Courses, be it attending in person or virtually, but also the extra workload and responsibilities incurred when course instructors submit their courses as an EUPeace Course, thereby opening their expertise to learners from EUPeace universities and communities. Therefore, to ensure that the courses offered within this first issue of the EUPeace Common Course Catalogue for Teacher Education are available this upcoming 2024-2025 academic year, it will be necessary to work closely with WP2, WP4 and other relevant EUPeace work packages and bodies to identify which EUPeace administrative rules and regulations regarding coursework recognition can be applied to the successful completion of single courses within this catalogue.

A long-term task would be to reach a shared process for also recognising EUPeace instructors for their contributions to EUPeace coursework, essential for transforming the theory of EUPeace into practice. Likewise, the need to now work closely with colleagues from WP4 who are delineating the technical characteristics of an EUPeace platform leading to the Joint Digital Campus. As mentioned above, we have created a simple ‘EUPeace Course Catalogue Website’²⁸ as an example of how EUPeace might enable course-seekers to easily find courses of interest using three different search methods. Once ICT experts in WP4 have created a fully operational EUPeace Joint Digital Campus, it may be possible to utilise at least one, if not more of the three “digital versions” of the course catalogue created through this deliverable, upgrading and integrating it/them into a more digitally eloquent EUPeace course platform.

Link to events etc.

As mentioned, the team of WP3 will hold its first Winter School “Teaching Towards and EUPeace Perspective” at the end of January 2025. This event will be an opportunity to make an initial assessment of the implementation of the catalogue. The students involved in the winter school will be able to provide interesting feedback as to the overall work of the EUPeace in this area.

This deliverable 3.2 and the subsequent and linked milestone 13 pave the way for the development of recurring multinational collaborative seminars and lecture series on teacher education. Indeed, the courses included in this initial catalogue, together with the impressive work of assessment and categorisation, will constitute the cornerstone for shaping these international seminars and cross-conferences, as planned in task 3.3 of WP3.

Last but not least, alongside the EUPeace “School for All” concept published in April 2024, this catalogue represents the pragmatic launch of the Flagship Action of EUPeace “Internationalisation of

²⁸ Available at: <https://www.eupeace.eu/en/activities/catalogue-teacher-education>

Teacher Education” which will move forward through upcoming EUPeace workshops for teacher educators.

How should the catalogue be used in the future and beyond the current project?

Beyond the exceptional resources provided to the EUPeace project, the “EUPeace Common Course Catalogue for Teacher Education: Issue 1 (2024-2025)” not only lays the foundation for future EUPeace WP3 actions and initiatives, it represents the operationalisation of EUPeace principles and theories into concrete social and educational practice.

Alongside the “School for All” concept and more theoretical approaches, the “EUPeace Common Course Catalogue for Teacher Education: Issue 1 (2024-2025)” will be a central element of the EUPeace Handbook on “Internationalising Teacher Education”. Designing and implementing the catalogue will indeed provide practical information on issues related to collaboration and partnerships, curriculum design and implementation, pedagogical strategies, challenges and barriers, etc. Subsequently, the EUPeace living e-Handbook will lead to a final position paper on internationalising teacher education.

We should also expect that the participation of students in the proposed common courses will be a decisive factor for their future international mobility and, therefore, an essential contribution to the development of the EUPeace WP3 internship network (InNet). In this regard, the COILs, as well as the use of collaborative platforms and tools, such as the Erasmus+ eTwinning platform, will play important roles. Similarly, the catalogue and its implementation will enhance teaching mobility within the Alliance, and will also be aimed at in-service teachers, the EUPeace network of associated schools and even external associations.

In the longer term, this first edition and all the activities, content and tools that it will contribute to will be a first step towards a more permanent and broader international collaboration, such as the establishment of an EUPeace Teacher Academy.

Annexes

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Appendix A: The Public-Facing “EUPeace Common Course Catalogue for Teacher Education: Issue 1 (2024-2025)”

This is the public-facing part of this deliverable, i.e. if we were to present the 2024-2025 EUPeace Common Course Catalogue for Teacher Education to course-seekers today, they would receive the following pages.

- Note that this public-facing document starts with a very brief introduction of the background and motivation behind these courses, before explaining to course-seekers how they might use each of the three “search methods”.
- Note that the numbering of the figure and tables in this Appendix start anew.
- Note that the technical information here echoes that in Section 3.
- Note that the register in this public-facing document intends to be user-friendly.
- Note that the URL links are provided for those who will need to deal with the technicalities of publishing these documents online.
- This information is also available online at: <https://www.eupeace.eu/en/activities/catalogue-teacher-education>

1. General Introduction

Welcome to the first issue of the EUPeace Common Course Catalogue for Teacher Education!

Below are a few pieces of information which will help you browse and find teacher education course(s) which interest you.

- This is a collection of EUPeace Teacher Education Courses currently offered throughout the nine EUPeace universities.
- This first issue of the catalogue represents only a small sample of courses available from each university.
- There are 48 courses in the 2024-2025 catalogue.

1.1. Which Teacher Education Topics are offered?

- EUPeace strongly believes that teachers play a central role in shaping and educating citizens who strive for peaceful, just and inclusive societies where conflict management is key and based on solid foundations of knowledge and literacy. Therefore, all courses in this catalogue address at least one of the Teacher Education Topics listed in Table 1.



Topics expected from D3.2 regarding core EUPeace Values		Additional topics linking D3.2 to “School for All” and good education practices	
Inclusion	26	General Methodology	25
Historical education	3	Methodology in Subject Instruction	6
Political education	7	Multiculturalism	7
Democratic education	8	Soft-skills	18
Multilingualism	7	Academic skills	6
Interreligious competencies	1	Innovative Education	10
Digital literacy	6	Innovative Teaching	2
Sustainability	2	Research Methodology	1

Table 1. Teacher Training Topics addressed by courses within this 2024-2025 Common Course Catalogue for Teacher Education.

