

Micro-Programme “Civic Engagement”

Course Catalogue – Summer Term 2025

Athens – Bucharest – Madrid – Tübingen

As of March 2025

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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

You complete unit one by attending the joint course (BIP) “Civic Engagement in Europe: A Transdisciplinary Approach” (in 2025 the title is: “Civic Engagement and Football: A Transdisciplinary Approach”). The BIP is expected to be offered every summer term by the University of Bucharest, the University of Tübingen, the National and Kapodistrian University of Athens and the Universidad Autónoma de Madrid. It serves as an introduction to the topic civic engagement.

<https://civis.eu/de/learn/civis-courses/civic-engagement-and-football-a-transdisciplinary-approach>

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 courses that follow either the service-learning or the challenge-based approach. To learn more about the different approaches please check our website: <https://civis.eu/en/learn/course-types/civis-micro-programmes/micro-programme-civic-engagement>.

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 during the study phase is eligible for credit.
- You are required to have completed a min. of 140 hours of volunteer service.
- We strongly recommend to participate in the [Engagement Transfer-Workshop](#). Here, you will get the opportunity to reflect on your volunteering experiences, or if you are a newcomer, to get inspiration for volunteering activities.

For more information about volunteering opportunities, contact:

- National and Kapodistrian University of Athens: Philia Issari, issariph@psych.uoa.gr
- University of Bucharest: Raluca Amza, raluca.amza@erasmus.unibuc.ro
- Universidad Autónoma de Madrid: programa.voluntariado@uam.es (Oficina de Acción Solidaria y Cooperación). Further information can be found under the following link: <https://www.uam.es/uam/voluntariado-cooperacion-solidaridad>
- University of Tübingen: Franziska Müller, civic-engagement@tracs.uni-tuebingen.de (see also the University of Tübingen's page about volunteering: <https://uni-tuebingen.de/en/54148>)

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).

Steps	Option 1	Option 2
Unit 1		3* ECTS credit points
Unit 2	6 ECTS credit points	3 ECTS credit points
Unit 3	6 ECTS credit points	9 ECTS credit points
Certificate		15 ECTS credit points

* If the joint course (Unit 1) is offered with 6 ECTS credit points, you will only need one course (3 ECTS credit points) in Unit 2 and 6 ECTS credit points in Unit 3.

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 **National and Kapodistrian University Athens students**, the ECTS credit points acquired within the micro-programme will currently be recognized as extracurricular credits. Courses from Prof. Philia Issari can be recognized as curricular credits for students from the Department of Psychology. For students from other departments, please contact your coordinator.
- 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.

Course format and technical requirements

The courses offered within the micro-programme are highly interactive and only work based on your active participation. This means that for online courses you need a stable internet connection to participate with your camera and your microphone on.

Attendance of courses

We look forward to your registration to courses. If you cannot take part in a course that you have registered for, please contact the lecturer of the course and the coordinator who is responsible for the university that offers the course.

COURSES OVERVIEW – TIMETABLE

You can find the registration link on our website: <https://civis.eu/en/learn/course-types/civis-micro-programmes/micro-programme-civic-engagement>.

For students who are already participating in the micro-programme Civic Engagement, please log in to your profile for course registration: <https://mobility.civis.eu/>. Please do not apply again via the website above. We will contact you about the registration instructions via the CIVIS platform.


