

# EUPeace Teaching Staff Academy

## Training Week

**10-11 December, 2024, online**

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### **DESCRIPTION OF THE CONFERENCE:**

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**Sequence of the training week: 3 days per year, for 2-3 participants per partner.**

The EUPeace Teaching Staff Academy Training week is a three-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:

TRAINING WEEK		
Time (CET)	10/12/2024	11/12/2024
09:15-09:30	Welcome & Introduction	
09:30-10:15	<b>Who creates the "care network" on campuses?</b> Petr Šimon (UWB), Adéla Klimková (UWB)	<b>Qualification of teaching staff in higher education didactics</b> Katharina Hombach (UMR)
10:15-11:00	<b>Simulation of Negotiations in Conflict Resolution in a Multinational Classroom: Experience Report of an online role-play</b> Dr. Stéphane Voell (UMR)	<b>Deployment of skills-based approach in University Bachelor of Technology</b> Dr. Frédéric Tron (UNILIM)
11:00-11:15	<i>Break</i>	<i>Break</i>
11:15-12:00	<b>The Seminar Concept of 'View: Transition and Inclusion' – Benefits and Challenges</b> Dr. Ulrike Beate Müller (JLU)	<b>ELT for Sustainable Development - HEI in Bosnia and Herzegovina</b> Prof. Dr. Izabela Dankic and Dr. Jelena Jurcic (SUM)



12:00-13:30	<i>Lunch break</i>	12:00 – 12:30: <b>Reflection &amp; Closing Remarks</b>
13:30-14:15	<b>NBS Academy – An European Academy for integrating Nature-Based Solutions in teacher education</b> Dr. Elvira Schmidt (JLU)	
14:15-14 :45	<b>Update on EUPeace Curriculum Development</b> Dr. Robert Craig, WP2 coordinator (JLU)	

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## WORKSHOP ABSTRACTS:

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

**1. Who creates the "care network" on campuses? Petr Šimon (UWB), Adéla Klimková (UWB)**

The session led by Petr Šimon and Adéla Klimková aims to map the actors involved in the processes of strengthening the social safety at HEI's. These are primarily counsellors, psychologists and ombudspersons or persons in a similar position. However, they may also be, for example, student officers and/or other people interacting with students. We will introduce one of the potential mapping tools, the "wall of concerns" developed by the "UWB Safe Team".



## **2. Simulation of Negotiations in Conflict Resolution in a Multinational Classroom: Experience Report of an online role-play Dr. Stéphane Voell (UMR)**

Conflict Resolution in Simulation (CRIS), developed as part of the SHARINPEACE project, uses reality-based learning to provide students and educators with hands-on experience in peace-building. Focusing on the Cyprus conflict, CRIS involves a simulation in which participants represent key stakeholders, including governmental and non-governmental organisations, to work together to resolve a fictional conflict. Preparatory steps, such as student interviews with real-life representatives, ensure an authentic understanding of the actors involved. CRIS is not only a learning tool for students, but also a reflective practice for educators, demonstrating the challenges and opportunities of integrating real-world dynamics into peace and conflict education.

## **3. The Seminar Concept of 'View: Transition and Inclusion' – Benefits and Challenges Dr. Ulrike Beate Müller (JLU)**

The seminar "Virtual intercultural Exchange Worldwide (View) – Transition and Inclusion" is a COILseminar (Cooperative International Online Learning) of Justus Liebig University and Tallinn University which has been conducted four times since 2023. German, Estonian and further international students from JLU partner universities work in groups of three to four students and prepare a common presentation on different aspects of transition to school and inclusion. Informal learning and communication is fostered in so-called Wrap Up-sessions which are led by a student tutor. To document and reflect learning processes, students have to answer questions in their own ePortfolio. In the presentation the seminar concept will be explained and benefits and challenges will be reported based on seminar evaluations.