1.2. Is there an EUPeace Teacher Education Course for me?

- Courses cater to two types of participants:
 Pre-Service Teacher Training (PSTT): participants seeking coursework which fulfils the requirements of their study programme and thus contain coursework credited with ECTS which their study programme recognise.
 In-Service Professional Development (ISPD): participants seeking coursework for the purpose of lifelong learning or professional enrichment; rather than ECTS per se, a Certificate of Recognition might suffice.
- Courses address different populations of learners you would teach to, from pre-school children to doctoral students.
- Courses, especially those for ISPD, may even be suitable for administrative staff.
- Table 2 illustrates the 12 types of course participants the 48 courses in this EUPeace catalogue cater to and the number of courses that participants may find relevant. We hope you can find something that interests you!

	Pre-service Teacher Training	In-service Professional Development
Pre-primary (0-5)	19	19
Primary (6-10)	28	25
Secondary Lower (11-13)	27	19
Secondary Upper (14-18)	27	21
Tertiary (19+)	14	13
Administration	-/-	4
Associations, etc.	-/-	7

Table 2. Number of courses in the 2024-2025 EUPeace catalogue which cater to different beneficiaries

1.3. How do I find an EUPeace Teacher Education Course for me?

There are three ways you can search for an EUPeace Teacher Education Course that suits you. All three search methods browse through the same library of courses, but some of you might prefer to simply “flip through a PDF”, while others may prefer to use “filter and data-sorting functions” to manipulate and search spreadsheets of information. We are indeed, all different.

Below you will find the three search methods and, where necessary, brief instructions plus “coding keys” where relevant.

2. Three Ways to Find Your EUPeace Teacher Education Course

Search-Method 1. The Catalogue as Browsable PDF

The course instructor of each course was asked to complete a brief course template (Figure 1) to help you understand if the course is for you, not only from the point of view of the course content and learning objectives, but also course duration, language, if it has assigned ECTS credits or not, etc.

EUPeace Course Catalogue for Pre-Service Teacher-Training / In-Service Professional Development	
COURSE INFORMATION	
EUPeace Alliance University	
Course Title	[Title in EN] [Title in L1]
Department and/or Faculty	[Name in EN] [Name in L1]
Course Code	[as catalogued by Alliance University offering the Course]
Course Type	Course Modality
<input type="checkbox"/> Curricular	<input type="checkbox"/> Online
<input type="checkbox"/> Non-curricular	<input 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	[semester(s) window]
Language(s) of Instruction	[Specify Language(s)]
Course Coordinator	[Name, Email and Phone number]
Course Instructor	[Name, Email and Phone number]
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 type="checkbox"/> Tertiary	
Suitable for non-student body	
<input type="checkbox"/> Administrative staff <input type="checkbox"/> Other	
TYPE – WORKLOAD – RECOGNITION	
Number of hours	[total hours: duration of course]
<input type="checkbox"/> ECTS Credits	[For Catalogued Course, specify number of ECTS Credits]
<input type="checkbox"/> Certificate	[If not Catalogued / no ECTS credits– see “note (ii) regarding “recognition”]
COURSE DESCRIPTION [EN/L1 (if taught in L1)]	
Content [approximately 100-150 words: this should provide potential participants an idea of how the core principles, perspectives and insights from this course will inform their mindset as teachers and even administrators in institutions of education: Below, in the last cell, please provide those interested with a direct link to additional detailed information, i.e., to catalogued course on institutional site or, in the case of “non-catalogued courses”, link to additional information e.g., prerequisites, exam modalities, etc.]	
Competences & Learning Objectives [approximately 100-150 words: this should provide potential participants an idea of how the core principles, perspectives and insights from this course will inform their mindset as teachers and even administrators in institutions of education: Below, in the last cell, please provide those interested with a direct link to additional detailed information, i.e., to catalogued course on institutional site or, in the case of “non-catalogued courses”, link to additional information e.g., prerequisites, exam modalities, etc.]	
LINK to Course Details	[URL to catalogued course on institutional site or, in the case of “non-catalogued courses”, link to additional information]

Figure 1. The template of the course information file associated with each course in this catalogue.

Note 1. If you find the course potentially interesting and would like to know more (e.g. exam format, textbook, etc.) there is a direct link to “Course Details” (last field of each course information file) which takes you to the host university’s online repository of information of all its courses. In the case of courses which are “non-curricular” and may therefore not be in the host university’s online course repository, the course information file provides you contact emails and phone numbers for the course coordinator and course instructor.

Here is the “EUPeace Common Course Catalogue for Teacher Education: Issue 1 (2024-2025)” in PDF, as either a Booklet or as a Flyer. If the links within the documents do not work, you may need to download these PDF onto your device.



Catalogue as PDF Booklet

Link: <https://www.eupeace.eu/en/dokumente/eu-peace-catalogue-teacher-ed-24-25-booklet.pdf>



Catalogue as PDF Flyer

Link: <https://www.eupeace.eu/en/dokumente/eu-peace-catalogue-teacher-ed-24-25-flyer.pdf>



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Search-Method 2. The Catalogue as a Malleable Spreadsheet

For those who prefer to sort and organise information on a spreadsheet according to criteria that you feel are important to you, here is a spreadsheet you can “play with”. Just in case, [here is a video](#)²⁹ to remind you how to order and sort data on spreadsheets. The URL associated with each course will take you to the course information file. So, refer to the information in Figure 1 and Note 1 above.