Institution	Course Title	ECTS	Registration Deadline	Starting Date	Unit
Bucharest	Riparian Zones: Waste Areas or Assets for BioDiversity and Human Wellbeing?	3	04.04.2025	09.04.2025 (online)	2
Bucharest	Chemistry Solutions for Global Challenges	3	07.05.2025	11.05.2025 (online)	2
Tübingen	Indigenous Studies: Lifeworlds and Access to Justice	3	22.04.2025	14.05.2025 (online)	2
Tübingen	Common Ground despite Controversy? Rethinking Social Media	3	22.04.2025	23.05.2025 (online)	2
Tübingen	Breaking the Cycle of Disaster, Response, Recovery, and Repeat	3	22.04.2025	09.05.2025 (online)	2
Tübingen	Capacity Development: The Good, the Bad and the Better	3	20.05.2025	06.06.2025 (online)	2
Athens	Poiotiki Methodologia Ereunas sti Psychologiki Ereuna (Qualitative Research Methods in Psychology)	4	12.03.2025	12.03.2025 (in Athens)	2
Bucharest	Support Services for Homeless People	3	27.02.2025	03.03.2025 (online)	2
Bucharest	Smart Health: Digital Transformation of Healthcare Systems	3	24.03.2025	27.03.2025 (online)	2
Bucharest	Behavioral Human-Animal Interactions from a Wellbeing Perspective	3	24.03.2025	27.03.2025 (online)	2
Tübingen	Engagement Transfer Workshop	2	08.07.2025	18.07.2025 (online)	3


You can find more courses from the University of Bucharest on the CIVIS Platform:
<https://mobility.civis.eu/>

COURSE DESCRIPTIONS

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.</p> <p>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 and how practical they are to help land managers seeking to implement effective riparian buffers?</p> <p>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.</p>
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 page each) and/or a short presentation of a case study.
Credit Points	3
Time & Location	9, 16 April, 14 May 2025, EEST time: 13:00-18:00 / Romania time, online
Participants max.	10

<p>Content</p> 	<p>This course 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.</p> <p>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.</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<ol style="list-style-type: none"> 1. J.E. Stiglitz, Making Globalization Work, W.W. Norton & Company, New York, 2006. 2. S.C. Smallman, K. Brown, Introduction to International and Global Studies, 2nd edition, Chapel Hill: University of North Carolina Press, 2015. 3. Meeting Global Challenges through Better Governance International Cooperation in Science, Technology and Innovation, OECD, 2012. 4. Effective Chemistry Communication in Informal Environments, The National Academies Press, Washington, DC, 2016. 5. Chemistry Education Best Practices, Opportunities and Trends, Edited by J. Garcia-Martinez and E. Serrano-Torregrosa, Wiley-VCH Verlag, Weinheim, Germany, 2015. <p>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>
<p>Teaching Methods</p>	<p>This online course is 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 & 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; build awareness of a global issue and its different manifestations; present examples of efficient solutions to the world's greatest problems; introduce the "green chemistry" 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 focused on enhancing sustainability and reducing the environmental footprint to address one of the global challenges.</p>
<p>Prerequisites</p>	<p>Good knowledge of the English language is required.</p>
<p>Target Group</p>	<p>Open to bachelor and master students from all fields of study.</p>
<p>Requirements</p>	<p>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-</p>

	engaged research and has the potential to be translatable across the CIVIS regions.
Credit Points	3
Time & Location	11, 17, 18, 25 May 2025, EEST time: 10:00-14:00 / Romania time, online
Participants max.	15 students (3 students minimum)