## **4. NBS Academy – An European Academy for integrating Nature-Based Solutions in teacher education Dr. Elvira Schmidt (JLU)**

Nature-Based Solutions (NBS) are measures to address diverse societal challenges through the protection, sustainable management and restoration of ecosystems that benefit both biodiversity and human well-being. They use the power of nature and functioning ecosystems as infrastructure to provide natural services for the benefit of society and the environment (IUNC, 2024). NBS include examples such as green roofs, green walls to cool



down cities in summer or urban parks to combat pollution. Despite their high relevance for Education for Sustainable Development (ESD), NBS have hardly been considered in educational contexts to date. The EU-funded ERASMUS+ project NBS Academy aims to create a European Community of Practice by engaging and training teachers, training providers, policymakers and NBS experts to anchor NBS in education. The project thus ties in directly with the EUPeace mission statements. The diversity of perspectives on NBS in educational context is reflected by the participation of numerous countries from the EU (Bulgaria, Austria, Greece, Germany, Cyprus, Sweden).

During the Training Week the NBS Academy will be presented with its concept, methodology, inclusive vision and values. One aim will be to elaborate on the potential of NBS in education considering the perspectives of the diverse challenges of the 21 century and their potential for inclusive societies. Further, best practice examples will be presented and discussed in the form of concepts for an interdisciplinary seminar and an international train-the-trainer bootcamp as well as an innovative teaching tool.

## ***5. Qualification of teaching staff in higher education didactics Katharina Hombach (UMR)***

The three universities (Marburg University, Giessen University and Technische Hochschule Mittelhessen) are united in the Higher Education Didactics Network of Central Hesse (HDM) and offer a qualification program in higher education didactics for (new) teaching staff. The program enables the lecturer to systematically develop their teaching skills and leads to the certificate "Skills for Professional Higher Education Teaching". It includes workshops in the subject areas "facilitating teaching and learning", "teaching development in the higher education system", "guidance and advising", "testing", "shaping diversity", "teaching evaluation" and "digitalization".

In addition, the participants carry out a teaching project in their course and document and reflect on the learning process in a portfolio. In the certificate program, the workshops are interlinked with teaching practice and support in developing the teaching in a reflective and theoretically sound manner. In doing so, we are guided by the model of the "reflective practitioner" (Schön, 1984).

In the lecture, we will first present the structure of the program and our experiences in implementing it. Afterwards, we would like to enter into a discussion about which qualification offers are available at the partner universities and what a joint offer could look like.



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## ***6. Deployment of skills-based approach in University Bachelor of Technology Dr. Frédéric Tron (UNILIM)***

After a brief presentation of the ‘University Bachelor of Technology’ diploma and the ‘University Institutes of Technology’ that prepare and award it, the author sets out to define the context in which the skills-based approach is being deployed. He also presents the target audience and the reasons behind this change. In the second part, the broad outlines of the skills-based approach that used are explained, and details of the resources used to implement it are discussed, to show how it has been possible to make this fundamental change in such a short space of time. Finally, a provisional assessment, or rather a progress report, provides a conclusion, highlighting the most difficult points as well as the successes that have been achieved.

## ***7. ELT for Sustainable Development - HEI in Bosnia and Herzegovina Prof. Dr. Izabela Dankic and Dr. Jelena Jurcic (SUM)***

Bosnia and Herzegovina is one of 192 United Nations Member States committed to implementation of Agenda 2030 - 17 Sustainable Development Goals and 169 targets used as a layout for achieving a better and more sustainable future for the whole world by addressing major global challenges including poverty, inequality, climate change, environmental degradation, prosperity, peace, and justice (UNDP in BiH, 2020). The “leave no one behind” principle (United Nations, 2017) of the Agenda 2030 and Sustainable Development Goals require responsibility at all levels, from the local to the international level to secure implementation of various measures for ensuring equality and significant improvement of social, economic and environmental aspects of life within a country. It promotes the use of a participatory approach to assure ac-countability for reaching these goals by encouraging engagement of all stakeholders at all levels. Higher education institutions are seen as carriers of change in societies and one of the adopted indicators (United Nations, 2014) for the sustainable develop-ment within Agenda 2030 (indicator 4.7.1) is the extent to which global citizenship education and education for sustainable development are mainstreamed in national education policies, curricula, teacher education and student assessment.

After examining current curricular content of foreign language teacher training pro-grams at all public HEIs (8) in Bosnia and Herzegovina to determine existing ap-proaches being used for inclusion of education for sustainable development, it has been proven that there are no indicators of SDGs in FL



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classrooms. Therefore, this workshop tackles the importance of the cultural dimensions in language teaching and shows ways to incorporate SDGs in the language classrooms (on the example of English language classes).



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