



Micro-Programme “Civic Engagement”

Course Catalog – Summer Term 2022

Bucharest – Madrid – Tübingen

As of February 2022

Table of Contents

About micro-programme Civic Engagement -----	3
Registration periods and process -----	4
Courses overview – Timetable -----	5
Course Descriptions -----	6
Physicists as civic scientists-----	7
Engaging marginalized communities-----	8
Support services for homeless people-----	9
Promoting heritage using non-formal education techniques -----	10
Social Change based on Leadership Initiatives and Marketing Strategies -----	11
Riparian zones: waste areas or assets for biodiversity and human wellbeing? -----	12
1WI501 Datenerhebung, Analyse und Strategieplanung -----	13
1DI405 Youth-Life-Line: Digitale Öffentlichkeitsarbeit für die Online-Jugendberatung -----	14
1PGE311 Joint Course: Civic Engagement in Europe: A Transdisciplinary Approach -----	15
1NE204 Citizen Science – Science in social responsibility-----	16
1WI407 Small Business management and Emotional Implications of the Pandemic -----	17
University-based projects for local sustainable development in European UNESCO Global Geoparks-----	18
1PGE310 CIVIS Open Lab: Altern in Stadt und Land – Herausforderungen und Lösungen -----	19
Chemistry Solutions for Global Challenges-----	20
1SOT01 How can we feed cities more sustainably? Video production with the Local Food Policy Council (Ernährungsrat) Tübingen-Rottenburg-----	21
Smart health: digital transformation of healthcare systems -----	22
1WI410 China’s Engagement in Africa and its Implications for the EU-----	23
Inclusive education – an important step towards an inclusiv society -----	24
1DI406 Digitale Vernetzung von Initiativen: Thema Diaspora-----	25
1DI403 Common Ground Despite Controversy: Towards a New Digital Platform -----	26

ABOUT MICRO-PROGRAMME CIVIC ENGAGEMENT

The structure

Students participating in the micro-programme on Civic Engagement have to complete all three compulsory units and earn in total 15 ECTS credit points.

1. Unit: Service-Learning course(s) (3 - 6 ECTS Credit Points)

You should choose Service-Learning course(s) offered by one of the three universities. Service-Learning courses combine academic learning with civic engagement. Furthermore, they always involve partners from the local community, non-governmental or non-profit organizations applying the respective course result in their work. Please make sure to attend courses with a min. of 3 up to 6 ECTS credit points.

2. Unit: Record of civic engagement (min. 6 ECTS Credit Points)

Within this second unit, you get involved in an individual internship OR civic engagement activity at a non-profit or non-governmental organization. The placement of internships is heavily influenced by your personal interests. For example, you could volunteer as a trainer, mentor, or in student initiatives. To credit your civic engagement, please note that:

- You are required to have completed between **140 to 180 hours** of volunteer service.
- You need to attend **meetings to reflect on your respective volunteering**. For reflection courses, please reach out to your home university's contact.
- Only volunteering, completed after **01.09.2020 and till 31.08.2022** is eligible for credit. You may, however, freely allocate your volunteer time to multiple short-term or single long-term activities.

For more information about volunteering opportunities, contact:

- University of Bucharest: Alexandru-Mihai Carțiș, alexandru-mihai.cartis@unibuc.ro
- Universidad Autónoma de Madrid: Nadia Fernández de Pinedo, nadia.pinedo@uam.es
- University of Tübingen: Iris-Niki Nikolopoulos, iris.nikolopoulos@uni-tuebingen.de

3. Unit: Academic embedding (3 ECTS Credit Points)

Starting in the winter term 2021/22, the organising universities are offering the joint online course "Civic Engagement in Europe: a Transdisciplinary Approach". By attending this course, you complete unit three.

Crediting Rules

After completing all three units, you will receive an official certificate awarding 15 ECTS credit points.

- **For University of Bucharest students**, the 15 ECTS credit points will be recognized in the special module for CIVIS activities.
- **For Universidad autónoma de Madrid students**, the 6 ECTS credit points will be recognized as curricular credits and 9 ECTS as extracurricular credits.
- **For University of Tübingen students**, the 15 ECTS credit points will be recognized in the module key qualification.

Further opportunities

According to your learning interests, you may also apply for individual courses included in the micro-programme for additional credits.

REGISTRATION PERIODS AND PROCESS

Registration periods

Central registration period: March 1st – 30th, 2022

Further registration periods if places are still free

- April 4th – 21st, 2022
- April 30th – May 12th, 2022

Registration Process

You can apply for the micro-programme and for courses that interest you at the same time! You will be informed at the latest after the end of the application period whether you have been admitted to the micro-programme and to the courses you chose.

Please fill out the application form by following the Link: <https://civis.eu/en/civis-micro-programmes>

Further opportunities

According to your learning interests, you may also apply for individual courses included in the micro-programme for additional credits.

COURSES OVERVIEW – TIMETABLE

You can find the registration link on our website: <https://civis.eu/en/civis-micro-programmes>

Institution	Course Title	ECTS	Starting Date	Registration Deadline	Unit
UB	PHYSICISTS AS CIVIC SCIENTIST	3	Dates will be discussed with the students.	30.03.2022	1
UB	ENGAGING MARGINALIZED COMMUNITIES	3	Begin in April. Dates will be discussed with the students.	30.03.2022	1
UB	SUPPORT SERVICES FOR HOMELESS PEOPLE	6	Begin in April. Dates will be discussed with the students.	30.03.2022	1
UB	PROMOTING HERITAGE USING NON-FORMAL EDUCATION TECHNIQUES	3	04.04.2022 Further dates will be discussed with the students.	30.03.2022	1
UB	SOCIAL CHANGE BASED ON LEADERSHIP INITIATIVES AND MARKETING STRATEGIES	3	06.04.2022	30.03.2022	1
UB	RIPARIAN ZONES: WASTE AREAS OR ASSETS FOR BIODIVERSITY AND HUMAN WELLBEING?	3	13.04.2022	30.03.2022	1
UT	DATENERHEBUNG, ANALYSE UND STRATEGIEPLANUNG	6	22.04.2022	30.03.2022	1
UT	YOUTH-LIFE-LINE: DIGITALE ÖFFENTLICHKEITSARBEIT FÜR DIE ONLINE-JUGENDBERATUNG.	3	22.04.2022	30.03.2022	1
UT/ UAM/ BU	CIVIC ENGAGEMENT IN EUROPE: A TRANSDISCIPLINARY APPROACH	3	29.04.2022	30.03.2022	3
UT	CITIZEN SCIENCE – SCIENCE IN SOCIAL RESPONSIBILITY	6	29.04.2022	30.03.2022	1
UT	SMALL BUSINESS MANAGEMENT AND EMOTIONAL IMPLICATIONS OF THE PANDEMIC	6	30.04.2022	30.03.2022	1
UB	UNIVERSITY-BASED PROJECTS FOR LOCAL SUSTAINABLE DEVELOPMENT IN EUROPEAN UNESCO GLOBAL GEOPARKS	3	Begin in May	21.04.2022	1
UT	CIVIS OPEN LAB: ALTERN IN STADT UND LAND – HERAUSFORDERUNGEN UND LÖSUNGEN	3	04.05.2022	30.03.2022	1
UB	CHEMISTRY SOLUTIONS FOR GLOBAL CHALLENGES	3	04.05.2022	30.03.2022	1
UT	HOW CAN WE FEED CITIES MORE SUSTAINABLY? VIDEO PRODUCTION WITH THE LOCAL FOOD POLICY COUNCIL	6	07.05.2022	30.03.2022	1
UB	SMART HEALTH: DIGITAL TRANSFORMATION OF HEALTHCARE SYSTEMS	3	16.05.2022	21.04.2022	1
UT	CHINA'S ENGAGEMENT IN AFRICA AND ITS IMPLICATIONS FOR THE EU	3	19.05.2022	21.04.2022	1
UB	INCLUSIVE EDUCATION – AN IMPORTANT STEP TOWARDS AN INCLUSIVE SOCIETY	3	01.06.2022 Exact timeslots will be discussed with the students.	12.05.2022	1
UT	DIGITALE VORNETZUNG VON INITIATIVEN: THEMA DIASPORA	3	03.06.2022	12.05.2022	1
UT	COMMON GROUND DESPITE CONTROVERSY: TOWARDS A NEW DIGITAL PLATFORM	2	08.07.2022	12.05.2022	1