INDIGENOUS STUDIES: LEWORLDWDS AND ACCESS TO JUSTICE

JACOB THALER; RONICA VUNGMUANKIM | UNIVERSITY OF TUBINGEN

<p>Content</p> 	<p>Discover Indigenous Worlds: Voices, Knowledge, and Resilience Explore the rich lifeworlds of Indigenous communities. This course invites you to discover Indigenous perspectives on land, resources, and cultural heritage through the lens of decolonial studies. Together, we'll delve into pressing topics like land grabbing, resource extraction, restitution, gender dynamics, and the ongoing struggles for justice. Gain insights into the legal landscapes shaping Indigenous rights, from international protections to the stark realities of marginalization, suppression and violence. Through a multidisciplinary approach, you'll learn how Indigenous communities navigate resilience and contribute knowledge to global conversations on justice and sustainability. At the same time, we critically assess the concept of indigeneity more broadly asking about its colonial roots. What sets this course apart? Real-world voices. Engage directly with field practitioners and community leaders as they share their lived experiences and strategies for thriving amidst adversity. We are thrilled to have strong voices from Zimbabwe (The Shine Campaign), Namibia (Ovaherero Traditional Authority) and (hopefully) the Marshall Islands joining us for sessions on such diverse issues as resource extraction, the legacy of genocide and the impact of nuclear testing.</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<ul style="list-style-type: none"> • Smith, Linda Tuhiwai. 2021. Decolonizing methodologies: Research and indigenous peoples. Bloomsbury Publishing. • Bétéille, André. 1998. "The idea of indigenous people." Current anthropology 39, no. 2: 187-192. • Lennox, Corinne/Damien Short. 2016. Handbook of Indigenous Peoples' Rights. Routledge.
<p>Teaching Methods</p>	<ul style="list-style-type: none"> • Seminar-style teaching and discussion • Classroom presentations (group), discussions and interaction • Guest Talk(s): experts/activists
<p>Qualification Objective</p>	<p>Gain insight into the lives, history, and knowledge systems of Indigenous peoples, while understanding their legal struggles and developing critical thinking on these issues and beyond.</p>
<p>Prerequisites</p>	<p>English language skills: advanced working knowledge; stable internet connection</p>
<p>Target Group</p>	<p>Open</p>
<p>Requirements</p>	<p>Group presentation and in-class participation</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>14 May 25, 16:30-18:00, 21 May 16:30-19:30, 28 May, 4 June, 18 June, 25 June, 16:30-18:45, 2 July, 16:30-18:00, 16 July 16:30-19:30 CET, online</p>
<p>Participants max.</p>	<p>15 students</p>


COMMON GROUND DESPITE CONTROVERSY? RETHINKING SOCIAL MEDIA

SIRIUS NOSKE, JONAS KIEßLING | UNIVERSITY OF TÜBINGEN

<p>Content</p> 	<p>Internet, digital technology, and democracy—an ideal trio, right? Well, something went terribly wrong. But what's the issue? We examine the potential of conceptualizing democracy as a culture rooted in fostering shared methods for communicating differences, with a particular emphasis on the upheavals shaping contemporary political discourses in the digital sphere. In developing ways to deal with democratic conflict more reasonably, the goal of this service-learning workshop is to work towards a new social media, a platform we term "Common Ground". "Common Ground" is also a conceptual model from linguistics and social psychology to understand what happens when we engage in dialogue. With this knowledge we want to approach communication in general and search for ideas to foster common understanding instead of disrespectful polemics.</p> <p>The workshop is run fully online and features both small lectures and engaging group work. All throughout, participants are encouraged to draw on their own ideas, forming a community of democratic peers. This project that wants to become more than 'just a university course' and you can be a part of it!</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<ul style="list-style-type: none"> • Rasinski, L. (2019): Three concepts of discourse: Foucault, Laclau, Habermas. <i>Culture-Society-Education</i> 12 (2): 37-54. • Stalnaker, R. (2002): Common Ground. <i>Linguistics and Philosophy</i> 25 (5/6), 701-721. • Clark, H. (1991): Grounding in communication. <i>Perspectives on socially shared cognition</i>. American Psychological Association: Washington. • Nagle, A. (2017): <i>Kill All Normies</i>. Online Culture Wars from 4Chan and Tumblr to Trump and the Alt-Right. Winchester: Zero Books. • Morozov, E. (2012). <i>The net delusion: The dark side of Internet freedom</i>. PublicAffairs: Cambridge.
<p>Teaching Methods</p>	<p>Brief lecture-style inputs, group discussions, breakout sessions, task sheets, asynchronous self-learning</p>
<p>Qualification Objective</p>	<p>Brainstorming and designing how a digital community for productive discussions could look like; gaining theoretical understanding of the processual approach to democracy; common ground in communication; discussing improvements for the communication between conflicting parties in a digital and non-digital realm.</p>
<p>Prerequisites</p>	<p>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: "civic engagement" "filter bubbles", "digital self-determination", "deliberative democracy" and "democratic innovation".</p>
<p>Target Group</p>	<p>Open</p>
<p>Requirements</p>	<p>Attendance and active participation in the meetings, ungraded work in the asynchronous self-learning phases, ungraded literature-based essay.</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>23 May 25, 15:00-17:00 CET, 24 May 25, 10:00-15:00 CET, 25 May 25, 10:00-12:00 CET, online</p>
<p>Participants max.</p>	<p>15</p>


