

EUPeace Teaching Staff Academy

Teaching Europe Conference

12-13 December, 2024, online

DESCRIPTION OF TRAINING:

Sequence of Teaching Europe Conference: 2 days per year, for 4-5 participants per partner.

The EUPeace Teaching Staff Academy Teaching Europe Conference is a two-day event. The goal is to develop joint and innovative teaching and learning experiences, to identify innovative teaching practices in all the partner universities, and bring our entire academic communities together to generate knowledge, competence and innovative approaches to fostering peace, justice, and inclusive societies.

The first edition was held online.



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PROGRAMME:

CONFERENCE		
Time (CET)	12/12/2024	13/12/2024
09:15-09:30	Welcome & Introduction Prof. Dr. Kati Hannken-Illjes Chair of the EUPeace Education Board Vice-President for Education, University of Marburg	
09:30-10:15	Innovating Cybersecurity Education through Hands-On Learning, Democratized Knowledge, and Safe Experimentation Veronica Valeros (CTU Prague)	Entertaining Antisemitism? Prof. Dr. Frank Thomas Brinkmann (JLU)
10:15-11:00	Two minds, One Class: co-teaching for inclusive and diverse learning Dr. Birgit Strotmann, Prof. Alfonso López (Comillas)	The Teaching and Research Profile MRK: Medienreflexionskompetenz Prof. Dr. Fabian Wolbring (UMR)
11:00-11:15	<i>Break</i>	<i>Break</i>



11:15-12:00	Generative artificial intelligence and the teaching of STEM subjects in non-STEM programs Prof. Eduardo Garrido Merchán (Comillas)	First EUPeace Workshop for Teacher Trainers: results, reflections and future editions Dr. Magdalena Custodio Espinar (COMILLAS), Sandrine Simon (UNILIM), Bahar Ozer (UMR),
12:00-13:30	<i>Lunch break</i>	<i>Lunch break</i>
13:30-14:15	Inclusive Education for Migrant and Refugee Children: Overcoming Barriers and Fostering Integration Dr. Özkan Özgün (CU)	Fostering Democracy Education Through Classroom Management: Building Future Citizens in the Classroom Dr. Mustafa Yasar (CU)
14:15-15:00	Maths Team Contest (MTC): Collaborative problem-solving in mathematics education Dr. David Alfaya (Comillas)	Disability Studies and the Bible Prof. Dr. Angela Standhartinger (UMR)
15:00-15:45	Innovative Teaching in Education: A Bibliometric Analysis Prof. Dr. Ayten Iflazoglu Saban, Münir Semih Aykac (CU)	Building Inclusive University: how we changed... Prof. Dr. Sandra Bjelan and Prof. Dr. Lejla Osmić (UNSA)



WORKSHOP ABSTRACTS:

We offered 12 oral presentations in total – one from each EUPeace partner university.

1. Innovating Cybersecurity Education through Hands-On Learning, Democratized Knowledge, and Safe Experimentation

Veronica Valeros (CTU Prague)

This Our lives are more connected than ever before. This connectivity brings new challenges to individuals and organizations regarding privacy and security. Protecting the systems that fuel our modern interconnected lives is paramount. However, the cybersecurity threat landscape keeps evolving at a rapid pace, with defenders always a step behind. Cybersecurity education can change this dynamic, helping bring innovation, better protection, and better readiness to secure and protect our modern way of life. However, traditional education methods are insufficient to provide students with the necessary practice, experience, and know-how fast enough to be ready to be inserted into the workforce.

In this talk, we share how we are changing cybersecurity education with our StratoCyberLab, a free software cyber range that provides students with a safe environment to learn, break, fix, and play. Additionally, we show three other key innovative changes for teaching cybersecurity. First, how we combine theory and practice through hands-on lectures designed for students to learn by doing. Second, how we remove the teacher as the 'oracle,' democratizing knowledge by providing students reproducible study material where they can learn and try on their own and at their own pace. Third, providing a safe environment to play, try, break, and learn, which we deem vital to gain the necessary experience in the field as future cybersecurity professionals.

In the last seven years of teaching at the Czech Technical University in Prague, we helped educate more than 2,000 students. We hope to share our experiences and get feedback from the teaching community.