UB: University of Buckarest

UT: Universität Tübingen

UAM: Universidad autónoma de Madrid

COURSE DESCRIPTIONS


PHYSICISTS AS CIVIC SCIENTISTS


DR. ALEXANDRU NICOLIN, DR. VIRGIL BĂRAN, DR. ROXANA ZUS |UNIVERSITY OF BUCHAREST

Content 	Starting from the portrait of civic-minded activist and scientist of Benjamin Franklin and surveying the history of science up to the emergence of CERN, which in the aftermath of the Second World War can be seen as the first European institution, we present physics from its uninterrupted civic dimension. The course explores the interplay between physics and international diplomacy, focusing on a series of prominent physicists who were instrumental in using scientific cooperation to build bridges and effective community engagement in contexts where official connections sparse. The implicit focus of the course is on the continued nuclear non-proliferation efforts during the Cold War, but we also explore the establishment of international scientific collaboration such as CERN, ITER and the International Space Station, as well as the current efforts on the side of climate change, energy efficiency, pollution of oceans, food and water insecurity, diminishing biodiversity, etc. The course ends with a presentation of the so-called new diplomacy from the perspective of science diplomacy, physics in particular, the underlying philosophy being that physicists are the ideally position to ensure community engagement while at the same time steering clear of political dynamics. The course consists of micro-biographies of prominent physicists from all across the globe, with special emphasis though on Europe, as well as analyses and dossier of specific events which illustrate the role of physicists in the international arena.
Teaching Language	English
Literature	R.P. Barston, <i>Modern diplomacy</i> , Routledge, 2019 Neal Lane, <i>Benjamin Franklin, Civic scientist</i> , Physics Today 56 , 41 (2003) L.S. Davis and R.G. Patman, <i>Science diplomacy. New day or false dawn?</i> , World Scientific, 2015 Pierre-Bruno Ruffini, <i>Science and diplomacy. A new dimension of international relations</i> , Springer, 2017 Dumitru Mihalache <i>et al.</i> , <i>The founders of modern physics in Romania as seen from the archive of Revue Roumaine de Physique</i> , Romanian Journal of Physics 63 , 113 (2018) Monika Szkarłat, <i>Science diplomacy of Poland</i> , Humanities & Social Sciences Communications 7 , 59 (2020)
Teaching Methods	The course consists of online lectures and individual work on preassigned research tasks.
Qualification Objective	The central objective of the course is to acquaint students with a series of historic events and prominent physicists and thereby to understand the role physicists played in the international arena.
Prerequisites	English B2
Target Group	All students
Requirements	Active participation in all activities
Credit Points	3
Time & Location	Online The dates will be discussed with the students.

ENGAGING MARGINALIZED COMMUNITIES


PROF. PHD OTNIEL-IOAN BUNACIU, PROF. PHD SORIN TOMA |UNIVERSITY OF BUCHAREST

Content 	<p>Communities that exist as marginal communities are not only geographically isolated although that often is the case, but they are also excluded from various aspects of life in their localities, such as: social, economic, educational, and/or cultural. Marginalization often occurs because there is an unequal balance of power between various groups in society. Examples of marginalized populations are those excluded because of race, language, physical ability, immigration status and even age.</p> <p>The focus of the course will be to understand the needs and the challenges of marginalized groups and reflect on how civic involvement efforts attempt to improve the situation. Access to such communities for the purpose of research is often difficult and there is always a danger that marginalization will reinforce stereotypes and limit the ability to draw adequate conclusions.</p> <p>We will partner with several organizations connected to the University of Bucharest who are involved in civic engagement: Fundatia Providenta (Project Ruth – https://project-ruth.org) and the student association: „Afaceri, Etică și Responsabilitate socială” (Business, Ethics and Social Responsibility - https://unibuc.ro/cercul-studentesc-afaceri-etica-si-responsabilitate-sociala-din-cadrul-faa-donatii-pentru-persoane-aflatae-in-dificultate/).</p>
Teaching Language	English
Literature	<p>Sánchez-Sosa, J. J. and Lerner-Febres, S., 2002. Academic freedom and social responsibility: the role of university organisations and possible instruments for international monitoring. Higher Education Policy, 15, 2002, pp.385-390</p> <p>European Network of Socially Responsible Universities, 2016. Learning Guide of Transversal Contents for Socially Responsible Universities. Available at http://www.eu-usr.eu/</p> <p>Sibley, David, Geographies of Exclusion. Society and Difference in the West, Routledge, London, 1995.</p> <p>Singer, Peter, The Most Good You Can Do. How Effective Altruism is Changing Ideas About Living Ethically, Yale University Press, 2015.</p> <p>Fukuyama, Francis, Trust: The Social Virtues and the Creation of Prosperity, Free Press Paperbacks, Simon & Shuster, New York, 1995.</p> <p>DeSantis, Gloria, Voices from the margins: Policy advocacy and Marginalized Communities, Canadian Journal of Nonprofit and Social Economy research, vol. 1, no. 1, Fall 2010</p> <p>Fukuyama, Francis, Social Capital and Civil Society, The Institute of Public Policy, George Mason University, 1999</p> <p>Becker, P. E. & Dhingra P, Religious Involvement and Volunteering: Implications for Civil Society, Sociology of Religion 2001, 62:3 315-335</p>
Teaching Methods	Service learning, Presentations & Reports, Online search. Discussions
Qualification Objective	The central objective of the course is to acquaint students with a series of historic events and prominent physicists and thereby to understand the role physicists played in the international arena.
Prerequisites	English B2
Target Group	All students
Requirements	Class participation and engagement
Credit Points	3
Time & Location	Online There will be 3 online meetings with 6 hours of lectures. The course will begin in April and the dates will be decided with the participant students.

<p>Content</p> 	<p>The evolution of society has always left a number of people behind. Homeless people are some of these. Science has always brought us as close to understand the needs of homeless people, it has given us tools and working models. However, the number of homeless people has steadily increased, their situation has become increasingly visible and social assistance systems are overburdened. What can be done?</p> <p>Through this course we will explore concrete ways of mapping marginalized communities and methods to plan basic and advanced social interventions. At the same time, this course will provide answers on how to establish a first contact with homeless people, how to provide a minimum of services in the field and how to develop a community center. For the practical sessions, we will work with Carusel Association (www.carusel.org).</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<p>Geissler, L.J., Bormann, C.A., Kwiatkowski, C.F., Braucht, G.N., Reichardt, C.S. (1995). Women, Homelessness, And Substance Abuse: Moving Beyond the Stereotypes. <i>Psychology of Women Quarterly</i>, 19, 1.</p> <p>Greene, J.M., Ennett, S.T, Ringwalt, C.L. (1999). Prevalence and Correlates of Survival Sex Among Runaway and Homeless Youth. <i>American Journal of Public Health</i>, 89, 9.</p> <p>Lenon, S. (2000). Living on the edge: women, poverty and homelessness in Canada. <i>Canadian Woman Studies</i>, 123-126.</p> <p>Watson, J. (2011). Understanding survival sex: young women, homelessness and intimate relationships. <i>Journal of Youth Studies</i>, 14, 6, 639-655.</p> <p>Wenzel, S.L., Green, H.D., Tucker, J.S., Golinelli, D., Kennedy, D.P., Ryan, G., Zhou, A. (2009). The Social Context of Homeless Women’s Alcohol and Drug Use.</p> <p>Wilson, E., Kenny, A., Dickson-Swift, V. (2017). Ethical Challenges in Community-Based Participatory Research: A Scoping Review. <i>Qualitative Health Research</i>, 1-11</p>
<p>Teaching Methods</p>	<p>Service-Learning, Presentations & Reports, Online search Discussions</p>
<p>Qualification Objective</p>	<p>Raising awareness of the need for social empowerment and solidarity. Better understanding of the phenomenon of homelessness. Developing skills in providing support services for vulnerable people. Fundraising for social causes</p>
<p>Prerequisites</p>	<p>English B2</p>
<p>Target Group</p>	<p>All students</p>
<p>Requirements</p>	<p>Active participation in all activities</p>
<p>Credit Points</p>	<p>6</p>
<p>Time & Location</p>	<p>Online First meeting will take place in April; students’ availability will be considered 5 online meetings of 3 hours each</p>