BREAKING THE CYCLE OF DISASTER, RESPONSE, RECOVERY, AND REPEAT

DR. SOLMAZ MOHADJER | UNIVERSITY OF TÜBINGEN

<p>Content</p> 	<p>Natural hazard events (e.g., heatwaves, wildfires, drought, floods) are becoming more intense and frequent in all regions of the world. These events can lead to severe impacts and losses in places where vulnerability and exposure levels are high. The annual global deaths caused by natural hazards are estimated to be 60,000, leading to annual economic losses of over 40 billion dollars. While hazards cannot be prevented, their impact is not inevitable and can be reduced through disaster risk reduction (DRR) efforts such as developing and enforcing building codes, protecting wetlands to absorb floodwaters, preserving coastal forests to buffer against storms, and strengthening social protection systems. To be efficient and effective, such practices need to be multi-hazard and multisectoral, inclusive and accessible. This course introduces students to different stages of the disaster management cycle and how it can break the cycle of disaster, response, recovery, and repeat when properly managed. Students will explore and discuss key factors that contribute to effective DRR approaches including understanding hazards interactions, forming effective partnerships, listening to communities, building cultural awareness, knowledge and sensitivity and ensuring equitable access to information. The course will also highlight the synergies between major international frameworks and global agreements for DRR. The above will be achieved by examining case studies from around the world, and through direct interactions with a non-profit organization engaged in DRR.</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<ul style="list-style-type: none"> • Gill, J.C., Taylor, F.E., Duncanm, M., Mohadjer, S., Budimir, M., and Mdala, H., 2021. How can natural hazard scientists enhance their contribution to building sustainable and resilient societies: https://nhess.copernicus.org/articles/21/187/2021/nhess-21-187-2021.pdf • UNDRR: Sendai Framework for Disaster Risk Reduction: https://www.undrr.org/implementing-sendai-framework/what-sendai-framework
<p>Teaching Methods</p>	<p>Group discussions, short slide-based lectures with Think-Pair-Share activities, interactions with a non-governmental organization</p>
<p>Qualification Objective</p>	<p>At the end of this course student will be able to:</p> <ol style="list-style-type: none"> 1. Explain the different stages of disaster management cycle 2. Discuss key factors contributing to effective disaster risk reduction 3. Identify linkages between global frameworks for disaster risk reduction 4. Analyse case studies of disaster risk reduction measures carried out by non-profit organizations to identify best practice studies 5. Apply gained knowledge to reflect on and offer solutions to real challenges in disaster risk reduction
<p>Prerequisites</p>	<p>A stable internet connection and a good command of the English language. The course is offered completely online and in English.</p>
<p>Target Group</p>	<p>Open</p>
<p>Requirements</p>	<p>Active participation in group discussions and activities, final project presentation.</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>09 May + 10 May 2025, 10:00-17:00 CET, 06 June + 27 June 2025, 12:00-14:00 CET, online</p>
<p>Participants max.</p>	<p>10</p>


