Micro-Programme “Civic Engagement”

Course Catalogue – Summer Term 2023

Bucharest – Madrid – Tübingen

As of March 2023
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ABOUT THE 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.

Unit 1 | Civic Engagement in Europe: A Transdisciplinary Approach
In the winter term 2021/22, the organising universities offered the joint online course “Civic Engagement in Europe: A Transdisciplinary Approach”. This course is now offered as a Blended Intensive Programme from the University of Bucharest, the University of Tübingen, the National and Kapodistrian University of Athens and the Universidad Autónoma de Madrid. By attending this course, you complete unit one.

Unit 2 | Societal challenges
In Unit 2, students learn to apply their academic knowledge to concrete societal challenges and define sustainable solutions by promoting their creative and actionable ideas and deliver real progress to societies and planet, according to SDGs. With this goal in mind, students can select and attend seminars that follow either the service-learning or the challenge-based approach. To learn more about the different approaches please check our website here.

Unit 3 | Record of civic engagement
Within this third unit, you will need to get involved in an individual internship or civic engagement activity of your choosing at a non-profit or a non-governmental organization. The placement of internships is heavily influenced by your personal interests. For example, you could volunteer as a trainer in a local sport club or become an active member of an association that promotes social justice issues or issues related to environmental topics. You can freely allocate your volunteer time to multiple short-term or a single long-term activity.

To complete Unit 3, please note that:
- Only volunteering completed after 1 September 2020 is eligible for credit.
- You are required to have completed a min. of 140 hours of volunteer service.

For more information about volunteering opportunities, contact:
- University of Bucharest: Margareta-Gabriela Nisipeanu, margareta-gabriela.nisipeanu@g.unibuc.ro
- Universidad Autónoma de Madrid: Nadia Fernández de Pinedo, nadia.pinedo@uam.es
- University of Tübingen: Iris-Niki Nikolopoulos, iris.nikolopoulos@unittuebingen.de (see also the University of Tübingen’s page about volunteering)
ECTS credit recognition

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

You can decide for yourself where you want to gain expertise within the framework of this micro-programme. You can either concentrate on Unit 2 and thus in the areas of courses offered (Option 1) or you can decide to gain more practical experience and thus focus on Unit 3 (Option 2).

<table>
<thead>
<tr>
<th>Steps</th>
<th>Option 1</th>
<th>Option 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Unit 1</td>
<td>3 ECTS credit points</td>
<td></td>
</tr>
<tr>
<td>Unit 2</td>
<td>6 ECTS credit points</td>
<td>3 ECTS credit points</td>
</tr>
<tr>
<td>Unit 3</td>
<td>6 ECTS credit points</td>
<td>9 ECTS credit points</td>
</tr>
<tr>
<td>Certificate</td>
<td></td>
<td>15 ECTS credit points</td>
</tr>
</tbody>
</table>

These ECTS credit points will be recognized as part of your study programme at the home university according to local rules:

- 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.
- For Students of all other Universities please contact your home university.