Here is the “EUPeace Common Course Catalogue for Teacher Education: Issue 1 (2024-2025)” as an online spreadsheet you can sort through.



Catalogue as Spreadsheet

Link: <https://docs.google.com/spreadsheets/d/1W7ZQHH0AiQq0u0WJ6yvsAR-clv0qL8FT7uWqPiTUS4M0/>

You may also click on this image:

D	E	F	G	H	I	J
1	3. Host University [Course Code]	4. Which age-group would course participants teach to?	5. URL to COURSE TEMPLATE	6. Key CONCEPTS	7. EUPeace Relevant TEACHER-EDUCATION TOPIC	8. COURSE TOPIC
29	University of Giessen [JLU]	Pre-Primary (0-5 year-old)	https://drive.google.com/open?id=1WPCQUG8ID8WwFyYhGNNAB68UV_d0t2	multifaceted childhood; child development; diversity	Inclusion	Child development
30						
31	University of Limoges (UNILIM) [LIM]	Primary (ca. 6-10)	https://drive.google.com/open?id=1uPPO234Ww1u2W43243uYf_B3nagVhuWst	Identifying specific needs; English for all	Inclusion, Innovative Teaching	Evaluation of special needs
32	University of Limoges (UNILIM) [LIM]	Pre-Primary (0-5 year-old), Primary (ca. 6-10), Lower Secondary (11-13), Upper Secondary (14-18)	https://drive.google.com/open?id=18C7Malcymk4fmhHh4CVAsu3uG9g5i6hw	Identifying students' specific needs.	Inclusion	Evaluation of special needs
33	University of Limoges (UNILIM) [LIM]	Pre-Primary (0-5 year-old), Primary (ca. 6-10), Lower Secondary (11-13), Upper Secondary (14-18)	https://drive.google.com/open?id=1vSR8C5Mw475x32m5bQkmN1u77idh	Autism Spectrum Disorder	Inclusion	Autism Spectrum Disorder
34	University of Limoges (UNILIM) [LIM]	Pre-Primary (0-5 year-old), Primary (ca. 6-10), Lower Secondary (11-13), Upper Secondary (14-18)	https://drive.google.com/open?id=15C677ex_1l0nF5E2MCIx8XK1o2A0TQ	Specific language impairment; specific learning impairment	Inclusion	Specific Language Impairment
35						
36	University of Marburg [UMR]	Lower Secondary (11-13), Upper Secondary (14-18)	https://drive.google.com/open?id=1mwd43Y7mAm5b3a9uAsu20E6Ed8i2i	digital learning; historical learning; history didactics; analyzing historical-cultural products; games; creating learning arrangements	Historical, Digital learning, Methodology, Innovative education, Soft-skills, Digital teaching	Gaming and historical learning
37	University of Marburg [UMR]	Lower Secondary (11-13), Upper Secondary (14-18)	https://drive.google.com/open?id=1M5aEuM577v0v0u7Nyk8BIPu21VvUJ2	discrimination; forms of discrimination; analysis of discrimination; self-reflection; diversity; diversity training; multi-perspective approach	Inclusion, Soft-skills, Innovative education, Multiculturalism, Democratic Education	Discrimination
38	University of Marburg [UMR]	Lower Secondary (11-13), Upper Secondary (14-18)	https://drive.google.com/open?id=1L6t_u0fmr-z10TTS3S6zyPTT-AhQdM	epistemology critique; power/knowledge dispositives; discrimination-critical data collection and evaluation; reflection skills	Historical, Political education, Soft-skills	Qualitative-reconstructive research methods
39	University of Marburg [UMR]	Primary (ca. 6-10), Lower Secondary (11-13), Upper Secondary (14-18)	https://drive.google.com/open?id=12ab2RIs0K6A9K32N0XabM5mMqX8uXf6	postcolonial theory; decolonial perspectives; racism in schools; racism in classrooms; professionalization process of teachers	Historical, Political education, Democratic education, Soft-skills, Teacher education	Racism
40						
41	University of Mostar [SUM]	Pre-Primary (0-5 year-old), Primary (ca. 6-10), Lower Secondary (11-13), Upper Secondary (14-18)	https://drive.google.com/open?id=12MdsCUnu8H8C3u5P5P4G5WmK4uGc5	training of teaching assistants; training for work with students/children with disabilities.	Methodology, Inclusion	Teaching assistants

²⁹ <https://www.youtube.com/watch?v=FVDvbG9nPrw>

Search-Method 3. The Catalogue as an EUPeace Course Code Index

This is the most intricate search method and may be especially important for those who are searching for coursework which must be recognised by their own university so must be able to link the EUPeace Course Code given to a course within this catalogue to the course code that the host university has already assigned to that course, as part of their own course repository. All courses in the EUPeace catalogue have been organised within an Index Table such as the one shown in Figure 2A. At a glance you can identify if a course is offered in the L1 of the host university or in English. In addition, you can also immediately identify the age-group of learners the course participants would be learning to teach to.

- For example, courses JLU-5, JLU-6 and JLU-7 are offered by Justus Liebig University Giessen and are suitable for teachers who teach pre-primary-age children (age 0-5) while CBR-1, CBR-7, CBR-8, CBR-9 are courses which may be of interest to not only upper secondary teachers who teach students age 14-18, but also university lecturers teaching students age 19+ and even administrative personnel.

To reach the course details published in the host university's online course repository, follow this 4-Step process:

Step 1. Click on the EUPeace Course Code in the Index Table that might interest you based on the language of instruction and/or age-group of learners.