CAPACITY DEVELOPMENT: THE GOOD, THE BAD AND THE BETTER

DR. SOLMAZ MOHADJER | UNIVERSITY OF TÜBINGEN

<p>Content</p> 	<p>n a rapidly changing world, strengthening the skills, abilities, processes and resources that support community resilience is crucial for navigating complex societal issues such as climate change, environmental degradation and disaster risk. This is often achieved through capacity development which is considered to be a central activity of most development and aid organizations.</p> <p>Capacity development activities (such as establishing networks, providing training and mentoring, building collaborations, and funding projects) are broad and complex. Their success is rooted in many factors including local ownership, effective partnerships, sustainable actions as well as governance, political will and civic engagement. Despite being highlighted by the 2030 Agenda for Sustainable Development and in several major international conferences, capacity development, in practice, has not always yielded significant and sustainable change, and has been criticized for lacking measurable outcomes and reciprocity.</p> <p>This course introduces students to what capacity development is, the challenges it faces and what can be done to support it. This will be done by examining case studies from around the world, and through direct interactions with non-profit organizations such as Teachers Without Borders, Promoting Human Rights in Rural Pakistan, and Humana People to People in South Africa who are engaged in sustainable community development. In addition, students will discuss the practical aspects of capacity development in the contexts of disaster risk reduction, entrepreneurship, education, and environment. Specific topics include equity in capacity development, cultural understanding, effective partnerships, and capacity development for the 2030 Agenda.</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<ul style="list-style-type: none"> • Bolger, Joe. "Capacity development: why, what and how.": https://tinyurl.com/4pzu6kk6 • Scott, Zoë, et al. "Strategic research into national and local capacity building for disaster risk management.": https://www.preventionweb.net/files/39416_39416opmifrliteraturereviewv11.pdf • Ubels, Jan, Naa-Aku Acquaye-Baddoo, and Alan Fowler, eds. Capacity development in practice. Earthscan: https://tinyurl.com/3xw7cs7r
<p>Teaching Methods</p>	<p>Group discussions, short slide-based lectures with Think-Pair-Share activities, interactions with non-governmental organizations</p>
<p>Qualification Objective</p>	<p>At the end of this course student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss capacity development in conceptual and practical terms 2. Analyse case studies carried out by NGOs to identify best practice studies 3. Explore the link between capacity development and the 2030 Agenda for Sustainable Development 4. Apply knowledge to offer solutions to real capacity building challenges
<p>Prerequisites</p>	<p>A stable internet connection and a good command of the English language</p>
<p>Target Group</p>	<p>Open</p>
<p>Requirements</p>	<p>Active participation in group discussions and activities, final project presentation.</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>6 June 25, 16:00-18:00 CET, 13 + 14 June, 10:00-17:00 CET, 27 June, 16:00-18:00 CET, online</p>
<p>Participants max.</p>	<p>10</p>

ΠΟΙΟΤΙΚΗ ΜΕΘΟΔΟΛΟΓΙΑ ΕΡΕΥΝΑΣ ΣΤΗ ΨΥΧΟΛΟΓΙΚΗ ΕΡΕΥΝΑ (QUALITATIVE RESEARCH METHODS IN PSYCHOLOGY)