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


<table>
<thead>
<tr>
<th>Institution</th>
<th>Course Title</th>
<th>ECTS</th>
<th>Starting Date</th>
<th>Registration Deadline</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bucharest</td>
<td>Riparian Zones: Waste Areas or Assets for Biodiversity and Human Wellbeing?</td>
<td>3</td>
<td>15.03.2023</td>
<td>13.03.2023</td>
<td>2</td>
</tr>
<tr>
<td>Bucharest</td>
<td>Smart Health: Digital Transformation of Healthcare Systems</td>
<td>3</td>
<td>27.03.2023</td>
<td>24.03.2023</td>
<td>2</td>
</tr>
<tr>
<td>Bucharest</td>
<td>Social Change Based on Leadership Initiatives and Marketing Strategies</td>
<td>3</td>
<td>29.03.2023</td>
<td>27.03.2023</td>
<td>2</td>
</tr>
<tr>
<td>Bucharest</td>
<td>Media Literacy for Vulnerable Social Groups</td>
<td>3</td>
<td>03.04.2023</td>
<td>31.03.2023</td>
<td>2</td>
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<tr>
<td>Tübingen</td>
<td>1W501</td>
<td>Datenerhebung, Analyse und Strategieplanung</td>
<td>6</td>
<td>21.04.2023</td>
<td>30.03.2023</td>
</tr>
<tr>
<td>Tübingen</td>
<td>1SO24</td>
<td>Die Klimaproblematik und Mögliche Gegenmaßnahmen: Vermittelt Durch eine Interaktive Dynamische Simulation in Virtual Reality</td>
<td>3</td>
<td>25.04.2023</td>
<td>30.03.2023</td>
</tr>
<tr>
<td>Bucharest</td>
<td>Chemistry Solutions for Global Challenges</td>
<td>3</td>
<td>02.05.2023</td>
<td>28.04.2023</td>
<td>2</td>
</tr>
<tr>
<td>Bucharest/Athens/Madrid/Tübingen</td>
<td>1PGE311</td>
<td>BIP Civic Engagement in Europe: a Transdisciplinary Approach</td>
<td>3</td>
<td>05.05.2023</td>
<td>20.04.2023</td>
</tr>
<tr>
<td>Bucharest</td>
<td>Support Services for Homeless People</td>
<td>3</td>
<td>05.05.2023</td>
<td>03.05.2023</td>
<td>2</td>
</tr>
<tr>
<td>Tübingen</td>
<td>1PGE213</td>
<td>Tübinger Erbe-Lauf: Instagram- und Tiktok-Kommunikation</td>
<td>3</td>
<td>05.05.2023</td>
<td>20.04.2023</td>
</tr>
<tr>
<td>Tübingen</td>
<td>1SO21</td>
<td>Bildung für Nachhaltige Entwicklung Verstehen und Gestalten</td>
<td>3</td>
<td>09.05.2023</td>
<td>24.04.2023</td>
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<tr>
<td>Bucharest</td>
<td>Eco-Friendly Technologies for Energy Conversion and Storage</td>
<td>3</td>
<td>11.05.2023</td>
<td>09.05.2023</td>
<td>2</td>
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<tr>
<td>Bucharest</td>
<td>University-Based Projects for Local Sustainable Development in European UNESCO Global Geoparks</td>
<td>3</td>
<td>22.05.2023</td>
<td>19.05.2023</td>
<td>2</td>
</tr>
<tr>
<td>Bucharest</td>
<td>Engaging Marginalized Communities</td>
<td>3</td>
<td>23.05.2023</td>
<td>19.05.2023</td>
<td>2</td>
</tr>
<tr>
<td>Bucharest</td>
<td>Inclusive Education – an Important Step Towards an Inclusive Society</td>
<td>3</td>
<td>25.05.2023</td>
<td>23.05.2023</td>
<td>2</td>
</tr>
<tr>
<td>Bucharest</td>
<td>Physicists as Civic Scientists</td>
<td>3</td>
<td>05.06.2023</td>
<td>31.05.2023</td>
<td>2</td>
</tr>
<tr>
<td>Tübingen</td>
<td>1D1403</td>
<td>Common Ground Despite Controversy: Towards a New Digital Platform</td>
<td>3</td>
<td>07.07.2023</td>
<td>22.05.2023</td>
</tr>
<tr>
<td>Tübingen</td>
<td>1SO32</td>
<td>Bausteine für Klimarechtigkeit. Transformativ. Solidarisch. Machbar.</td>
<td>3</td>
<td>01.08.2023</td>
<td>17.07.2023</td>
</tr>
</tbody>
</table>
COURSE DESCRIPTIONS
### Content

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.

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.

An essential part of the course originated from the collective sense that "learning by doing" is the most effective, fun and durable way to develop into a professional. A set of collective and individual exercises aimed at problem-based learning is used to introduce and raise awareness of the consequences of managerial decisions and even our individual actions on the environment. They allow students to be autonomous in building and using theoretical knowledge.