2. Two minds, One Class: co-teaching for inclusive and diverse learning Dr. Birgit Strotmann, Prof. Alfonso López (Comillas)



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The teaching profession faces increasing challenges, not only due to the rise of AI in education but also as a result of the growing cultural diversity of student populations. Many teachers, especially in higher education, navigate these changes alone, without sharing their classroom experience with other colleagues. Co-teaching, in the sense of a collaborative partnership between two or more teachers, offers both an opportunity for mutual support and professional development for the teachers involved and multiple benefits for students. These include greater variety of instruction, exposure to multiple perspectives, better attention to diversity and richer feedback. This webinar will (1) introduce different co-teaching models based on teacher presence (e.g., team-teaching/station teaching/parallel teaching) and teacher roles (e.g., lead/lead, lead/support, content/language), (2) examine how each model addresses classroom diversity, and (3) provide practical ideas for establishing successful teaching partnerships, including planning, communication, classroom management, and assessment. Examples from the literature and the presenters' own experience will be shared, and participants will be invited to contribute actively to the discussion.

3. Generative artificial intelligence and the teaching of STEM subjects in non-STEM programs Prof. Eduardo Garrido Merchán (Comillas)

Current advances in artificial intelligence include the popular large language models (LLM) that are able to provide an answer in natural language for any prompt that the user introduces as an input. In reality, these models are representations of the latent patterns of language that are encoded as parameters of a deep neural network model that is a variation of the transformer model. As an output, the model estimates the conditional probability distribution of a prompt which produces a different output sentence every time that the user introduces a prompt. As these models are trained on a wide corpus that includes academic information of every single area of knowledge, the outputs of these models provide answers to the contents of the subjects of university courses that are generally, but not always given the stochasticity nature of these models, accurate.

Students are aware about the existence of these models and are gradually using them as a support or copilot for studying their subjects. Although it depends on the subject whether using generative AI can be helpful for the students or a barrier to acquire their competencies or knowledge, we argue that generally it is useful, specially in STEM subjects of non-STEM programs.

The students of non-STEM programs are generally afraid of STEM subjects such as calculus, statistics or programming, which is a stopper to their knowledge acquisition and an input barrier that STEM students do not have. We will see how generative AI brings them a solution because all the undergraduate concepts seen in these subjects can be explained step by step using chains of thoughts by the main LLM models, like o1-preview or GPT-4o. Moreover, these explanations can include charts, easy language like the one that a 15 year old student read and additional examples that



may be of interest of the non-STEM student. They can also generate synthetic data, assistance with code generation, problems ranked by difficulty, podcasts, study guides and examples of exams. All these materials are extremely useful for this kind of student that generally wants lots of materials to make them sure that if they do all the exercises they really understand the subject.

Additionally, we will see how it is possible to customize these LLM languages to make their answers based on the materials of the subject, supervised by the subject professor, making the students trust the LLM, which is the main barrier of its use, as the students do not trust the answers of LLMs.

4. Inclusive Education for Migrant and Refugee Children: Overcoming Barriers and Fostering Integration Dr. Özkan Özgün (CU)

Since the late 20th century, conflicts, economic hardships, and political instability have forced millions to seek safer environments and better living conditions for their families. This global rise in migration and displacement has led to a 26% increase in the number of migrant and refugee children, underscoring the urgent need for education systems to integrate these children inclusively and effectively.

The COVID-19 pandemic has worsened existing educational inequalities, particularly for vulnerable groups like migrant and refugee children, who now face an even higher risk of exclusion. Even before the pandemic, 20% of children and youth worldwide struggled to access education. The pandemic has deepened these disparities, exposing the fragility of education systems and creating new forms of exclusion. In the poorest countries, 40% were unable to provide adequate support to at-risk students during the pandemic, highlighting the need for equitable access to education for all.

Schools play a vital role in providing not just education but also psychosocial support, which fosters integration and child development. International frameworks, such as the Universal Declaration of Human Rights and the Convention on the Rights of the Child, emphasize the right to education for all children, including those from migrant and refugee backgrounds. Additionally, the United Nations' 2030 Sustainable Development Agenda, particularly Sustainable Development Goal 4 (SDG 4), commits to providing "inclusive, equitable, and quality education" for all, with a focus on the needs of disadvantaged groups. This proposal will explore how inclusive education supports social cohesion and integration for migrant, refugee, and other vulnerable children, such as seasonal migrant agricultural workers. It will highlight the transformative power of inclusive education in overcoming socioeconomic and cultural barriers these groups face, particularly through integrated early childhood education. The session will also address challenges by discussing inclusive education programs, policies, teacher training strategies, and classroom design, focusing on visual representations, stereotypes, and optimizing linguistic and auditory environments.