- This will take you to the Course Title as that shown in Figure 2B.
- Each Course Title is followed by a code in square brackets.
- The coding system provides you two pieces of information which will help you evaluate whether that course fits your interest and academic and/or professional needs:
 1. If the course is part of the host university's repository of courses and thus part of one or more curriculum/a of study programme/s (coded U) or if it is a course which, although not in the university repository, is nonetheless offered by the host university: thanks to EUPeace, such courses, usually very important for professional development, gain value (coded E).
 2. If the course is suitable for pre-service teacher training or in-service professional development, or both; coded, respectively, PRE, IN or B.

Step 2. If the conditions to this point still suit your interest and needs, you can then access the course information file through the link found after the Course Title (Figure 2B).

Step 3. Once you reach the course information file, you will find information which confirms that which you have obtained so far, as well as other information such as the duration of the course, when it is offered in the academic year, etc. as well as a brief description of the course content and learning objectives: see Figure 1 and search-method 1.

Step 4. As with the other search methods, from the course information file you can access very specific course details, as described above under search-method 1.

this colour in L1 this colour in EN bilingual	Pre- primary Age: 0-5	Primary Age: 5-10	Secondary (lower) Age: 11-13	Secondary (upper) Age: 14-18	Tertiary Age: 19+	General admin
UMR Marburg L1-German		UMR-4	UMR-1 UMR-2 UMR-3 UMR-4	UMR-1 UMR-2 UMR-3 UMR-4		
JLU Giessen L1-German	JLU-5 JLU-6 JLU-7	JLU-1 JLU-2 JLU-3 JLU-4 JLU-5 JLU-6	JLU-1 JLU-2 JLU-3 JLU-5 JLU-6	JLU-1 JLU-3	JLU-1	
LIM Limoges L1-French	LIM-1 LIM-2 LIM-3	LIM-1 LIM-2 LIM-3 LIM-4	LIM-1 LIM-2 LIM-3	LIM-1 LIM-2 LIM-3		
CBR Calabria L1-Italian	CBR-2 CBR-3 CBR-4 CBR-5	CBR-1 CBR-2 CBR-3 CBR-4 CBR-5	CBR-1 CBR-7 CBR-8 CBR-10	CBR-1 CBR-6 CBR-7 CBR-8 CBR-9 CBR-10	CBR-1 CBR-6 CBR-7 CBR-8 CBR-9 CBR-10	CBR-1 CBR-7 CBR-8 CBR-9
CML Comillas L1-Spanish	CML-1 CML-4	CML-1 CML-4	CML-4	CML-4	CML-2 CML-3 CML-4	
UWB Pilsen L1-Czech	UWB-1 UWB-2	UWB-1 UWB-2	UWB-1 UWB-3 UWB-4 UWB-6	UWB-1 UWB-3 UWB-5 UWB-6		
SUM Mostar L1-Croatian	SUM-2	SUM-1 SUM-2	SUM-1 SUM-2	SUM-1 SUM-2		
CUV Çukurova L1-Turkish	CUV-2 CUV-3	CUV-2 CUV-3	CUV-2 CUV-3	CUV-4 CUV-2 CUV-3	CUV-1 CUV-2 CUV-3	CUV-2 CUV-3
SRJ Sarajevo L1-Bosnian	SRJ-5 SRJ-6 SRJ-7	SRJ-1 SRJ-3 SRJ-4 SRJ-5 SRJ-6 SRJ-7	SRJ-2	SRJ-2	SRJ-7	

A

C

Figure 2. A: EUPeace Course Code Index Table. **B:** List of Course Titles organised by university and coded using the Description Code in **C**.

COMILLAS PONTIFICIAL UNIVERSITY

[for the purposes of the catalogue using the code CML]

CML-1: Content and Language Integrated Learning (CLIL) (How to teach content through a foreign language at primary and pre-primary level) [U.PRE]: [Link to EUPeace Course Information](#)

CML-2: Diversity: Problem or Opportunity [E.B]: [Link to EUPeace Course Information](#)

CML-3: Project Based Learning (PBL) [E.IN]: [Link to EUPeace Course Information](#)

CML-4: Analysis of Barriers and Facilitators to Learning in Educational Contexts [U.B]: [Link to EUPeace Course Information](#)

B

Key for the [DESCRIPTION CODE in square brackets]

- U = courses which are already programmed within university curriculum
- E = courses which are not in the university curriculum but have already been offered as a component of "changing university culture" and which can be offered through EUPeace
- PRE= suitable for pre-service teacher training
- IN = suitable for in-service professional development
- B = suitable for both pre-service or in-service

Here is the "EUPeace Common Course Catalogue for Teacher Education: Issue 1 (2024-2025)" organised through a Course Code Index Table. If the links within the documents do not work, you may need to download these PDF onto your device.



Catalogue as Index Table

Link: <https://www.eupeace.eu/en/dokumente/eu-peace-catalogue-teacher-ed-24-25-index.pdf>



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Appendix B: The Catalogue as PDF Booklet