PROMOTING HERITAGE USING NON-FORMAL EDUCATION TECHNIQUES

DR. TUDORICU ANCA, DR. MARECI ALINA | UNIVERSITY OF BUCHAREST

<p>Content</p> 	<p>In its broadest description, heritage contains the common elements that unite people in a group, society, and community. It is an essential tool in creating cohesiveness within the said group. While specialised literature has exhaustively analysed its importance, the impact that heritage elements have on our lives on a daily basis is barely perceived. This course aims to raise awareness of how heritage “works” in a day to day setting and guide students better understand it and its importance through a hands-on approach. This type of approach is very suitable for non-formal education activities.</p> <p>The course will follow these directions:</p> <p>The theoretical framework of what heritage is, both according to institutions (such as UNESCO) as well as the more personal approaches on what heritage is. The theoretical description of non-formal education (as different from formal and informal education). Good practice examples as well as applied exercises on heritage promotion and space appropriation. Tourism interpretation techniques through games: Stimulating civic engagement through students active involvement in developing new tools to promote heritage elements from their own background</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<p>Ashworth, G. (2012). Preservation, Conservation and Heritage: Approaches to the Past in the Present through the Built Environment, <i>Asian Anthropology</i>, 10(1), 1–18. https://doi.org/10.1080/1683478X.2011.10552601</p> <p>Colardyn, D. & Bjornavold, J. (2004). Validation of Formal, Non-Formal and Informal Learning: policy and practices in EU Member States, <i>European Journal of Education</i>, 39(1), 69–89, http://citeseerx.ist.psu.edu/viewdoc/download?doi=10.1.1.513.7835&rep=rep1&type=pdf</p> <p>Howard, P. (2003). <i>Heritage: management, interpretation, identity</i>. Bloomsbury Academic.</p> <p>ICOMOS. (2008). <i>The ICOMOS Charter for the Interpretation and Presentation of Cultural Heritage Sites</i>.</p> <p>Tilden, F. (1967). <i>Interpreting our Heritage</i>. University of North Carolina Press.</p> <p>UNESCO. (2003). Convention for the Safeguarding of the Intangible Cultural Heritage - intangible heritage - Culture Sector - UNESCO. https://ich.unesco.org/en/convention</p>
<p>Teaching Methods</p>	<p>Online courses, brainstorming sessions, discussions, debates</p>
<p>Qualification Objective</p>	<p>This course aims to help students</p> <ul style="list-style-type: none"> • acquire basic knowledge on non-formal education • acquire basic knowledge on heritage • build awareness on the need of safeguarding heritage <p>develop creative solutions on promoting and preserving heritage</p>
<p>Prerequisites</p>	<p>English C1</p>
<p>Target Group</p>	<p>All students</p>
<p>Requirements</p>	<p>Active participation in class, one final project/presentation per each student, which will mirror the knowledge and experience gained during the class</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>Online</p> <p>First meeting will take place on April 4th the rest will be discussed with students; 5 meetings of 3 hours each</p>


SOCIAL CHANGE BASED ON LEADERSHIP INITIATIVES AND MARKETING STRATEGIES

PROF. PHD MAGDALENA IORDACHE PLATIS|UNIVERSITY OF BUCHAREST

<p>Content</p> 	<p>Societies, economies, and leaders face huge challenges in finding sustainable relationship among social, economic and ecological processes and trends. Climate crisis on one hand and economic and social current difficulties represents an alarm signal and requires action. Social leadership as a style of leadership is capable to generate social change through social authority. The current context is one of changing ecosystem towards the agility need, which means acting differently with the support of the community. Connecting communities is more important than ever. Social change can be generated through social marketing approach which uses marketing principles to generate social good. This means a change in behaviors for the individual and community benefits. In other words, behaviors change by increasing awareness on societal challenges and social causes and moreover, by being involved in social marketing campaigns. In addition, social leadership is capable to generate positive impact. Main issues: Social Change Model of Leadership Development; the relationship among individual, group and society values; Social Marketing understanding; Social Marketing Plan and the strategic model; marketing strategies examples</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<p>Universities without walls. A vision for 2030 - https://eua.eu/downloads/publications/universities%20without%20walls%20%20a%20vision%20for%202030.pdf</p> <p>Astin, H.S. and Astin, A.W.. A Social Change Model of Leadership Development Guidebook Version III. The National Clearinghouse of Leadership Programs, 1996. Blueprint Leadership Development Program at UC Berkeley, https://www.dickinson.edu/info/20380/student_leadership/3795/social_change_model_of_leadership_development</p> <p>Philip Kotler, Nancy Lee, Social Marketing. Behavior Change for Social Good, ISBN-13: 978-1544351490, ISBN-10: 1544351496</p> <p>Paul Porteous (2018) Social Leadership and Collaborative Engagement for Communities under Stress, Journal of Peacebuilding & Development, 13:3, 23-39, DOI: 10.1080/15423166.2018.1494620</p> <p>Mari Martiskainen, The role of community leadership in the development of grassroots innovations, Environmental Innovation and Societal Transitions, Volume 22, 2017, Pages 78-89, ISSN 2210-4224, https://doi.org/10.1016/j.eist.2016.05.002. (https://www.sciencedirect.com/science/article/pii/S2210422416300417)</p>
<p>Teaching Methods</p>	<p>Interactive teaching, workshop, online tools</p>
<p>Qualification Objective</p>	<p>To understand the social leadership models and the social marketing concept and mix. To explore best practices on social behavior and to identify social marketing campaigns to involve students in. To understand the marketing strategic model of social change</p>
<p>Prerequisites</p>	<p>English B2</p>
<p>Target Group</p>	<p>All students</p>
<p>Requirements</p>	<p>Active participation in class, an individual ppt deliverable (20-25 slides), 1 group deliverable</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>Online 06.04. & 07.04 & 08.04 10:00 - 15.00 EET</p>

RIPARIAN ZONES: WASTE AREAS OR ASSETS FOR BIODIVERSITY AND HUMAN WELLBEING?

DR. GETA RIȘNOVEANU, DR. CRISTINA POPESCU, DR. MIHAELA PAVELESCU | UNIVERSITY OF BUCHAREST

<p>Content</p> 	<p>Riparian habitats (comprising uncultivated, vegetated areas) are transition zones that connect freshwater and terrestrial systems and help regulate ecological functions in both habitats. They are essential habitats for maintaining aquatic and terrestrial biodiversity and provide multiple ecosystem services that include water purification, carbon storage, and recreational opportunities. Despite their importance, which far exceeds their proportion of land cover, riparian zones are subject to multiple human-induced changes which threaten freshwater biodiversity, cross-habitat linkages and ecosystem services provision. In the context of the rapid global environmental change, protecting and enhancing riparian zones is often seen as the first step towards improving water bodies ecological state.</p> <p>The course has a practice-oriented format demonstrating the social relevance of our research. It is intended to increase students' knowledge on the structure and function of ecological systems, including multiple stressors, complex interactions across scales and contexts. It enhances student's abilities to tackle the multi-functionality of landscapes. The subject is approached from different perspectives. Students are guided to identify and develop their ideas concerning a socially acknowledged need: the conservation, rehabilitation, and restoration of riparian zones. We critically approach questions like: What is the meaning of the riparian zones? What are their hydrogeomorphic, vegetational, and food-web attributes? To what extent the attributes vary in space and time? What are the factors that influence their effectiveness in providing ecosystem services? How the extent, spatial arrangement and connectivity of riparian zones affect biodiversity, ecosystem functioning, ecosystem services, and resilience indicators in different social and ecological contexts? What are the solutions for balancing multiple values, uses and needs with the longer-term adaptive capacity and resilience in riparian networks? Could nature-based solutions simultaneously provide environmental, social and economic benefits and help build resilience? What are the legal frameworks?</p> <p>An essential part of the course is originated from the collective sense that "learning by doing" is the most effective, fun and durable way to develop into a professional.</p>
Teaching Language	English
Literature	Will be announced during the introductory lecture.
Teaching Methods	Problem-based learning, creative work phases, individual research tasks; class discussions, short essays, individual or in group presentations.
Qualification Objective	Acquiring basic knowledge and getting awareness on the role of the riparian systems for landscape ecological integrity, ecosystem services provision and biological conservation may enhance society responsibility for maintaining resilience in human-impacted landscapes.
Prerequisites	English B2
Target Group	All students
Requirements	Active participation, fulfilment of tasks, submission of 1 or 2 short essays (1 pages each) and/or a short presentation of a case study.
Credit Points	3
Time & Location	<p>Online</p> <p>13.04.2022 13:00 - 18.00 EET</p> <p>14.04.2022 13:00 - 18.00 EET</p> <p>12.05.2022 13:00 - 18.00 EET</p>