5. Maths Team Contest (MTC): Collaborative problem-solving in mathematics education Dr. David Alfaya (Comillas)

Designing and implementing meaningful collaborative classroom activities which help young students improve their teamwork and collaborative problem-solving skills from early phases in their education is crucial. Nonetheless, these types of activities are not so common in the mathematics courses of the first years of university degrees.

In this talk we will describe a co-taught and co-evaluated collaborative problem-solving mathematical challenge called MTC (Maths Teams Contest) which has been organized for the last 4 years for all freshman students of the degree of Mathematics Engineering and Artificial Intelligence at Comillas Pontifical University as a joint activity between the “Algebra and Geometry” and “Mathematical Analysis and Vector Calculus” freshman courses. The activity, in which groups of students are asked to solve sets of mathematical problems of increasing difficulty in a given time to earn points using any means they need (books and class notes, scientific software, programming, web search, AI, etc.), is designed in a way that requires cooperation from all members of the team, who must self-organize their work and their strategy to approach the challenge.

We will also present an online platform developed for the contest which allows the group of professors evaluating the activity to coordinate grading in real time of the solutions obtained by the students and to give them quick feedback during the contest.

Joint work with Estrella Alonso Pérez, Santiago Cano Casanova, María Oliva Calero, Javier Rodrigo Hitos, Elsa Santaolalla Pascual, Belén Urosa Sanz and Manuel Villanueva Pesqueira.

6. Innovative Teaching in Education: A Bibliometric Analysis Prof. Dr. Ayten Iflazoglu Saban, Münir Semih Aykac (CU)

The rapid evolution of the information society has transformed educational needs, emphasizing the importance of innovative teaching to equip students with skills to actively process and apply information. This study systematically examines research on "innovative teaching" within the Web of Science database, using bibliometric analysis to provide an overview of literature trends and developments. Through this approach, the study aims to offer insights valuable to researchers, educators, and policymakers, illuminating the current state and potential future directions of innovative teaching.

The research utilized a general survey model with bibliometric analysis based on scientific mapping, leveraging VOSviewer and Biblioshiny applications (via the bibliometrix package in R Studio 4.4). Data were collected from the Web of Science, initially identifying 3,412 publications. Filtering for studies in educational sciences narrowed the scope to 1,953 publications indexed across categories such as CPCI-SSH, ESCI, SSCI, SCI, CPCI-S, BKCI-SSH, A&HCI, and BKCI-S. Publications on innovative teaching date back to 1988, with a peak in 2019 (178 publications). Most publications were in



English (1,760), followed by Spanish and Portuguese. The analysis covered contributions from 5,746 authors, with Spain, the United States, and China leading in publication volume, and the University of Valencia contributing the most.

Key authors include Simon Pena-Fernandez and Zhu C., with high citation counts for scholars like Makri Agorista and Dimitrios Vlachopoulos. The most frequently cited countries were the United States, Spain, and England, with European University Cyprus, the University of Oslo, and Michigan State University ranking highly in citations among institutions. Leading journals in this field were *Nursing Education Perspectives*, *BMC Medical Education*, and *Nurse Education Today*, with the latter being the most cited.

Popular keywords in innovative teaching include "higher education," "innovation," and "teaching." Emerging research topics highlight areas such as "ChatGPT," "digital learning," "self-regulated learning," "virtual reality," "digital transformation," "personalized learning," and "artificial intelligence." These topics represent promising avenues for future research to further advance educational innovation.

7. *Entertaining Antisemitism? Prof. Dr. Frank Thomas Brinkmann (JLU)*

8. *The Teaching and Research Profile MRK: Medienreflexionskompetenz Prof. Dr. Fabian Wolbring (UMR)*

Media reflection competence refers to the ability to consciously comprehend media mediation processes by analyzing suggestions of media presentation and critically examining the media-formatted genesis of ideas. Extending common notions of media literacy, the MRK teaching and research profile in Marburg aims less at basic operating skills and more at wellfounded reflection and analysis procedures in dealing with medialities, while proactively incorporating the diverse theoretical and methodological resources of the humanities and cultural studies disciplines.