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**Teaching Language**

English

**Literature**

Will be announced during the introductory lecture.

**Teaching Methods**

Online-Course: theoretical input, literature review, creative work phases, individual research tasks; class discussions in small groups and in the plenary, 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**

None

**Target Group**

The course is open primarily to students with a background in life sciences.

**Requirements**

Attendance, 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**

15 and 29 March, 17 May 2023, h: 1:00 – 6:00 p.m. Eastern European Time (EET) / Romania time, online

**Participants max.**

10
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.

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.

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.

<table>
<thead>
<tr>
<th>Teaching Language</th>
<th>English</th>
</tr>
</thead>
<tbody>
<tr>
<td>Literature</td>
<td>Will be indicated during the first meeting.</td>
</tr>
<tr>
<td>Teaching Methods</td>
<td>Online Presentations, Practical Exercises, Group Debate</td>
</tr>
</tbody>
</table>
| Qualification Objective | 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.  
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.  
iii) To understand patient engagement in healthcare: patient participation in healthcare decision-making; building the capacity and ability of patients to engage in healthcare. |
| Prerequisites     | English B1 / B2 |
| Target Group      | Undergraduates/master students in geography & social sciences, spatial planning. |
| Requirements      | Active participation and attendance, individual assignment (1 ppt presentation). |
| Credit Points     | 3 |
| Time & Location   | 27-29 March 2023 (10:00-15:00), March 2023 - Eastern European Time (EET) / Romania time, online |
| Participants max. | 15 students |
SOCIAL CHANGE BASED ON LEADERSHIP INITIATIVES AND MARKETING STRATEGIES
PROF. PHD. MAGDALENA IORDACHE PLATIS | UNIVERSITY OF BUCHAREST

Content

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.

Teaching Language
English

Literature
1. Universities without walls. A vision for 2030

Teaching Methods
Interactive teaching, workshop, online tools

Qualification Objective
i) To understand the social leadership models
ii) To understand the social marketing concept and mix
iii) To explore best practices on social behavior
iv) To identify social marketing campaigns to involve students in
v) To understand the marketing strategic model of social chance

Prerequisites
Good English is required.

Target Group
The course is open to all students.

Requirements
Attendance, active participation in class, 1 group deliverable and a final individual ppt deliverable (20-25 slides).

Credit Points
3

Time & Location
29 - 31 March 2023 – 10:00 – 15:00 - Eastern European Time (EET) / Romania time, online.

Participants max.
25 students
## Content

The main goal of this lectures is to discuss a set of studies and policies that allow us to identify and contribute to combat and effectively minimize the phenomena of disinformation, misinformation and manipulation in the journalistic field regarding vulnerable social groups and to empowering the local/national community to monitor online disinformation. The main topics:

- How internet revolution disrupted the way we communicate;
- How digital platforms change media, traditional journalism and public communications;
- How to guide vulnerable groups to protect themselves from the threat coming from the online environment (phishing attacks, hackers, stealing users' data, troll attacks on social media profiles and information theft etc.);
- How to counterattack fake-news, false news, disinformation and misinformation;
- How to detect digital threats like video manipulation (deep-fakes) and falsification of official documents;
- Raising awareness and improving resilience inside vulnerable populations.

## Teaching Language

English

## Literature


## Teaching Methods

Online learning, Game-based learning, Practical exercises, Case studies

## Qualification Objective

i) Empowering vulnerable social groups (very old people, pensioners, young people, children, disadvantaged groups) to report

ii) Disinformation, while improving the visibility of authoritative/trustworthy content

iii) Fact-checking practices from fact-checkers and academic researchers

## Target Group

Primary/elementary school teachers/ educators/ highschool teachers.

## Requirements

Good English is required.

## Credit Points

3

## Time & Location

3-7 April 2023 - 2-5 p.m. - Eastern European Time (EET) / Romania time, online.