1WI501 | DATENERHEBUNG, ANALYSE UND STRATEGIEPLANUNG


DIPL.-VOLKSW. STEFAN BÜTTNER & DIPL.-WI.-ING. CHRISTIAN SCHNEIDER | INSTITUT FÜR ENERGIEEFFIZIENZ
– UNI STUTT GART


Inhalte EBERHARD KARLS UNIVERSITÄT TÜBINGEN	Die Energiewende voranbringen, ein klimaneutrales Wirtschaften ermöglichen Die praktische Anwendung der Datenanalyse soll in dem Kurs anhand des Praxisprojekts Energieeffizienz-Index der deutschen Industrie (EEI) umgesetzt werden. Ähnlich eines Geschäftsklima-Index soll der EEI auf Basis von Zahlen, Daten und Fakten, die Politik, Wirtschaft und Gesellschaft über den Stand und die Optimierungspotentiale in der Umsetzung der Energiewende informieren. Wir bieten an, sich mit einem konkreten Praxisprojekt mit namhaften Projektpartnern zu befassen und damit zur Weiterentwicklung der Erkenntnisse über die Instrumente, Ansätze und Fortschritte der Energiewende beizutragen. Themenblöcke (jeweils mit Übungen) 1. Grundlagen, Case Study, Energiewende von A-Z 2. Projektauftrag, Methoden & Outreach Strategie, Einführung in „R“ 3. Pre-Test, finaler Fragebogen & Bewerbung 4. Auswertung, Analyse, Strategie 5. Präsentieren und Berichten Weitere Informationen zum Energieeffizienz-Index: www.eep.uni-stuttgart.de/eei bzw. www.eep.uni-stuttgart.de/eeee
Unterrichtssprache	Deutsch
Literatur	Wird zu Beginn des Seminars bekannt gegeben
Lehrmethode	Praxisseminar mit Übungen & Gruppenarbeit/-aufgaben Aufgrund der aktuellen Corona-Pandemie virtuell über MS-Teams
Qualifikationsziele	Sie lernen unter anderem wie man: komplexe Projekte plant, vorbereitet, Teilnehmer erreicht, passende empirische Methoden identifiziert und anwendet. Hypothesen aufstellt, verifiziert bzw. falsifiziert und daraus Strategien ableitet. die richtigen, auswertbaren Fragen stellt und wen man befragt. Umfragen plant, erstellt, durchführt und mit Statistik-Software auswertet. "effektiv berichtet" und Ergebnisse gegenüber Auftraggebern schriftlich und mündlich präsentiert. die Grundlegenden Zusammenhänge der aktuellen Energiewende- und Klimaneutralitätsbestrebungen.
Voraus.	Deutsch C1
Zielgruppe	Offen
Leistungsnachweis	Team-Hausaufgaben, Kurz-Vorträge, Übungen, Abschlusspräsentation
ECTS Credit Points	3
Termine & Ort	Online 22.04.2022 09:00 - 15:30 CET 29.04.2022 09:00 - 15:30 CET 06.05.2022 09:00 - 15:30 CET 20.05.2022 09:00 - 15:30 CET 03.06.2022 09:00 - 15:30 CET 24.06.2022 09:00 - 13:00 CET


<p>Inhalte</p> 	<p>Youth-Life-Line ist die Online-Jugendberatung des Arbeitskreis Leben e.V. (AKL) Reutlingen / Tübingen. Seit 2003 beraten bei Youth-Life-Line Jugendliche andere Jugendliche, die sich in Krisen befinden und suizidgefährdet sind. Bis heute wurden über 8.000 junge Menschen online in der Beratung begleitet.</p> <p>Im Seminar entwickeln wir in Absprache mit den Akteur*innen ein Kommunikationskonzept sowie Inhalte für den bisherigen Instagram-Channel, um das Wissen und die Ressourcen nachhaltig zu speichern und Öffentlichkeitsarbeit für die Initiative zu betreiben.</p> <p>Das Seminar eignet sich für Studierende aller Fachrichtungen, die lernen möchten, wie man redaktionell und medienpraktisch arbeitet, wie man ein Kommunikationskonzept für einen Instagram-Kanal auf die Beine stellt und wie man Inhalte für Instagram aufbereitet. Medienvorkenntnisse sind nicht zwingend erforderlich, es wird jedoch eine eigenständige Arbeitsweise vorausgesetzt, um zwischen den Seminarsitzungen eigene Beiträge zu recherchieren und zu schreiben sowie in Kleingruppen an redaktionellen Aufgaben zu arbeiten.</p> <p>Es findet ein gemeinsamer Auftakt am 22.04.21 statt.</p>
<p>Unterrichtssprache</p>	<p>Deutsch</p>
<p>Literatur</p>	<p>Ehlers, Michael (2013): Kommunikationsrevolution Social Media. Börsenmedien AG. Grabs, Anne / Bannour, Karim-Patrick / Vogl, Elisabeth (2021): Follow me! Rheinwerk Verlag. Schindler, Marie-Christine & Liller, Tapio (2012): PR im Social Web. O'Reilly.</p>
<p>Lehrmethode</p>	<p>Service-Learning Seminar. Gemeinsame Seminar- und Redaktionssitzungen; dazwischen eigenständige Projektarbeit allein und/oder in Kleingruppen.</p>
<p>Qualifikationsziele</p>	<p>Theorie- und Konzeptionskenntnisse zu strategischer Kommunikation über Instagram; Redaktionelle Arbeit kennenlernen; Schreibkompetenz für Web-Textsorten weiterentwickeln; Recherche, Interviewführung und Medienproduktion erlernen</p>
<p>Vorauss.</p>	<p>Deutsch C1 Interesse an Kommunikations- und Öffentlichkeitsarbeit, am Schreiben und an Medienproduktion. Vorkenntnisse sind nicht zwingend erforderlich.</p>
<p>Zielgruppe</p>	<p>Fortgeschrittene ab dem 3./4. Semester</p>
<p>Leistungsnachweis</p>	<p>Erstellung eigener Instagram-Beiträge, Präsentation der Recherche-Ergebnisse und Gruppenarbeiten im Plenum</p>
<p>ECTS Credit Points</p>	<p>3</p>
<p>Termine & Ort</p>	<p>Online</p> <p>22.04.2022 10:00 - 17:00 CET 23.04.2022 10.00 - 17.00 CET 24.04.2022 10.00 - 14.00 CET 27.05.2022 10.00 - 17.00 CET 17.06.2022 10.00 - 14.00 CET 08.07.2022 10.00 - 17.00 CET</p> <p style="text-align: right;">Individuelle Sprechstunden</p>

1PGE311 | JOINT COURSE: CIVIC ENGAGEMENT IN EUROPE: A TRANSDISCIPLINARY APPROACH

FRANZISKA MULLER & IRIS NIKOLOPOULOS & CHAROULA FOTIADOU | UNIVERSTIY TÜBINGEN, PILAR ARAMBURUZABALA | UNIVERSIDAD AUTÓNOMA DE MADRID, MARIAN MARIN & RADU-DANIEL PINTILII | UNIVERSITY BUKAREST