PROFESSOR PHILIA ISSARI | UNIVERSITY OF ATHENS

<p>Content</p> 	<p>An Introduction to qualitative research methodology in Psychology and Social Sciences. The nature of qualitative research. Differences between qualitative and quantitative methods. Epistemology of qualitative research. Approaches to qualitative research. Qualitative research design. Qualitative data collection/production including interviews, focus groups, visual research methods (photo-elicitation, photovoice), participatory research methods. Qualitative sampling and selection. Qualitative research analysis (mainly thematic analysis). Quality criteria for qualitative research. Ethical considerations in qualitative research. Presenting qualitative research.</p>
<p>Teaching Language</p>	<p>Greek</p>
<p>Literature</p>	<p>A reading list will be provided in the beginning of the course Busch, M. D., Jean-Baptiste, E., Person, P. F., & Vaughn, L. M. (2019). Activating social change together: A qualitative synthesis of collaborative change research, evaluation and design literature. <i>Gateways: International Journal of Community Research and Engagement</i>, 12(2) Chandler, D., & Torbert, B. (2003). Transforming inquiry and action: Interweaving 27 flavors of action research. <i>Action Research</i>, 1(2), 133–152. Chevalier, J. M., & Buckles, D. J. (2019). <i>Participatory action research: Theory and methods for engaged inquiry (2nd ed.)</i>. Routledge. https://doi.org/10.4324/9781351033268 Robson, C. (2011). <i>Real world research: A resource for social-scientists and practitioner-researchers</i>. 3rd edition. Oxford: Blackwell Publishing Willig, Carla. 2013. <i>Introducing Qualitative Research in Psychology</i>. 3rd ed. Buckingham, England: Open University Press.</p>
<p>Teaching Methods</p>	<p>The course consists of onsite lectures; supervision of student participatory research projects involving the community.</p>
<p>Qualification Objective</p>	<p>The central objective of the course is to introduce students to qualitative methodology and to give them an opportunity to conduct qualitative participatory research.</p>
<p>Prerequisites</p>	<p>-</p>
<p>Target Group</p>	<p>All students</p>
<p>Requirements</p>	<p>Good knowledge of Greek</p>
<p>Credit Points</p>	<p>4</p>
<p>Time & Location</p>	<p>12.03.-04.06.25, Wednesdays from 12:00 to 15:00 EET, Athens, physical attendance in room 417 (4th floor) of the School of Philosophy, NKUA, at the University Campus, Zografou, 15784 - Athens</p>
<p>Participants max.</p>	<p>15 students</p>

<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.</p> <p>For the practical sessions, we will work with Carusel Association (www.carusel.org).</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<ul style="list-style-type: none"> - 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. - 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. - Lenon, S. (2000). Living on the edge: women, poverty and homelessness in Canada. <i>Canadian Woman Studies</i>, 123-126. - Watson, J. (2011). Understanding survival sex: young women, homelessness and intimate relationships. <i>Journal of Youth Studies</i>, 14, 6, 639-655. - 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. - 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>Teaching Methods</p>	<p>Service-learning Presentations & Reports Online search Discussions</p>
<p>Qualification Objective</p>	<ul style="list-style-type: none"> • 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>Prerequisites</p>	<p>Good English.</p>
<p>Target Group</p>	<p>All students.</p>
<p>Requirements</p>	<p>Active participation in all activities.</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>5 meetings of 3 hours each: 3, 10, 17, 24, 31 March 2025, 10:00-13:00 (students' availability will be considered) Eastern European Time (EET) / Romania time, online</p>
<p>Participants max.</p>	<p>15 students</p>

<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 the 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. 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. 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>27-29 March 2025, 10:00 - 15:00 Eastern European Time (EET) / Romania time, online</p>
<p>Participants max.</p>	<p>15 students</p>