Through the profile Marburg teacher training students are offered the opportunity to experience humanities research in development and to help shape and test its transfer into teaching. It initiates and integrates research projects with student participation on current media topics (such as TikTok, AI-generated disinformation, cancel culture debates, etc.). It also collaborates with local schools offering didactic courses to implement scientific research findings on current media topics into class. The results are edited after an intensive evaluation and assessment and then form the basis of a growing archive of teaching models for media reflection (Open Educational Resource) and a training program for teachers.

9. *First EUPeace Workshop for Teacher Trainers: results, reflections and future editions Dr. Magdalena Custodio Espinar (COMILLAS), Sandrine Simon (UNILIM), Bahar Ozer (UMR)*



Recently, Work Package number 3 (WP3) of EUPeace, dedicated to the Internationalization of Teacher Education, has organized the First EUPeace Workshop for Teacher Trainers. The workshop, held online on 25 June, was attended by professors and teacher educators from the nine universities of the alliance. The WP3 members responsible for organising and delivering the workshop presented EUPeace and WP3 actions aimed at developing a teaching and learning experience in which students from all over the continent, and whatever their field of study, are empowered to:

1. work towards diversity,
2. be able to understand the roots of conflict situations,
3. and learn to manage them effectively.

Participants enjoyed an interactive session to discuss inclusion in teacher education, universities and schools and the internalisation of teacher education for peace, justice and the development of more inclusive societies, which are the strategic axes of the alliance. Finally, the contents and objectives of future EUPeace training workshops were defined based on the input of all attendees. In this presentation, we will share more details about: firstly, EU-Peace and the role of our WP3; secondly, the description of the interactive activities carried out during the First EUPeace Workshop for Teacher Trainers; thirdly, we will share the results and reflections of this first edition; and finally, we will interact with the attendees to find out what their expectations are for the future EUPeace Workshops for Teacher Trainers.

10. Fostering Democracy Education Through Classroom Management: Building Future Citizens in the Classroom Dr. Mustafa Yasar (CU)

This class is designed for teachers, school administrators, and education professionals interested in enhancing their classroom management skills while promoting democratic values. Democracy is more than a system of government; it is a way of life grounded in principles of equality, participation, and respect for diversity. As societies face challenges such as polarization and erosion of civic engagement, the need to instill democratic values in young people becomes increasingly urgent. While these values are often discussed in the context of politics and governance, their foundations are laid in schools, where young minds learn the essential skills and attitudes necessary for active citizenship. Traditional approaches to classroom management often rely on hierarchical models, where authority rests solely with the teacher. While this structure may maintain order, it does little to prepare students for collaborative decision-making, critical thinking, and conflict resolution—skills vital for democratic citizenship.

Schools, as microcosms of society, are ideal spaces to model and teach democratic principles. Democracy education goes beyond teaching about political systems; it involves fostering the skills, attitudes, and behaviors that enable individuals to engage constructively in democratic processes. John Dewey, a pioneer in democratic education, argued that schools should not merely prepare students for life in a democracy but should themselves embody democratic practices.



Among the many avenues for democracy education, classroom management stands out as a powerful tool and a powerful platform for instilling democratic values in students and to foster participatory, inclusive, and responsible citizenship. By integrating democracy education into classroom management, teachers can create environments that nurture future citizens equipped to participate meaningfully in a democratic society. Through everyday interactions, students can experience democracy in action, learning about rights, responsibilities, and the importance of mutual respect. Teachers who adopt democratic approaches to classroom management engage students in decision-making processes, encourage dialogue, and promote accountability. This not only enhances the learning environment but also prepares students for participation in democratic society. For example, involving students in creating classroom rules fosters a sense of ownership and responsibility. When students contribute to the norms governing their environment, they are more likely to adhere to them and understand the rationale behind them. Similarly, resolving conflicts through mediation and dialogue teaches students to navigate differences constructively—a vital skill in any democracy. Transforming classroom management into a democratic practice not only enhances learning outcomes but also fosters a culture of mutual respect and accountability. Democracy in classroom management involves creating an environment where students feel valued, heard, and empowered to contribute. Democratic classrooms prioritize student involvement in decision-making processes. A democratic classroom values diversity and ensures that every student, regardless of background or ability, has equal opportunities to participate. In a democratic classroom, students are not merely passive recipients of rules but active participants in upholding them.