<p>Content</p> 	<p>Many citizens volunteer in various areas such as humanitarian aid, health, education or the environment. In this transdisciplinary course we will discuss questions such as: What motivates them? What are the different types of civic engagement? Are there any similarities and differences between the various forms of civic engagement across European countries? What is the role of civic engagement in modern economies, for example, in the tourism industry? How can universities empower students to contribute to social justice? How can students participate in activities that promote civic engagement within their subjects? In groups with students from the University of Bucharest and the University of Tübingen you will research and critically examine different forms and fields of civic engagement and reflect on your own experiences.</p> <p>This jointly developed course is part of the CIVIS Micro-Program “Civic Engagement”. You will find more details in the sections called “What is the Civic Engagement Micro-Program?” and “General information of the course”. In the sections of each block, you will find more information regarding the specific contents.</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<p>Adler R.P. & J. Goggin, 2005. What do we mean by Civic Engagement? <i>Journal of Transformative Education</i> 3(3), 236-253. Cheng, T.-M.; Wu, H. C.; Wang, T.-M. J. & M.-R. Wu, 2017. Community Participation as a mediating factor on residents’ attitudes towards sustainable tourism development and their personal environmentally responsible behaviour. <i>Current Issues in Tourism</i>, DOI: 10.1080/13683500.2017.1405383. Wade, R. (2001).“...And Justice for All: Community Service-Learning for Social Justice”. <i>Special Topics, General</i>. 119. https://digitalcommons.unomaha.edu/slcestgen/119</p>
<p>Teaching Methods</p>	<p>Individual research tasks, short presentations, group discussions, reflective essay</p>
<p>Qualification Objective</p>	<p>Knowledge of cultural and historical roots of ‘civic engagement’ across Europe. Insights into civic tourism engagement as social capital in modern economies. Fundamental knowledge and critical perspectives on Service-Learning, opportunities for engagement at the own higher education institution and at the European level. Critical reflection on civic engagement, awareness for current societal challenges.</p>
<p>Prerequisites</p>	<p>English B2</p>
<p>Target Group</p>	<p>Students of all disciplines</p>
<p>Requirements</p>	<p>Regular participation, individual research tasks, short presentations, reflective essay</p>
<p>ECTS Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>Online 29.04.2022 16.00 - 18.00 CET 30.04.2022 10.00 - 14.00 CET 07.05.2022 10.00 - 14.00 CET 14.05.2022 10.00 - 14.00 CET 21.05.2022 10.00 - 14.00 CET 28.05.2022 09.00 - 14.00 CET</p>


<p>Content</p> 	<p>Do you have a question from your everyday life for which you are looking for a scientifically sound statement? Are you observing changes in yourself or your immediate environment for which you have no explanation? You are looking for an answer from science that takes up your first idea for a solution and backs it up with expert knowledge</p> <p>"Citizen Science", science with the participation of committed citizens, and "Science Shops", offer a hub for combining experiential knowledge and expert opinion and linking possible causes of problems from one's own research with options for action from a scientific point of view:</p> <p>"Citizen science lays the foundation for any far-reaching form of science and is the gateway to the knowledge society. A society that is only oriented towards professional science loses awareness of the importance of the knowledge of all citizens." (Finke, p. 46)</p> <p>The quote characterizes the approach and idea of science shops. The main areas of work of the Tübingen Science Shop include advice on pollutants under the motto "Help for self-help" and Education for Sustainable Development (ESD). Participation as a central point of the ESD means the ability to contribute to society and to shape it in a sustainable understanding.</p> <p>In this seminar we will deal with the approaches of citizen science in smaller projects. Based on the focal points of the Tübingen Science Shop, the participants select their own projects. Examples include: Advice on harmful substances, stresses in everyday life (living, clothing...) Seal of quality, their background and significance....</p> <p>ESB: e.g ., in kindergartens, schools, in everyday life, in municipal planning... Detailed information on the focal points and the seminar concept can be found on the homepage: www.wila-tuebingen.de, Contact: info@wila-tuebingen.de</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<p>Freihardt, J.: Draußen ist es anders (2021); Finke, P.: Citizen Science (2014)</p>
<p>Teaching Methods</p>	<p>Project work in small groups, Service-Learning approaches, Working groups between the blocks with free time allocation Video sessions as needed/agreement</p>
<p>Qualification Objectives</p>	<p>Basic concepts and understandings of citizen science, idea; history and concept(s) of science shops ("Science Shops"); understanding of expert-layman communication; Integration of the results into the educational and advisory work in the Science Shop</p>
<p>Prerequisite</p>	<p>English B2</p>
<p>Target Group</p>	<p>Students of all disciplines</p>
<p>Requirements</p>	<p>Group presentation (15 min) / discussion according to work phases Documentation / project report for the final conference</p>
<p>ECTS Credit Points</p>	<p>6</p>
<p>Date & Location:</p>	<p>In person (Tübingen) 29.04.2022 14:00 - 17:00 CET 30.04.2022 14.00 - 17.00 CET 01.05.2022 10.00 - 14.00 CET 08.07.2022 14.00 - 17.00 CET 09.07.2022 10.00 - 14.00 CET 10.07.2022 10.00 - 16.00 CET</p>


<p>Content</p> 	<p>Work is not only providing for our lives, but it often is essential to how and as whom we define ourselves. Being forced not to work until now has mainly been studied in the context of unemployment, but in the scope of the COVID pandemic, this forced break has become a reality for many more. Especially small businesses who have been investing in self-employment are not only affected economically but also emotionally. As the small businesses are what makes a lively city, this Service-Learning course aims to support these partners for the community of Tübingen. Our course seeks to provide not only the theoretical bases for dealing with emotionally difficult situations such as the pandemic, but also to provide a service. Students thus will cooperate with entrepreneurs to help them deal with the situation and apply the theory in praxis Tools to start the remodelling business, analysing the COVID-19 impacts from the emotional aspects and topics to induce students to be more innovative will be presented. Case studies will be present to help the students identify existing opportunities and turn these opportunities into a practical activity. At the final open workshop with the service partners, students will present a poster with their results and invite other businesses from town to exchange on our work together.</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<p>Giones, F., Brem, A., Pollack, J. M., Michaelis, T. L., Klyver, K., & Brinckmann, J. (2020). Revising entrepreneurial action in response to exogenous shocks: Considering the COVID-19 pandemic. <i>Journal of Business Venturing Insights</i>, 14, e00186.</p> <p>Kroencke, L., Geukes, K., Utesch, T., Kuper, N., & Back, M. D. (2020). Neuroticism and emotional risk during the COVID-19 pandemic. <i>Journal of Research in Personality</i>, 89, 104038. https://doi.org/10.1016/j.jrp.2020.104038</p> <p>Meyer, B., Zill, A., Dilba, D., Gerlach, R., & Schumann, S. (o. J.). Employee psychological well-being during the COVID-19 pandemic in Germany: A longitudinal study of demands, resources, and exhaustion. <i>International Journal of Psychology</i>, n/a(n/a). https://doi.org/10.1002/ijop.12743</p> <p>Muñoz, P., Naudé, W., Williams, N., Williams, T., & Frías, R. (2020). Reorienting entrepreneurial support infrastructure to tackle a social crisis: A rapid response. <i>Journal of Business Venturing Insights</i>, 14, e00181. https://doi.org/10.1016/j.jbvi.2020.e00181</p>
<p>Teaching Methods</p>	<p>Service-Learning; field research and provide service.</p>
<p>Qualification Objectives</p>	<p>At the end of the course, students will present a Business Model Canvas as a result of the Entrepreneurs interviews, applying the content seen in class to help the entrepreneurs overpassing the COVID-19 crisis and define the meaning of work and the pandemic lockdown's implications.</p>
<p>Prerequisite</p>	<p>English B2 / German B1</p>
<p>Target Group</p>	<p>Students of all disciplines</p>
<p>Requirements</p>	<p>Attendance, interview, service, presentation and open mind.</p>
<p>ECTS Credit Points</p>	<p>6</p>
<p>Date & Location:</p>	<p>Online 30.04.2022 09:00 - 17:00 CET 21.05.2022 09:00 - 17:00 CET 18.06.2022 09:00 - 17:00 CET 30.07.2022 09:00 - 17:00 CET</p>