## Participants max.

25 students
Inhalte

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 Projekt- parten 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

Unterrichtssprache
Deutsch

Literatur

Weitere Literatur wird zu Beginn des Seminars bekannt gegeben.

Lehrmethode
Praxisseminar mit Übungen & Gruppenarbeit / -aufgaben, virtuell über MS-Teams

Qualifikationsziele
Sie lernen unter anderem wie man:
i) komplexe Projekte plant, vorbereitet, Teilnehmer:innen erreicht, passende empirische Methoden identifiziert und anwendet.
ii) Hypothesen aufstellt, verifiziert bzw. falsifiziert und daraus Strategien ableitet.
iii) die richtigen, auswertbaren Fragen stellt und wen man befragt.
iv) Umfragen plant, erstellt, durchführt und mit Statistik-Software auswertet.
v) "effektiv berichtet" und Ergebnisse gegenüber Auftraggeber:innen schriftlich und mündlich präsentiert.
vi) die grundlegenden Zusammenhänge der aktuellen Energiewende- und Klimaneutralitätsbestrebungen.

Vorauss.
Deutsch B2, Englisch B2

Bitte beachten Sie: etwa eine Woche vor Seminarbeginn erhalten Sie eine Checkliste mit ein paar wenigen Vorbereitungen & Informationen an Ihre studentische Email-Adresse, die Sie bis zwei Tage vor dem ersten Kurstermin durchgehen müssen um Ihnen einen reibungslosen Start zu ermöglichen.

Zielgruppe
Offen

Leistungsnachweis
Team-Hausaufgaben, Kurz-Vorträge, Übungen, Abschlusspräsentation

ECTS Credit Points
6

Termine & Ort
21 April – 30 June 2023, wöchentlich, 09:00 – 15:30 CET / Deutsche Zeitzone, Online

TN max.
12 Studierende
1SOT24 | DIE KLIMAPROBLEMATIK UND MÖGLICHE GEGENMAßNAHMEN: VERMITTELT DURCH EINE INTERAKTIVE DYNAMISCHE SIMULATION IN VIRTUAL REALITY
PROF. DR. MARTIN BUTZ | UNIVERSITÄT TÜBINGEN, FB INFORMATIK UND FB PSYCHOLOGIE, KOGNITIVE MODELLIERUNG

### Inhalte


### Unterrichtssprache
Deutsch

### Literatur
2. IPCC Sachstandsbericht: [https://www.de-ipcc.de/250.php](https://www.de-ipcc.de/250.php)

### Lehrmethode
Virtual Reality als Lehrmethode und situative Veranschaulichung, Konzepterstellung in Kleingruppe, Teamarbeit

### Qualifikationsziele

### Vorauss.
Deutsch B2, Englisch B2
Grundkenntnisse im Programmieren und/oder Mediendesign und/oder Journalismus sind erwünscht.

### Zielgruppe
Offen

### Leistungsnachweis
Vortrag und Ausarbeitung in Form eines Posters und Kurzberichts.

### ECTS Credit Points
3

### Termine & Ort
25 April 18:00 – 20:00 CET online, 6 May & 17 June 2023, 09:00 – 17:00 CET / Deutsche Zeitzone, on-site

### TN max.
16 Studierende
“Chemistry Solutions for Global Challenges” microprogram is an opportunity to engage in 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, as well as, to promote civic engagement.

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 the 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; individual presentations of case studies.