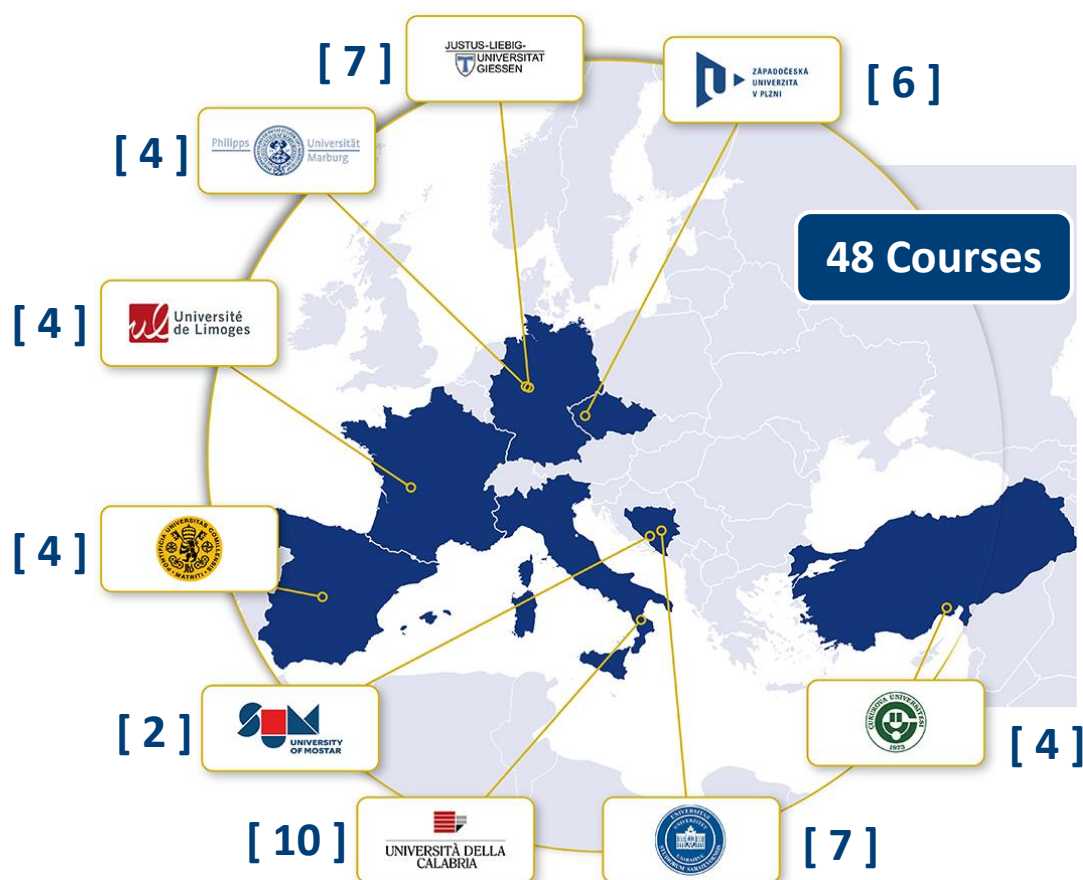


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The EUPeace Common Course Catalogue for Teacher Education

Issue 1 (2024-2025)

Accessing via “PDF Booklet”



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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



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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 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.	
Competences & Learning Objectives 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. 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. The course provides awareness and cultural competence training, because implicit biases are malleable and can change.	

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-Dispositive 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 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 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.	
Competences & Learning Objectives 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.	
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	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 type="checkbox"/> In-person <input type="checkbox"/> Lecture <input type="checkbox"/> Laboratory
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	<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 + 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 <div> <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous </div> <input checked="" type="checkbox"/> Both (A/S)ynchronous </div> <div> <input checked="" type="checkbox"/> In-person <div> <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div> </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 <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 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. <hr/> 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	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 + 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.) 	
<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.ladede@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 Princpalism; • 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 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. 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.	
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 <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	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 <input checked="" type="checkbox"/> Online <input type="checkbox"/> Synchronous <input checked="" type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous <input type="checkbox"/> In-person <input type="checkbox"/> Lecture <input type="checkbox"/> Laboratory
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 <div> <input checked="" type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input type="checkbox"/> Both (A/S)ynchronous </div> </div> <div> <input type="checkbox"/> In-person <div> <input type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div> </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. 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	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 (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 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. The main objective is to achieve in the participants the competencies necessary for educational work with students with developmental disabilities. <i>The training of teaching assistants to work with children with developmental disabilities can be enrolled by participants who meet the following conditions:</i> <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. The training program for a teaching assistant for working with children with developmental disabilities is structured in six compulsory subjects: <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
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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 <div> <input checked="" type="checkbox"/> Online <div> <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Both (A/S)ynchronous </div> </div> <div> <input checked="" type="checkbox"/> In-person <div> <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div> </div>
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 <div> <input checked="" type="checkbox"/> Online <div> <input type="checkbox"/> Synchronous <input type="checkbox"/> Asynchronous <input checked="" type="checkbox"/> Both (A/S)ynchronous </div> </div> <div> <input checked="" type="checkbox"/> In-person <div> <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Laboratory </div> </div>
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])	
<p>Content</p> <p>training to meet the contemporary needs of pre-school education, classroom teaching, inclusive education, and arts programs.</p> <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, infografski 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_ASD_1.pdf

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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