Translating democratic ideals into daily classroom management requires intentionality and adaptability. This course explores the principles of democracy and their application in classroom management. By incorporating democratic practices into everyday classroom interactions, educators can nurture critical thinking, collaboration, and responsibility in their students. The class will examine strategies that promote student participation, shared decision-making, and respect for diverse perspectives, laying the foundation for active citizenship. This course represents a unique opportunity to bridge theory and practice, empowering educators to model and teach democracy through their classroom management. By participating, educators will gain tools to prepare students for active and informed participation in a democratic society. By learning to navigate differences, articulate their views, and contribute to collective decision-making, students gain the tools needed to thrive in a democratic society.

11. Disability Studies and the Bible Prof. Dr. Angela Standhartinger (UMR)

The presentation introduces a course taught twice in recent years that reads the New Testament informed by theoretical reflections from disability studies and movements. First, the students are sensitized to multidimensional and, therefore, at some point in one's life, individual impairments.



Also important is an intersectional perspective, which includes analysis of gender, class, and status. Second, the seminar introduces recent approaches in disability theory. After this, every seminar discusses a specific text or pericope from the Old and New Testaments, like Prophetic visions and cures, miracle stories, exorcism, body requirements for cult and bodily visions for the eschaton and the apostles, the body of Jesus in the passion story and of Christ in the resurrection stories, based on research done in the growing field of disability-sensitive biblical exegeses. Ideally, there is more than one contradicting analysis available, so the discussion is challenged by controversies. Related studies from the classics and archaeology are introduced to contextualize the readings of New Testament texts. Finally, it will be discussed whether, and if so, in what form the crucified and risen Christ is affected by disability and what this means for one's theology or religious thinking. In the last sessions, the students approached ancient Jewish and Christian texts beyond the bible and applied their methodological-exegetical skills and their hermeneutical reflections to texts not studied much so far. It helps the course if there is a respective atmosphere in which everybody, including the seminar leader, is encouraged to speak openly on one's individual impairments. Until now, I only taught the course among mainly (not exclusively) protestants (Christians) and mostly students of Protestant Theology. It would be interesting to see how such a course could be adapted for a multireligious and multicultural group.

12. Building Inclusive University: how we changed... Prof. Dr. Sandra Bjelan and Prof. Dr. Lejla Osmić (UNSA)

Respecting international documents and domestic legal regulations, which ensure the exercise of basic human rights, including the right to education, the University of Sarajevo strives to create conditions for quality education. With this goal in mind, the Office for Student Support (UPS!) was established, whose activity is focused on providing direct and indirect help and support to students and developing an inclusive culture, policy and practice in the field of higher education. The Office for Student Support of the University of Sarajevo, through its activities and services, provides continuous support to students and teaching and non-teaching staff with the aim of strengthening capacities and competencies in the process of realizing quality education for all. Also, by creating and implementing various trainings, it strives to support teachers at all pre-university levels of upbringing and education.

The goal of this presentation is to share information and experiences of various activities that build the university's capacity to ensure quality (inclusive) education for every student. Many of the activities that will be presented were implemented in partnership with UNICEF. UNICEF's work in inclusive education has been focused on capacity development and system strengthening to effectively support all schools and learners within the education system and was mainly focused at inservice teacher training and schools. Furthermore, in December 2018, UNICEF and the University of Sarajevo signed a MoU to collaborate on understanding, promotion and implementation of child rights in BiH.



Some of projects resulted the adaptation and printing of modules in the field of IE, one of which (Introductory Module) is implemented as an elective module within the TRAIN program; also a network of academic staff was created to support the inclusion at the university; teachers and students participated in activities of improving pedagogical competencies for creating an inclusive environment and developing soft skills; training in the field of application of assistive technology in improving the quality of studying and life of students; activities to strengthen and preserve mental health of teachers and students; activities for developing soft skills for students; sign language school for academic staff.