<table>
<thead>
<tr>
<th>Teaching Language</th>
<th>English</th>
</tr>
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</table>
5. Chemistry Education Best Practices, Opportunities and Trends, Edited by J. Garcia-Martinez and E. Serrano-Torregrosa, Wiley-VCH Verlag, Weinheim, Germany, 2015. Other readings may be recommended and posted on the course platform. Students who are unable to access the textbooks or other readings should contact the instructor as soon as possible. |
<p>| Teaching Methods  | Online Course using a variety of methods, with emphasis on creating an interactive learning environment: PowerPoint presentations, Class discussions and debates, Videos, e-learning tools, Analysis of real-world case studies, Group research work &amp; group presentation. |
| Qualification Objective | At the end of this course, the students should be able to: identify the demanding global challenges of the 21st century; build awareness of a global issue and its different manifestations; present examples of efficient solutions to the world's greatest problems; introduce the &quot;green chemistry&quot; concept and the principles of green chemistry; describe examples of successful green technologies; apply theoretical concepts to contemporary real-world case study examples; develop solutions fo-cused on enhancing sustainability and reducing the environmental footprint to address one of the global challenges. |
| Prerequisites     | Good knowledge of the English language is required. |</p>
<table>
<thead>
<tr>
<th><strong>Target Group</strong></th>
<th>Open to bachelor and master students from all fields of study.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Requirements</strong></td>
<td>Specific requirements for this course are: attendance and 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; students will be asked to develop a research project in which each team will address one of the global challenges, write a group report, and prepare a group presentation. This type of assignment is designed to encourage and develop creative and community-engaged research and has the potential to be translatable across the CIVIS regions.</td>
</tr>
<tr>
<td><strong>Credit Points</strong></td>
<td>3</td>
</tr>
<tr>
<td><strong>Time &amp; Location</strong></td>
<td>2, 9, 16, 23, 30 May 2023, 4 - 8 p. m.; European Time (EET) / Romania time, online</td>
</tr>
<tr>
<td><strong>Participants max.</strong></td>
<td>15 students (and 3 students minimum)</td>
</tr>
</tbody>
</table>
The aim of this transdisciplinary programme is to promote civic engagement throughout academia, as a key pillar of the CIVIS goals. In this programme, not only the added value of civic engagement for the society will be elaborated but also for the individual. In particular, the transversal competences (e.g., critical thinking, problem-solving, assumption of societal responsibility, collaborative attitude, open-mindedness, selfreflection) that can be acquired, the values that can be shared and the connection that exists between civic engagement and the enrichment of an individual's identity. Based on scientific literature, students and lecturers will discuss the different types of civic engagement from a comparative perspective, within and without the university level. Students will analyse the similarities and differences between the European countries regarding the development of the various forms of civic engagement. They will also discuss how the universities can empower the students to participate in activities like service-learning, that promote civic engagement by connecting it to the curriculum. Throughout the opportunity of the physical mobility (Brașov) students will be able to do field research and get in exchange with NGOs and NPOs and learn more about the role of civic engagement in modern economies, concrete in the tourism industry in Romania. Students will gain knowledge on different forms of ‘civic engagement’ across Europe. Fundamental knowledge and critical perspectives on Service-Learning, opportunities for engagement at the own higher education institution and at the European level. Insights into civic tourism engagement as social capital in modern economies. Critical reflection on civic engagement, awareness for current societal challenges.

### Teaching Language

- English

### Literature


### Teaching Methods

- Individual research tasks, short presentations, group discussions, reflective essay

### Qualification Objective

- 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.

### Prerequisites

- English B2

### Target Group

- Students of all disciplines

### Requirements

- Regular participation, individual research tasks, short presentations, reflective essay

### ECTS Credit Points

- 3

### Time & Location

- 5, 12, 19 May 2023, 14:00 – 18:00 CET, online
- 5-10 July 2023, on-site, fieldtrip in Brasov, Romania
Content
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?

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).

Teaching Language
- English

Literature

Teaching Methods
- Service-Learning, Presentations & Reports, Online search Discussions

Qualification Objective
i) raising awareness of the need for social empowerment and solidarity
ii) better understanding of the phenomenon of homelessness
iii) developing skills in providing support services for vulnerable people
iv) fundraising for social causes

Prerequisites
- Good English.

Target Group
- All students.

Requirements
- Active participation in all activities.