Appendix C: The Catalogue as PDF Flyer

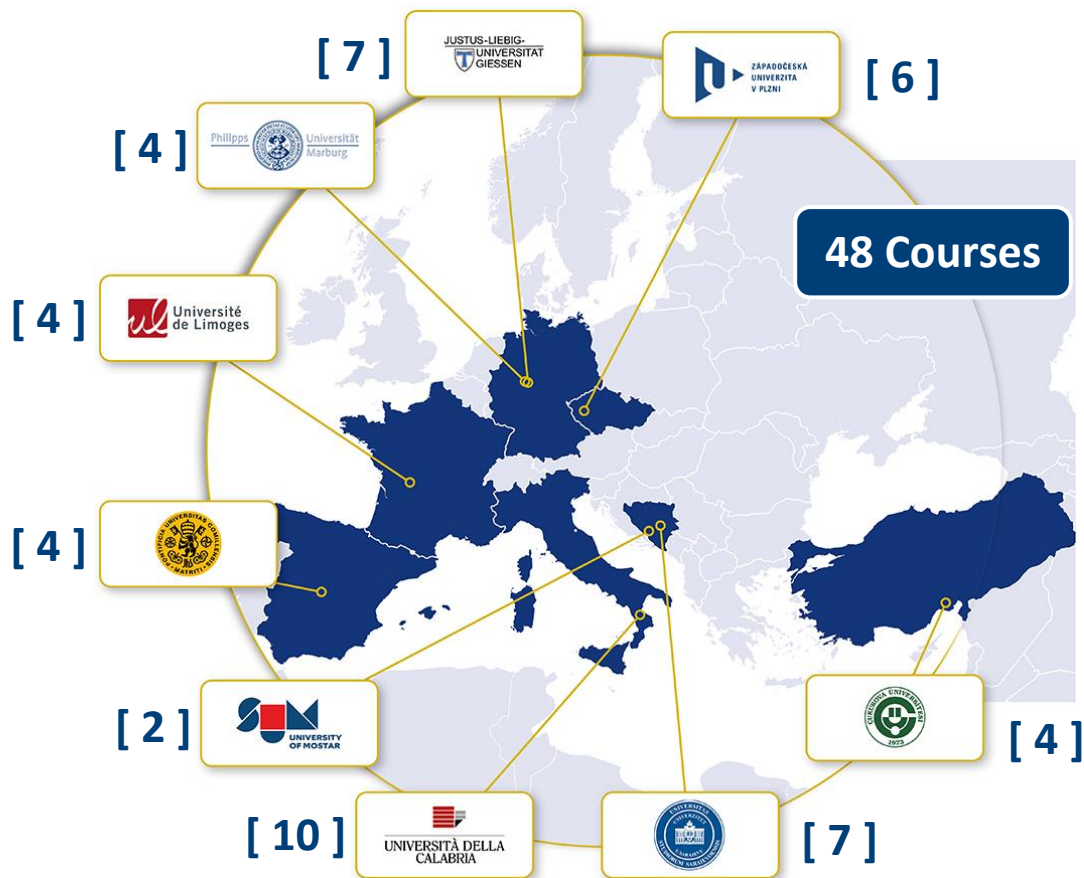


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The EUPeace Common Course Catalogue for Teacher Education

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MARBURG UNIVERSITY

UMR-1: Discrimination - A European Approach: [Link to EUPeace Course Information](#)

UMR-2: Gaming and Historical Learning: [Link to EUPeace Course Information](#)

UMR-3: Qualitative-reconstructive Research Methods: [Link to EUPeace Course Information](#)

UMR-4: Racism-critical School: [Link to EUPeace Course Information](#)





JUSTUS LIEBIG UNIVERSITY GIESSEN

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JLU-5: School in Migration Societies: [Link to EUPeace Course Information](#)

JLU-6: Cooperation and Teamwork in Primary School: [Link to EUPeace Course Information](#)

JLU-7: Multifaceted childhoods - Child Development and Diversity: [Link to EUPeace Course Information](#)





UNIVERSITY OF LIMOGES

LIM-1: Identifying Students' Specific Needs: [Link to EUPeace Course Information](#)

LIM-2: Autism Spectrum Disorder: [Link to EUPeace Course Information](#)

LIM-3: Specific Language and Learning Impairment: [Link to EUPeace Course Information](#)

LIM-4: Inclusion, Identifying Specific Needs. English for All: [Link to EUPeace Course Information](#)





UNIVERSITÀ DELLA
CALABRIA

UNIVERSITY OF CALABRIA

CBR-1: Gender-based Violence and Sexism: Prevention, Protection and Support: [Link to EUPeace Course Information](#)

CBR-2: Special Needs and Inclusive Pedagogy at Pre-primary and Primary: [Link to EUPeace Course Information](#)

CBR-3: Chemistry Education at Pre-primary and Primary (Cultivating scientific methods, reasoning and literacy through chemistry): [Link to EUPeace Course Information](#)

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CBR-9: Agenda 2030: The Role of Universities: [Link to EUPeace Course Information](#)

CBR-10: English Medium Instruction Methodology & Materials: teaching complex content through a foreign language: [Link to EUPeace Course Information](#)





COMILLAS PONTIFICAL UNIVERSITY

CML-1: Content and Language Integrated Learning (CLIL) (How to teach content through a foreign language at primary and pre-primary level): [Link to EUPeace Course Information](#)

CML-2: Diversity: Problem or Opportunity: [Link to EUPeace Course Information](#)

CML-3: Project Based Learning (PBL): [Link to EUPeace Course Information](#)

CML-4: Analysis of Barriers and Facilitators to Learning in Educational Contexts: [Link to EUPeace Course Information](#)





UNIVERSITY OF WEST BOHEMIA

UWB-1: Promoting Social Inclusion of Persons with Disabilities: [Link to EUPeace Course Information](#)

UWB-2: Terms and Concepts in Special and Inclusive Education: [Link to EUPeace Course Information](#)

UWB-3: Analysis of Pedagogical Situations from a Psychological Context: [Link to EUPeace Course Information](#)

UWB-4: Educational Psychology for Lower Secondary School: [Link to EUPeace Course Information](#)

UWB-5: Educational Psychology for Upper Secondary School: [Link to EUPeace Course Information](#)

UWB-6: Intercultural Psychology: [Link to EUPeace Course Information](#)





UNIVERSITY OF MOSTAR

SUM-1: Pedagogical-psychological Education of Teachers: [Link to EUPeace Course Information](#)

SUM-2: Training of Teaching Assistants for Working with Children with Developmental Disabilities:
[Link to EUPeace Course Information](#)