UNIVERSITY-BASED PROJECTS FOR LOCAL SUSTAINABLE DEVELOPMENT IN EUROPEAN UNESCO GLOBAL GEOPARKS

ASS. PROF. DR. ALEXANDRU ANDRASANU | UNIVERSITY OF BUCHAREST | DIRECTOR HATEG COUNTRY UNESCO


<p>Content</p> 	<p>Since ancient times people used local resources for socio-economic development and to create decorative and/or functional artefacts which express their sense of place and unique identity. Present socio-economic relationships, landscapes, tangible and intangible heritage of local communities are the results of this continuous process. The geopark is a new program aiming to identify the intrinsic links between people and earth and to manage geological, natural and cultural heritage with a holistic concept of protection, education and sustainable development on the benefit of local communities. The geopark concept is quite new but the significant results all over the world convinced unesco to sustain it and to adopt, in 2015, the unesco global geoparks program. the global geoparks network comprises now 169 territories from 44 countries among them 81 in 26 european countries. the continuous development of the concept rises several questions: Could universities play a role in the process of geoparks development and management? Is the geopark territory an open lab of research, training and civic engagement? How can we identify the connexions between geodiversity, biodiversity and local identity? The course is trying to answer these questions and to present case studies of unesco global geoparks from different european countries (ex: Romania, Germany, Spain) including team experience in building and management of unesco geoparks in Romania. At the end of the seminar, we will debate the question: Could the geopark be a model for resilience and sustainable development agenda 2030?</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<p>Martini <i>et al.</i> (2021) UNESCO Global Geoparks in the “World after”: a multiple-goals roadmap proposal for future discussion. Episodes-0001 UNESCO (2015) UNESCO Global Geoparks Operational Guidelines. UNESCO (2019) UNESCO Global Geoparks. Martini, G., and Zouros, N., 2008, Geoparks, a vision of the future. Geosciences, v7-8, pp. 182–189. Andraşanu, A. (2010) – Buzau Land Geopark. Steps in building a new geopark in Romania. In Proceedings XIX Congress of the Carpathian-Balkan Association, Special Volume 100</p>
<p>Teaching Methods</p>	<p>The online seminar will use a variety of teaching formats and methods, including: presentations: break-out group work, class discussions, class debate, case studies from students’ countries.</p>
<p>Qualification Objective</p>	<p>Participants will: build awareness of the geopark issue and its role in sustainable development approach; become familiar with important concepts of geoconservation; apply theoretical concepts of geopark to real territories in different European countries; identify the relationship between geodiversity and local identity; practice their debating skills.</p>
<p>Prerequisites</p>	<p>English B2</p>
<p>Target Group</p>	<p>All students</p>
<p>Requirements</p>	<p>Individual and team presentations</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>In Person (Bucharest) May and June for direct teaching of courses in online format</p>

<p>Inhalte</p> 	<p>Ihr tauscht Euch regelmäßig mit Oma über Signal oder Instagram aus? Schön. Aber wohl nicht der Regelfall. Daher möchten wir uns in diesem CIVIS Open Lab-Seminar der Frage widmen, welche Wünsche und Kommunikationsbedürfnisse ältere Menschen haben – und wie wir vielleicht bei der Entwicklung geeigneter digitaler Lösungsangebote unterstützen können. Als Service-Learning-Seminar konzipiert, zielt es zum einen auf die konkrete Anwendung verschiedener (sozial- und medien)wissenschaftlicher Methoden (z.B. Befragung, Interview, teilnehmende Beobachtung), zum anderen auf die Förderung des gesellschaftlichen Engagements durch das gemeinsame Arbeiten an konkreten Herausforderungen, die in Projekten mit Forschenden der Universität sowie VertreterInnen der Stadt Mössingen, des Landkreises Tübingen und zivilgesellschaftlichen Akteuren der Region bearbeitet werden.</p>
<p>Unterrichtssprache</p>	<p>Deutsch</p>
<p>Literatur</p>	<p>Wird zu Beginn des Seminars bekannt gegeben und über MS Teams bereitgestellt.</p>
<p>Lehrmethode</p>	<p>Service Learning im Rahmen des CIVIS Open Lab: Die Studierenden bekommen eine reale Aufgabenstellung. Sie versuchen durch eigene Studien passende Lösungen für konkrete Bedürfnisse zu finden. Individuelle Forschungsaufgaben, Kurzpräsentationen, Gruppendiskussionen</p>
<p>Qualifikationsziele</p>	<p>Verstehen: die Studierenden verstehen, welche Auswirkungen der demografische Wandel auf Pflege und Inklusionsarbeit hat. Reflektieren: die Studierenden reflektieren die Chancen und Risiken, sowie spezifischen Herausforderungen, die mit diesen Entwicklungen einhergehen. Transfer: die Studierenden wenden eigenständig Forschungsmethoden an und nehmen an Co-Creation-Workshops teil. Sie analysieren und kommunizieren ihre Ergebnisse. Engagement: die Studierenden unterstützen das Ehrenamt und Sozialunternehmen der Region; sie beteiligen sich an Prozessen sozialer Innovation und engagieren sich für die Lösung gesellschaftlicher Herausforderungen.</p>
<p>Voraus.</p>	<p>Deutsch C1</p>
<p>Zielgruppe</p>	<p>Die primäre Zielgruppe sind Studierende von Bachelor Studiengängen.</p>
<p>Leistungsnachweis</p>	<p>Teilnahme, individuelle Forschungsaufgaben, Kurzpräsentationen</p>
<p>ECTS Credit Points</p>	<p>3</p>
<p>Termine & Ort</p>	<p>In Person (Tübingen) 04.05.2022 10.00 - 14.00 CET 11.05.2022 10,00 - 12.00 CET 18.05.2022 10.00 - 12.00 CET 29.06.2021 10.00 - 12.00 CET 27.07.2021 10.00 - 14.00 CET</p>

<p>Content</p> 	<p>“Chemistry Solutions for Global Challenges” microprogram is an opportunity to engage in internal and external discussions about the issues that are covered by the UN Sustainable Development Goals (SDGs) - including environmental, social, and economic issues - which are all interconnected. Chemistry is playing an ever-increasing role in finding the most appropriate solutions to specific global challenges, therefore is a great need to raise public awareness of the challenges and opportunities associated with them. The syllabus for this course is as follows: Introduction to the global challenges and the importance of chemistry in providing efficient solutions; Greenhouse gases, global warming, and climate change; Air pollution - the most important environmental health risk of our time; Supplying safe drinking water. Wastewater treatment and recovery; Emerging issues in agri-food supply chain. Nutrition - basis of healthy living; The most common endocrine disruptors; COVID-19 pandemic and other diseases – in search for efficient vaccines, medicines, and health products; Affordable, clean and renewable energy; The transport challenge – towards intelligent, eco-friendly transportation; Green Chemistry & Sustainable Development. The twelve Principles of Green Chemistry.</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<p>J.E. Stiglitz, <i>Making Globalization Work</i>, W.W. Norton & Company, New York, 2006. S.C. Smallman, K. Brown, <i>Introduction to International and Global Studies</i>, 2nd edition, Chapel Hill: University of North Carolina Press, 2015. <i>Meeting Global Challenges through Better Governance International Cooperation in Science, Technology and Innovation</i>, OECD, 2012. <i>Effective Chemistry Communication in Informal Environments</i>, The National Academies Press, Washington, DC, 2016.</p>
<p>Teaching Methods</p>	<p>Online Course using a variety of methods, with emphasis on creating an interactive learning environment: PowerPoint presentations, Class discussions, Videos, e-learning tools, Analysis of real-world case studies, Group research work & group presentation.</p>
<p>Qualification Objective</p>	<p>At the end of this course, the students should be able to identify the demanding global challenges of the 21st century; to build awareness of a global issue and its different manifestations; to present examples of efficient solutions to the world's greatest problems; to introduce the “green chemistry” concept and the 12 principles of green chemistry; to describe examples of successful green technologies; to apply theoretical concepts to contemporary real-world case study examples; to develop solutions focused on enhancing sustainability and reducing the environmental footprint to address one of the global challenges.</p>
<p>Prerequisites</p>	<p>English C1</p>
<p>Target Group</p>	<p>All students</p>
<p>Requirements</p>	<p>Active participation in class activities. Analysis of real-world case studies will be incorporated into each topic in order to highlight the significant scientific achievements to date and make learning relevant. Students will be asked to make individual short presentations on the chosen case study.</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>Online 04.05. & 09.05 & 11.05 & 16.05 & 18.05.2022 16:00 - 20.00 EET</p>


1SOT01 | HOW CAN WE FEED CITIES MORE SUSTAINABLY? VIDEO PRODUCTION WITH THE LOCAL FOOD POLICY COUNCIL (ERNÄHRUNGSRAT) TÜBINGEN-ROTTENBURG

DR. BIRGIT HOINLE | UNIVERSITY OF HOHENHEIM, MS. VANESSA WEIHLGOLD | UNIVERSITY OF TÜBINGEN AND THOMAS STAIGER AND SAMUEL AUBERT | DIPOOL ADVERTISING AGENCY