Credit Points
- 3

Time & Location
- 5 meetings of 3 hours each; 5, 12, 19, 26 May and 2 June 2023, time 2-5 p.m. (students’ availability will be considered) - Eastern European Time (EET) / Romania time, online

Participants max.
- 15 students

Das Seminar eignet sich für Studierende aller Fachrichtungen, die lernen möchten, wie man Inhalte fürs Web aufbereitet, die medienpraktisch arbeiten und ins Berufs-feld Öffentlichkeitsarbeit schnuppern wollen. Medienverkenntnisse sind nicht zwingend erforderlich, es wird jedoch eine eigenständige Arbeitsweise vorausgesetzt, um zwischen den Seminarsitzungen eigene Beiträge zu recherchieren und zu produzieren.

Unterrichtssprache: Deutsch

Literatur

Lehrmethode
Verstehen: Die TN beschäftigen sich mit der Arbeit des aktuellen Sozialpartners, der Bedeutung des Laufs und lernen medienwissenschaftliche Methoden kennen.
Reflexion: Die TN reflektieren die Relevanz des Laufs als auch die Aktivitäten des Sozialpartners.
Transfer: Die TN erlernen und nutzen medienpraktische Fähigkeiten zur Erstellung eigener Instagram- und TikTok-Beiträge allein oder in Kleingruppen, die die Arbeit des Sozialpartners sichtbar machen und die Außenwirkung des Erbe-Laufs unterstützen.
Engagement: Die TN lernen den Tübinger Erbe-Lauf, den Sozialpartner und die Menschen dahinter kennen und leisten einen Beitrag zur Sichtbarmachung ihrer gemeinwohlorientierten Arbeit via Instagram und TikTok.

Qualifikationsziele
Theorie- und Konzeptionskenntnisse zu sozialen Medien (Instagram, TikTok), redaktionelle Arbeit und Medienproduktion kennenlernen.


Zielgruppe Offen
Leistungsnachweis Erstellung eigener Instagram- und TikTok-Beiträge, schriftliche Reflexion und aktive Mitarbeit in den Seminarsitzungen.

ECTS Credit Points 3

Termine & Ort
5 Mai, 2023 14:00 – 18:00 on-site
6 Mai, 2023 10:00 – 17:00 on-site
2 Juni, 2023 10:00 – 12:00 online
23 Juni, 2023 wird mit den Studierenden besprochen online
7 Juli, 2023, 14:00 – 18:00 on-site

TN max. 16 Studierende
Inhalte


In einer „Methodenwerkstatt‘ erlernen die Studierenden „das Handwerkszeug“, um selbst eigene Bildungsveranstaltungen konzipieren und als Multiplikator:innen wirken zu können. Am Beispiel ausgewählter Nachhaltigkeitsthemen werden wir Methoden ausprobieren und deren Einsatzmöglichkeiten reflektieren. Dafür erarbeiten die Studierenden ein eigenes Workshop-Konzept und erhalten die Gelegenheit, eine Methode daraus im Seminar anzuspielen und die Erfahrungen in der Gruppe zu reflektieren. Das Seminar besteht aus folgenden Bausteinen:
- Nachhaltigkeitsverständnis und SDGs
- Verhältnis Bildung und Nachhaltigkeit
- Ziele und Kompetenzen einer BNE
- Elemente der BNE (u. a. Umweltbildung, Globales Lernen)
- Kontext und Akteurslandschaft in der (inter-)nationalen und lokalen BNE
- eigene Bildungsprozesse gestalten
- Methodenwerkstatt

Unterrichtssprache
Deutsch

Literatur

Lehrmethode
Interaktive Methoden: u.a. kollektives Kartieren, konsumkritischer Stadtrundgang, Plan- und Rollenspiele, Visualisieren, Feedback

Qualifikationsziele
Auseinandersetzung und kritische Reflexion des Nachhaltigkeitskonzepts und einer Bildung für nachhaltige Entwicklung; Kennenlernen und Ausprobieren partizipativer BNE-Methoden; Erwerb von Kompetenzen zur Konzeption und Durchführung ei-gener BNE-Veranstaltungen.