ÇUKUROVA UNIVERSITY

CUV-1: Intercultural Competence: [Link to EUPeace Course Information](#)

CUV-2: Intercultural Literacy: [Link to EUPeace Course Information](#)

CUV-3: Critical Language Awareness: [Link to EUPeace Course Information](#)

CUV-4: Multiculturalism Social Integration: [Link to EUPeace Course Information](#)



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UNIVERSITY OF SARAJEVO

SRJ-1: Literature for Children I: [Link to EUPeace Course Information](#)

SRJ-2: Literature and Performing Arts in Education: [Link to EUPeace Course Information](#)

SRJ-3: Developmental Arts and Creative Therapies in Teaching of Children and Youth: [Link to EUPeace Course Information](#)

SRJ-4: Introduction to Bosnian-Herzegovinian studies (History, culture and politics): [Link to EUPeace Course Information](#)

SRJ-5: Perceiving from the Inside: [Link to EUPeace Course Information](#)

SRJ-6: Illustration – Visual Communication in Education: [Link to EUPeace Course Information](#)

SRJ-7: Autism Spectrum Disorder: Educational Strategies for Successful Inclusion: [Link to EUPeace Course Information](#)



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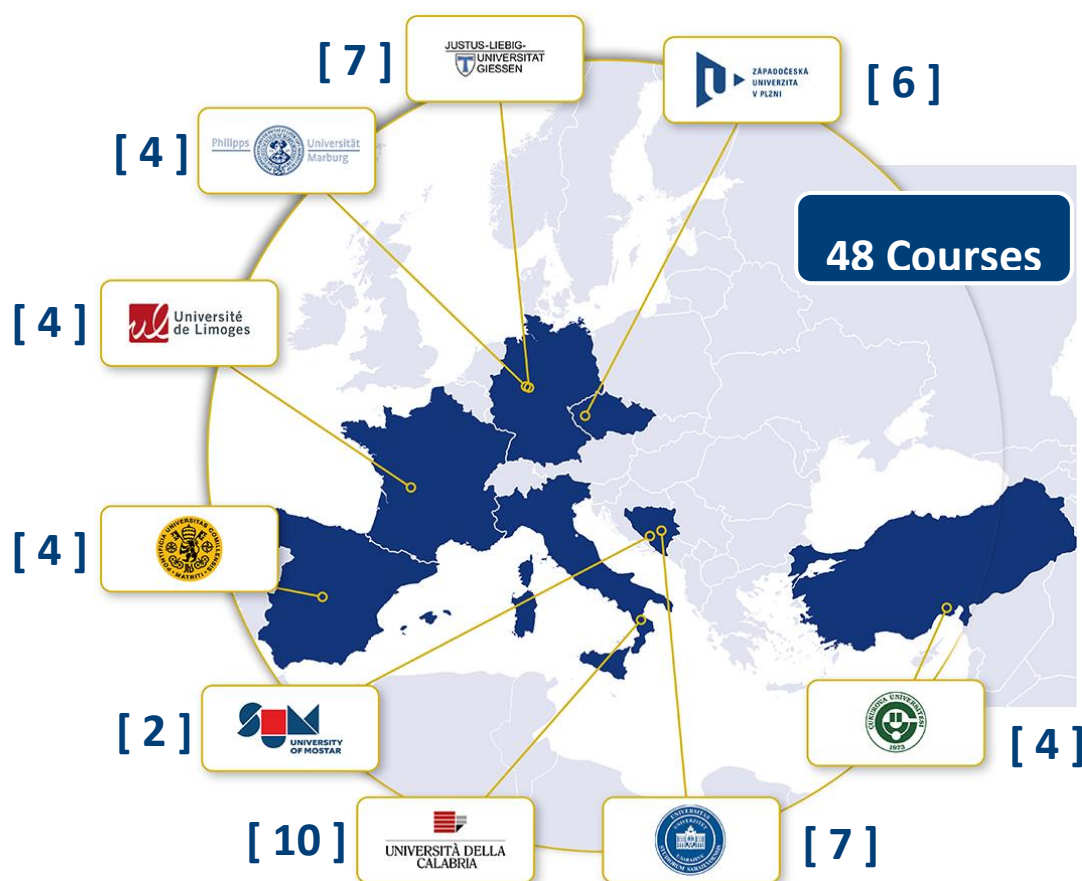
Appendix D: The Catalogue as Index Table



The EUPeace Common Course Catalogue for Teacher Education

Issue 1 (2024-2025)

Accessing via “PDF Flyer”