<p>Content</p> 	<p>Humans have long interacted with animals. These interactions are multi-faceted, involving emotional, psychological, and physiological dimensions. Behavioral human-animal interactions play a significant role in enhancing the wellbeing of both humans and animals. By fostering positive, ethical, and sustainable interactions, we can ensure mutual benefits that contribute to emotional, psychological, physical, and social wellbeing. Overall course objective: Knowledge and understanding of evolutionary biological principles and mechanisms underlying animal and human behavioral aspects. This course aims to equip students with the knowledge and skills needed to understand and improve behavioral interactions between humans and animals, with a strong emphasis on enhancing the wellbeing of both.</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<ul style="list-style-type: none"> • Alcock, J., (2013). Animal behaviour, Sinauer Associates, Oxford University Press; 10 edition, ISBN: 978-0878939664 • Breed, M., D., (2017). Conceptual breakthroughs in Ethology and Animal behaviour, Academic Press, ISBN 9780128092651 • Dawkins, M., S., Manning, A., (2012). An introduction to animal behaviour, Cambridge University Press; 6 edition, ISBN: 9780521165143 • Dugatkin, L., A., (2020). Principles of Animal Behavior, University of Chicago Press; Fourth edition, ISBN: 022644838X • Kappeler, P., M., Anthes, N., (2010). Animal Behaviour: Evolution and Mechanisms, Springer-Verlag Berlin Heidelberg, ISBN:978-3-64-202624-9 • Shettleworth, S., J., (2010). Cognition, Evolution and Behavior, Oxford University Press, 2 edition. ISBN: 978-0195319842 • Wyatt, T. (2014). Pheromones and Animal Behavior: Chemical Signals and Signatures. Cambridge: Cambridge University Press. doi:10.1017/CBO9781139030748
<p>Teaching Methods</p>	<p>Online Courses and Labs: theoretical input, literature review, software applications, individual research tasks; class discussions in small groups and the plenary, short essays, presentations.</p>
<p>Qualification Objective</p>	<ul style="list-style-type: none"> • Acquiring the main research methods, techniques and the types of approaches to behavioral studies. • Explaining the concepts, mechanisms, functions and implications of sexual behaviour. • Identifying the biological determinisms and strategies underlying the parental investment mechanism. • Familiarization with scientific concepts related to private property in a broad sense (territory, partner, social group, etc.). • Identifying some common and specific characteristics of aggression - motivations, natural and cultural mechanisms for regulation and control of aggression. • Evaluation of communication methods in the animal and human world. • Acquiring the skills to observe and interpret animal/human behaviour.
<p>Prerequisites</p>	<p>None</p>
<p>Target Group</p>	<p>The course is open primarily to students with a background in life sciences.</p>
<p>Requirements</p>	<p>Attendance, active participation, fulfilment of tasks, submission of 1 or 2 short essays (1 page each) and/or a short presentation of a case study.</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>27-29 March 2025, 10:00-15:00 Eastern European Time (EET) / Romania time, online</p>
<p>Participants max.</p>	<p>15 students (and 3 students minimum)</p>

<p>Content</p> 	<p>Do you believe you are an active member of society? Have you already been involved in a sports club, volunteer fire brigade, refugee aid or any other social, cultural or ecological context at home or abroad? Or do you plan to?</p> <p>Then, this workshop is tailored to your needs. Use the opportunity to learn through different teaching and learning methods, reflect on your practical experience and tie it back to the experiential and teaching-learning space of studying at the university. The latter will be achieved by writing a science-based practical report that will combine both theory and practice.</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<p>The following literature will be provided in ILIAS for students before the start of the workshop:</p> <ul style="list-style-type: none"> Adler, R. P., & Goggin, J. (2005). What do we mean by “civic engagement”? <i>Journal of transformative education</i>, 3(3), 236-253.
<p>Teaching Methods</p>	<p>Service-learning format; Reflection on one's own experiences, exchange of experience; Transfer of theory and practice</p>
<p>Qualification Objective</p>	<p>Strengthening civic competence: Students acquire a theoretical approach to the topic of "civic engagement" by reading and discussing selected relevant texts.</p> <p>Strengthening personal, social and learning skills: Students reflect on their own civic engagement or social internship. By designing a science-based reflection report, you will learn how to transfer theory and practice.</p>
<p>Prerequisites</p>	<p>English B2</p>
<p>Target Group</p>	<p>Open</p>
<p>Requirements</p>	<p>Complete asynchronous phase, preparatory text reading, participation in the reflection workshop, preparation of a written science-based practical report (20,000 characters incl. spaces/ approx. 10 pages)</p>
<p>Credit Points</p>	<p>2</p>
<p>Time & Location</p>	<p>Asynchronous material and one online session on 18 July 2025, 14:00-18:00 (CET)</p>
<p>Participants max.</p>	<p>15</p>

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