Vorauss. Zielgruppe
Keine

Leistungsnachweis
Vorbereitende Lektüre, Aktive Mitarbeit, schriftliche Erarbeitung eines Workshop-Konzepts und Anspielen eines Methodenbeispiels

ECTS Credit Points
3

Termine & Ort
9 Mai, 2023 15:00 – 18:00 on-site
24 Juni, 2023 10:00 – 17:00 on-site
25 Juni, 2023 09:00 – 16:00 on-site

TN max.
20 Studierende
This course aims to present the basic principles ruling some eco-friendly devices used for energy conversion and storage and wastewater treatment. Photovoltaic structures based on classical silicon but also based on innovative materials and architectures are discussed, e.g. conductive polymers, fullerene derivatives, chlorophyll-a, graphene, and nanotubes. Special attention will be paid to microbial fuel cells used for wastewater treatment and photo-electrochemical devices for CO2 conversion because the 21st century is facing an acute issue, i.e. the lack of drinking water. Another topic that will be covered by these classes is related to energy storage, so we will present the working principle of the most known devices such as batteries and capacitors. To improve the quality of life, it's mandatory to balance the two halves of the energy issue – conversion and storage. On Earth, many places can be exploited as solar cell power plants, but the conveyance infrastructure is far from optimal. A very interesting experimental section about proton exchange membrane fuel cells (PEMFC), membrane electrode assembly (MEA) fabrication and protocol, and the computational of specific parameters of photo-voltaic structures is proposed.

Teaching Language

English

1. Handbook of Photovoltaic Science and Engineering, Antonio Luque and Steven Hagedus, John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England
5. Photoelectrochemical Conversion of Carbon Dioxide (CO2) into Fuels and Value-Added Products (Review), Vignesh Kumaravel et al., ACS Energy Letters 2020 5 (2), 486-519, DOI: 10.1021/acsenergylett.9b02585

Teaching Methods

Individual presentations, class discussions, computation, and analysis of experimental data.

Qualification Objective

i) to understand the basic principles of physical and chemical processes involved in the energy conversion
ii) to understand the working principle of photovoltaic structures
iii) to understand the working principle of batteries and capacitors
iv) to understand the working principle of microbial fuel cells and photo-electrochemical devices for CO2 conversion
v) e. to compute and analyze specific experimental data

Prerequisites

Fluent in English.

Target Group

All students.

Requirements

-

Credit Points

3

Time & Location

11, 12, 16, 18, 19 May 2023 – 10:00 – 14:00 Eastern European Time (EET) / Romania time, online

Participants max.

15 students
Since ancient times people have 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 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 now comprises 169 territories from 44 countries among them 81 in 26 European countries. The continuous development of the concept raises 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 connections 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?

### Content

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.

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.

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).

### Teaching Language

| English |

### Literature

6. 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
7. Fukuyama, Francis, Social Capital and Civil Society, The Institute of Public Policy, George Mason University, 1999

### Teaching Methods

Service learning, Presentations & Reports, Online search, Discussions.

### Qualification Objective

i) Basic knowledge on civic engagement with marginalized communities
ii) Basic skills on qualitative research, such as developing a research design
iii) Becoming aware of needs and challenges faced by marginalized communities
iv) Basic skills in discussing research results with actors beyond the university

### Prerequisites

Good English is required.

### Target Group

All students.

### Requirements

Individual and team presentations.

### Credit Points

3

### Time & Location

23 May, 6, 13 June 2023 - 10:00 - 17:00 (13:00 - 14:00) lunch break; Eastern European Time (EET) / Romania time, online

### Participants max.

15 students
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.

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 institutions
- social inclusion and ways to achieve it.