<p>Content</p> 	<p>How can we live in a more sustainable way? How can cities and regions promote sustainable food systems? Not only the form of agriculture has a high impact on the climate, but also the transportation of food which usually comes imported via globalized supply chains. Therefore, more and more initiatives are engaged in promoting organic and local agriculture, alternative food networks, and sustainable forms of nutrition.</p> <p>The Local Food Policy Council of Tübingen-Rottenburg (Ernährungsrat) was founded in 2021 to promote food justice and sustainable and organic food production in the region. The initiative is a platform that connects producers, retailers, gastronomy, and civil society and aims to influence local policies in promoting more sustainable forms of nutrition.</p> <p>Following Service-Learning, our course aims to support this initiative by making three videos about a local producer, a local processor and the Food Policy Council itself that will be uploaded on their website. The course consists of two parts, the theoretical (first and last meeting) and the practical, where the video shootings will take place. More specifically, the theoretical part will be held online and involves all participants of the course, while the practical, which will be in person, involves only one group of students each time. Each group will come once to Tübingen for the respective shooting which will be organized by professionals who introduce the students to the technical parts.</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<p>Sieverking, Annelie (2019): Food policy councils as loci for practising food democracy? Insights from the case of Oldenburg, Germany. In: <i>Politics and Governance</i>, 7(4): 48-58.</p> <p>Alkon, Alison H & Norgaard, Kari M. (2009): Breaking the food chains: An investigation of food justice activism. In: <i>Social Inquiry</i>, 79(3): 289-305.</p> <p>Discover more literature, videos and podcasts on: https://ernaehrungsrat-tuebingen.de/category/material/</p>
<p>Teaching Methods</p>	<p>Service-Learning seminar; Theoretical presentations and discussions, practical instructions</p>
<p>Qualification Objective</p>	<p>Students should present local food initiatives from their regions. During the course, they will shoot a short video that will be presented in a final meeting before being uploaded on the website of Tübingen Ernährungsrat.</p>
<p>Target Group</p>	<p>Students of all disciplines</p>
<p>Requirements</p>	<p>Attendance, presentation</p>
<p>ECTS Credit Points</p>	<p>6</p>
<p>Time & Location</p>	<p>Online/ One date for every group in person (Tübingen)</p> <p>07.05.2022 9:00 - 17:00 CET online</p> <p>14.05.2022 9:00 - 17:00 CET only group 1 in person</p> <p>25.06.2021 9:00 - 17:00 CET only group 2 in person</p> <p>16.07.2022 9:00 - 17:00 CET only group 3 in person</p> <p>23.07.2022 10:00 - 14:00 CET online</p>


SMART HEALTH: DIGITAL TRANSFORMATION OF HEALTHCARE SYSTEMS

PROF. PHD. LILIANA DUMITRACHE, DR. ANA-MARIA TALOŞ | UNIVERSITY OF BUCHAREST

<p>Content</p> 	<p>Population Health and wellbeing lay at the heart of the United Nations 2030 Agenda for Sustainable Development. Achieving 'health for all' requires financial resources, technology development transfer, capacity-building, inclusive partnerships, and civic engagement. Health systems have a crucial role through financing, organizing the healthcare workforce, and ensuring better population access to medical assistance and medicine.</p> <p>The actual reactive model of care doesn't meet the population's needs; new models, based on a proactive and preventive approach, empower patients to be active partners in managing their health conditions. Shifting from traditional healthcare to smart healthcare will revolutionize healthcare systems globally, increasing preventive and predictive care components by using digital technologies to connect regulators, patients, healthcare professionals and medical facilities. The 7 P (Personalized, Pervasive, Participatory, Predictive, Preventive, Programmable and Perpetual in healthcare) appeared as a need to follow the main objectives in smart health. The COVID-19 pandemic acted as a catalyst for the digital transformation of health systems and probably will introduce a new era in tackling health problems.</p> <p>Within this three-day online CIVIS course, we will explore current and emerging knowledge on smart health and healthcare and the innovative technology behind a smart healthcare system and include: lectures, exercises/practical applications and group debate, presentations.</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<p>Will be indicated during first meeting</p>
<p>Teaching Methods</p>	<p>Online presentations; practical exercises; group debate;</p>
<p>Qualification Objective</p>	<p>i) To understand global context and the need to restructure the traditional healthcare delivery system shifting from reactive to proactive and predictive models of care;</p> <p>ii) To understand how health systems use digital technologies to transform health care: the innovative technology behind an intelligent healthcare system, new models of healthcare delivery;</p> <p>iii) To understand patient engagement in healthcare: patient participation in healthcare decision-making; building the capacity and ability of patients to engage in healthcare;</p> <p>iv) To explore the opportunities, challenges and barriers in implementing smart health.</p>
<p>Prerequisites</p>	<p>English B1-B2</p>
<p>Target Group</p>	<p>Undergraduates/master students in geography& social sciences, spatial planning</p>
<p>Requirements</p>	<p>Active participation and attendance, individual assignment (1 ppt presentation)</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>Online 16.05.2022 10:00 - 15.00 EET 17.05.2022 10:00 - 15.00 EET 18.05.2022 10:00 - 15.00 EET</p>

1WI410 | CHINA'S ENGAGEMENT IN AFRICA AND ITS IMPLICATIONS FOR THE EU


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<p>Content</p> 	<p>This course is part of the knowledge transfer activities of the research project Doing Business in Africa (DBA) at the ESB Business School of Reutlingen University.</p> <p>On 29 and 30 November 2021, the 8th Forum on China-Africa Cooperation took place in Dakar, Senegal. China's president Xi Jinping announced Chinese investments worth 40bn USD over a three-year period. In addition, China is Africa's largest trading partner and bilateral donor. Apart from the close economic relationship, China has reinforced its security-policy, as well as medial and cultural influence all over the continent. However, there is an increasing debate whether one can examine Chinese engagement in Africa as a 'win-win' relationship in light of growing debt, lacking transparency in construction contracts as well as social and ecological impacts of investment projects. The literature is thus debating whether and how Chinese approaches in Africa differ from traditional exploitation structures found in North-South relations. Another increasing literature body sheds light on African agency in Sino-African relations and emphasizes that it is up to African governments and societies to make the relationship beneficial for both partners.</p> <p>The seminar will be structured in four parts: (1) Theoretical and conceptual reflections (2) China's engagement in Africa (3) Consequences of Sino-African relations for the EU; (4) Summary of our findings.</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<p>Asongu, Simplicie (2016): Sino-African Relations: A Review and Reconciliation of Dominant Schools of Thought, in: <i>Politics & Policy</i>, 44/2, pp. 351–383.</p> <p>FOCAC (2018): Beijing Declaration. Toward an Even Stronger China-Africa Community with a Shared Future.</p> <p>Kamoche, Ken/Gunessee, Saileshsingh/Kufuor, Nana (2021): The Africa–China engagement: Contemporary developments and directions for future research, in: <i>Africa Journal of Management</i>.</p>
<p>Teaching Methods</p>	<p>E-learning in different formats.</p>
<p>Qualification Objective</p>	<p>At the end of the course, students will have a comprehensive knowledge and critical understanding of the historical development and contemporary China-Africa relations. The course unpacks the foundations of China's foreign policy towards Africa, including the main features of relations, the achievements and challenges. Students will be empowered to formulate their own educated opinions on the relevant China-Africa issues, simultaneously debunking the many myths that surround contemporary China-African linkages. Each student will gain a detailed understanding of China's relations with one African country.</p>
<p>Prerequisites</p>	<p>English B2</p>
<p>Target Group</p>	<p>Students of all disciplines</p>
<p>Requirements</p>	<p>Case Study</p>
<p>ECTS Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>Online</p> <p>19.05.2022 18:15 - 19:45 CET 07.06.2022 09:00 - 16:30 CET 01.08.2022 09:00 - 16:30 CET 02.08.2022 09:00 - 16:30 CET</p>

INCLUSIVE EDUCATION – AN IMPORTANT STEP TOWARDS AN INCLUSIV SOCIETY

ASSOCIATE PROF. PHD. MARILENA BRATU, ASSOCIATE PROF. PHD. EMILIA OPRISAN, ASSISTANT PHD. ALINA CHIRACU | UNIVERSITY OF BUCHAREST