The EUPeace Course Code Index Table

this colour in L1 this colour in EN bilingual	Pre- primary Age: 0-5	Primary Age: 5-10	Secondary (lower) Age: 11-13	Secondary (upper) Age: 14-18	Tertiary Age: 19+	General admin
UMR Marburg L1-German		UMR-4	UMR-1 UMR-2 UMR-3 UMR-4	UMR-1 UMR-2 UMR-3 UMR-4		
JLU Giessen L1-German	JLU-5 JLU-6 JLU-7	JLU-1 JLU-2 JLU-3 JLU-4 JLU-5 JLU-6	JLU-1 JLU-2 JLU-3 JLU-5 JLU-6	JLU-1 JLU-3	JLU-1	
LIM Limoges L1-French	LIM-1 LIM-2 LIM-3	LIM-1 LIM-2 LIM-3 LIM-4	LIM-1 LIM-2 LIM-3	LIM-1 LIM-2 LIM-3		
CBR Calabria L1-Italian	CBR-2 CBR-3 CBR-4 CBR-5	CBR-1 CBR-2 CBR-3 CBR-4 CBR-5	CBR-1 CBR-7 CBR-8 CBR-10	CBR-1 CBR-6 CBR-7 CBR-8 CBR-9 CBR-10	CBR-1 CBR-6 CBR-7 CBR-8 CBR-9 CBR-10	CBR-1 CBR-7 CBR-8 CBR-9
CML Comillas L1-Spanish	CML-1 CML-4	CML-1 CML-4	CML-4	CML-4	CML-2 CML-3 CML-4	
UWB Pilsen L1-Czech	UWB-1 UWB-2	UWB-1 UWB-2	UWB-1 UWB-3 UWB-4 UWB-6	UWB-1 UWB-3 UWB-5 UWB-6		
SUM Mostar L1-Croatian	SUM-2	SUM-1 SUM-2	SUM-1 SUM-2	SUM-1 SUM-2		
CUV Çukurova L1-Turkish	CUV-2 CUV-3	CUV-2 CUV-3	CUV-2 CUV-3	CUV-4 CUV-2 CUV-3	CUV-1 CUV-2 CUV-3	CUV-2 CUV-3
SRJ Sarajevo L1-Bosnian	SRJ-5 SRJ-6 SRJ-7	SRJ-1 SRJ-3 SRJ-4 SRJ-5 SRJ-6 SRJ-7	SRJ-2	SRJ-2	SRJ-7	

Course Title & Additional Information

KEY for the [DESCRIPTION CODE in square brackets]

- U = courses which are already programmed within university curriculum
- E = courses which are not in the university curriculum but have already been offered as a component of “changing university culture” and which can be offered through EUPeace
- PRE = suitable for pre-service teacher training
- IN = suitable for in-service professional development
- B = suitable for both in-service or pre-service

MARBURG UNIVERSITY

[for the purposes of the catalogue using the code UMR]

UMR-1: Discrimination - A European Approach [U.PRE]: [Link to EUPeace Course Information](#)

UMR-2: Gaming and Historical Learning [U.PRE]: [Link to EUPeace Course Information](#)

UMR-3: Qualitative-reconstructive Research Methods [U.PRE]: [Link to EUPeace Course Information](#)

UMR-4: Racism-critical School [U.B]: [Link to EUPeace Course Information](#)

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JUSTUS LIEBIG UNIVERSITY GIESSEN

[for the purposes of the catalogue using the code JLU]

JLU-1: Empowering Educators with Multi-professional Collaboration and Digital Innovation [U.PRE]: [Link to EUPeace Course Information](#)



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JLU-2: Introduction to Academic Writing [U.PRE]: [Link to EUPeace Course Information](#)

JLU-3: Global Governance, Peace and the Crisis of Liberal World Order [U.PRE]: [Link to EUPeace Course Information](#)

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JLU-6: Cooperation and Teamwork in Primary School [U.B]: [Link to EUPeace Course Information](#)

JLU-7: Multifaceted childhoods - Child Development and Diversity [U.PRE]: [Link to EUPeace Course Information](#)


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UNIVERSITY OF LIMOGES

[for the purposes of the catalogue using the code LIM]

LIM-1: Identifying Students' Specific Needs [U.IN]: [Link to EUPeace Course Information](#)

LIM-2: Autism Spectrum Disorder [U.B]: [Link to EUPeace Course Information](#)

LIM-3: Specific Language and Learning Impairment [U.B]: [Link to EUPeace Course Information](#)

LIM-4: Inclusion, Identifying Specific Needs. English for All [U.B]: [Link to EUPeace Course Information](#)


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UNIVERSITY OF CALABRIA

[for the purposes of the catalogue using the code CBR]

CBR-1: Gender-based Violence and Sexism: Prevention, Protection and Support [U.B]: [Link to EU-Peace Course Information](#)

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CBR-10: English Medium Instruction Methodology & Materials: teaching complex content through a foreign language [E.B]: [Link to EUPeace Course Information](#)



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COMILLAS PONTIFICAL UNIVERSITY

[for the purposes of the catalogue using the code CML]

CML-1: Content and Language Integrated Learning (CLIL) (How to teach content through a foreign language at primary and pre-primary level) [U.PRE]: [Link to EUPeace Course Information](#)

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UNIVERSITY OF MOSTAR

[for the purposes of the catalogue using the code SUM]

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ÇUKUROVA UNIVERSITY

[for the purposes of the catalogue using the code CUV]

CUV-1: Intercultural Competence [E.B]: [Link to EUPeace Course Information](#)

CUV-2: Intercultural Literacy [E.B]: [Link to EUPeace Course Information](#)

CUV-3: Critical Language Awareness [E.B]: [Link to EUPeace Course Information](#)

CUV-4: Multiculturalism Social Integration [E.B]: [Link to EUPeace Course Information](#)



UNIVERSITY OF SARAJEVO

[for the purpose of the catalogue using the code SRJ]

SRJ-1: Literature for Children I [U.B]: [Link to EUPeace Course Information](#)

SRJ-2: Literature and Performing Arts in Education [E.B]: [Link to EUPeace Course Information](#)

SRJ-3: Developmental Arts and Creative Therapies in Teaching of Children and Youth [E.B]: [Link to EUPeace Course Information](#)

SRJ-4: Introduction to Bosnian-Herzegovinian studies (History, culture and politics) [E.B]: [Link to EUPeace Course Information](#)

SRJ-5: Perceiving from the Inside [E.B]: [Link to EUPeace Course Information](#)

SRJ-6: Illustration – Visual Communication in Education [E.B]: [Link to EUPeace Course Information](#)

SRJ-7: Autism Spectrum Disorder: Educational Strategies for Successful Inclusion [U.B]: [Link to EUPeace Course Information](#)



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