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<tr>
<th>Teaching Language</th>
<th>English</th>
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|-------------------|---------|

<table>
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<tr>
<th>Teaching Methods</th>
<th>Online seminars in which will be used: open discussions about the targeted topic, group presentations, structured group activities, class debate, individual research and study.</th>
</tr>
</thead>
</table>

| Qualification Objective | i) raising awareness of the need for inclusion of people with disabilities  
ii) identifying the main barriers faced by people with disabilities in everyday life  
iii) identifying the most effective methods of achieving inclusion according to the identified needs at educational institutions level  
iv) identifying the most effective methods of achieving inclusion according to the identified needs at society level |
|-------------------------|---------|

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<thead>
<tr>
<th>Prerequisites</th>
<th>Participants should have basic knowledge in the fields of special education, psychology and pedagogy.</th>
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<tr>
<th>Target Group</th>
<th>All students interested in social inclusion of vulnerable groups.</th>
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<tr>
<th>Requirements</th>
<th>active participation in online debates and discussions, part of one group presentation, submission of one essay or case study.</th>
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<tr>
<th>Credit Points</th>
<th>3</th>
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| Time & Location | Online gsuite platform: Special school for students with intellectual disabilities and hearing impairment  
25, 26 May; 5, 6, 9 June – 2 - 5 p.m.; Eastern European Time (EET) / Romania time, online |
|-----------------|---------|

| Participants max. | 15 students (and 3 students minimum) |
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

<table>
<thead>
<tr>
<th>Number</th>
<th>Author(s)</th>
<th>Title</th>
<th>Edition</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>R.P. Barston</td>
<td>Modern diplomacy, Routledge, 2019</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Dumitru Mihalache et al.</td>
<td>The founders of modern physics in Romania as seen from the archive of Revue Roumaine de Physique, Romanian Journal of Physics 63, 113 (2018)</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Monika Szkarłat</td>
<td>Science diplomacy of Poland, Humanities &amp; Social Sciences Communications 7, 59 (2020)</td>
<td></td>
</tr>
</tbody>
</table>

### 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

Good English.

### Target Group

All students.

### Requirements

- 

### Credit Points

3

### Time & Location

5, 7, 12, 14, 19 June 2023 – 5 – 8 p.m. EEST time/Romania time (the schedule can be adjusted in agreement with the students) Eastern European Time (EET) / Romania time, online

### Participants max.

15 students
**Content**

We propose the lens of Systems Thinking and several approaches in the social sciences to 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.

The workshop runs a hybrid model: Via recorded presentations and subsequent asynchronous self-learning phases we establish the theoretical basis for fruitful discussions in four online meetings. There we want to hear your opinions on the vision of Common Ground since it wants to become more than just a course at university!

**Teaching Language**

English

**Literature**


Further readings will be announced at the first meeting.

**Teaching Methods**

Group-discussions, breakout sessions, asynchronous self-learning phases

**Qualification Objective**

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.

**Prerequisites**

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”.

**Target Group**

Open

**Requirements**

Attendance and active participation in the meetings, ungraded work in the asynchronous self-learning phases, ungraded essay

**Credit Points**

3

**Time & Location**

7, 14, 21, 28 July, 2023 14:00 – 16:00 CET online

**Participants max.**

30 students

Die Veranstaltung ist eine Kooperation des Teams „Klimagerechtigkeit“ und „Transformativ Bildung” des Konzeptwerks Neue Ökonomie.

Unterrichtssprache Deutsch

Literatur

Lehrmethode Vielfältige Mischung aus wissenschaftsnahen Texten, Selbstlernen und interaktiven Methoden.

Qualifikationsziele Sensibilisierung für die Probleme aktuell dominierender Lebens- und Produktionsweisen sowie Entwicklung von Transformationsvorstellungen im Kontext der Klima-krise; Kenntnisse alternativer soliderischer Wirtschaftspraktiken und möglicher Schritte dahin.

Voraussetzungen Keine

Zielgruppe Offen; Die Veranstaltung richtet sich an Studierende aller Fakultäten.

Leistungsnachweis Aktive Teilnahme, Textlektüre, Lernportfolio oder Bearbeitung selbst gewählter Reflexionsfragen

ECTS Credit Points 3

Termine & Ort
1 August, 2023 15:00 – 18:00 CET on-site
2 -3 August 2023 10:00 – 18:00 CET on-site

TN max. 25 Studierende