<p>Content</p> 	<p>The social inclusion of people with special needs is a permanent concern worldwide. People with special needs can be active members with a valuable contribution to social life. In order to achieve a genuine inclusion of people with disabilities in society, it is necessary to start from the school and university level an awareness campaign both on the special needs of these people and on the potential they have.</p> <p>In this context, the seminar we propose will include the following modules for study: general information about disability; models for identifying and analyzing the specific needs of people with disabilities; facilitating access to information for all in order to ensure an inclusive education; models for achieving inclusion at the level of the educational institution; social inclusion and ways to achieve it.</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<p>Garner, P. (2009). <i>Special educational needs: The key concepts</i>. London: Routledge.</p> <p>Heward, W. L., Alber-Morgan, S. R., & Konrad, M. (2017). <i>Exceptional children: An introduction to special education (11th ed)</i>. Boston: Pearson.</p> <p>Fichten, C. S., Asuncion, J. V., Barile, M., Fossey, M. E., Robillard, C., Judd, D., ... & Juhel, J. C. (2004). Access to Information and Instructional Technologies in Higher Education I: Disability Service Providers' Perspective. <i>Journal of Postsecondary Education and Disability</i>, 17(2), 114-133.</p> <p>Lazar, J., & Stein, M. A. (Eds.). (2017). <i>Disability, human rights, and information technology</i>. University of Pennsylvania Press.</p> <p>Rawal, N. (2008). Social inclusion and exclusion: A review. <i>Dhaulagiri Journal of Sociology and Anthropology</i>, 2, 161-180.</p>
<p>Teaching Methods</p>	<p>Online seminars in which will be used: open discussions about the targeted topic, group presentations, structured group activities, class debate, individual research and study</p>
<p>Qualification Objective</p>	<p>Raising awareness of the need for inclusion of people with disabilities. Identifying the main barriers faced by people with disabilities in everyday life-Identifying the most effective methods of achieving inclusion according to the identified needs at educational institutions level. Identifying the most effective methods of achieving inclusion according to the identified needs at society level</p>
<p>Prerequisites</p>	<p>English B2; Participants should have basic knowledge in the fields of special education, psychology, and pedagogy</p>
<p>Target Group</p>	<p>All students</p>
<p>Requirements</p>	<p>Active participation in online debates and discussions, part of one group presentation, submission of one essay or case study</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>Online Online gsuite platform, Special school for students with intellectual disabilities and hearing impairment Dates: 1 - 15 June 2022. Exact timeslots will be discussed with the students.</p>

<p>Inhalte</p> 	<p>Telar e.V. – Wir verbinden Welten, ist ein junger Verein, welcher versucht verschiedene Ideen, Projekte und Initiativen miteinander zu verbinden und zu verknüpfen, so dass ein multikultureller Dialog eröffnet wird, durch den Verständnis und Teilhabe gefördert wird.</p> <p>Im Seminar entwickeln wir in Absprache mit den Akteur*innen (service) ein Kommunikationskonzept sowie Strategien für die zukünftige Öffentlichkeitsarbeit sowie den Auf- und Ausbau der Community des Vereins. Wir kreieren Inhalte für die Website und den neuen Instagram-Channel, um das Wissen und die Ressourcen nachhaltig zu speichern.</p> <p>Das Seminar eignet sich für Studierende aller Fachrichtungen, die lernen möchten (learning), wie man medienpraktisch arbeitet, wie man ein Kommunikationskonzept für einen Instagram-Kanal auf die Beine stellt, eine Online-Community aufbaut und wie man Inhalte für Instagram aufbereitet. Es werden auch grundlegende Inhalte zu Wordpress vermittelt. Medienvorkenntnisse sind nicht zwingend erforderlich, es wird jedoch eine eigenständige Arbeitsweise vorausgesetzt, um zwischen den Seminarsitzungen eigene Beiträge zu recherchieren und zu schreiben sowie in Kleingruppen an redaktionellen Aufgaben zu arbeiten.</p> <p>Es findet ein gemeinsamer Auftakt am 03.06.2021 statt.</p>
<p>Unterrichtssprache</p>	<p>Deutsch</p>
<p>Literatur</p>	<p>Brandes, Ariana (2020): Die Macht der Community: Wie Sie zum Community Manager werden und erfolgreich ein Online-Netzwerk aufbauen. Redline Verlag</p> <p>Grabs, Anne / Bannour, Karim-Patrick / Vogl, Elisabeth (2021): Follow me! Rheinwerk Verlag.</p>
<p>Lehrmethode</p>	<p>Service-Learning Seminar. Gemeinsame Seminarsitzungen; dazwischen eigenständige Projektarbeit allein und/oder in Kleingruppen, Beratungseinheiten mit der Dozentin</p>
<p>Qualifikationsziele</p>	<p>Theorie- und Konzeptionskenntnisse zu strategischer Kommunikation über Instagram; Wordpress Grundlagen; Storytelling, Recherche, Community Building und Medienproduktion erlernen</p>
<p>Voraus.</p>	<p>Deutsch C1 Interesse an Kommunikations- und Öffentlichkeitsarbeit, an Community-Arbeit und an Medienproduktion. Vorkenntnisse sind nicht zwingend erforderlich.</p>
<p>Zielgruppe</p>	<p>Fortgeschrittene ab dem 3. /4. Semester</p>
<p>Leistungsnachweis</p>	<p>Erstellung eigener Instagram-Beiträge, Präsentation der Recherche-Ergebnisse und Gruppenarbeiten im Plenum</p>
<p>ECTS Credit Points</p>	<p>3</p>
<p>Termine & Ort</p>	<p>Online</p> <p>03.06.2022 14:00 - 17:00 CET 07.06.2022 10:00 - 17:00 CET 08.06.2022 10:00 - 16:00 CET 09.06.2022 14:00 - 17:00 CET 21.06.2022 16:00 - 18:00 CET 12.07.2022 16:00 - 18:00 CET 19.07.2022 16:00 - 17:00 CET 22.07.2022 14:00 - 16:00 CET</p>

<p>Content</p> 	<p>In three workshop sessions and subsequent self-learning phases, participants will challenge their pre-existing ideas on the functioning of society and political conflict. In utilizing the lens of systems thinking and communication theories, we identify common practices and obstacles of communication, with special focus on the digital world. In seeking ways to deal with conflicts between different opinions more reasonably, the goal of this service-learning workshop is to transfer this theoretical lens into practical application. Specifically, we aim at building a new digital platform in which controversies can be discussed by everyone without inappropriate constraints – potentially building new common ground.</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<p>Checkland, peter b. (2007): science and the systems paradigm. International journal of general systems 3 (2): 127-134. Kauffman, draper (1980): systems one: an introduction to systems thinking. Mineapolis: future systems inc. Hawkes, david (2003): ideology. London: routledge. Schwarzmantel, john (2008): ideology and politics. London: sage publications. Nagle, angela (2017): kill all normies. Online culture wars from 4chan and tumblr to trump and the alt-right. Winchester: zero books. Morozov, e. (2012). The net delusion: the dark side of internet freedom. Publicaffairs. Horst, h. A., & miller, d. (eds.). (2020). Digital anthropology. Routledge. Strandberg, k., & grönlund, k. (2018). Online deliberation. The oxford handbook of deliberative democracy, 365-377. Elstub, stephen and oliver escobar (2019): defining and typologising democratic innovations. In: elstub, stephen and oliver escobar (ed.): handbook of democratic innovation and governance. Cheltenham: edward elgar publishing, 11-31.</p>
<p>Teaching Methods</p>	<p>Group-discussions, theoretical input, asynchronous work phases</p>
<p>Qualification Objective</p>	<p>Designing and building a digital community for productive discussion between different opinions; gaining theoretical understanding of the systems thinking approach to society, ideology and communication; discussing improvements for the communication between conflicting parties in a digital and non-digital realm</p>
<p>Prerequisites</p>	<p>English B2 While no prior knowledge is required for successful participation, we encourage participants to inquire and reflect about some of the following terms, either via the internet or literature: “systems thinking”, “filter bubbles”, “digital self-determination”, “deliberative democracy” and “democratic innovation”</p>
<p>Target Group</p>	<p>Students of all disciplines</p>
<p>Requirements</p>	<p>Attendance, ungraded supplementary work between sessions, preparatory readings, reflection essay after the last session.</p>
<p>ECTS Credit Points</p>	<p>2</p>
<p>Time & Location</p>	<p>Online 08.07.2022 14:00 - 17:30 CET 15.07.2022 14:00 - 17:00 CET 22.07.2022 14:00 - 17:00 CET</p>