

Micro-Programme “Civic Engagement”

Course Catalogue – Winter Term 2023-24

Athens – Bucharest – Madrid – Tübingen

As of December 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

You complete unit one by attending the joint online course “Civic Engagement in Europe: A Transdisciplinary Approach”. It 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.

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 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 EngagemenTransfer-Workshop (will be offered in summer semester). 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: Margareta-Gabriela Nisipeanu, margareta-gabriela.nisipeanu@q.unibuc.ro
- Universidad Autónoma de Madrid: Nadia Fernández de Pinedo, nadia.pinedo@uam.es
- University of Tübingen: Iris-Niki Nikolopoulos, civic-engagement@tracs.uni-tuebingen.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).

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	

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

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


Institution	Course Title	ECTS	Starting Date	Registration Deadline	Unit
Bucharest	Eco-Friendly Technologies for Energy Conversion and Storage	3	23.01.2024	20.01.2023	2
Bucharest	Chemistry Solutions for Global Challenges	3	25.01.2024	23.01.2024	2
Madrid	Cambio y mejora educativos. Gestión de proyectos TIC	5	31.01.2024	16.01.2024	2
Athens	Qualitative Reserch Methods in Psychology	4	26.02.2024	13.02.2024	2
Bucharest	Support Services for Homeless People	3	03.03.2024	01.03.2024	2
Bucharest	Smart Health: Digital Transformation of Healthcare Systems	3	29.03.2024	27.03.2024	2
Bucharest	University-Based Projects for Local Sustainable Development in European UNESCO Global Geoparks	3	23.05.2024	21.05.2024	2
Bucharest	Engaging Marginalized Communities	3	24.05.2024	22.05.2024	2

Please note: At the University of Tübingen there will be interesting courses in the summer semester on issues of justice and social responsibility, focusing on initiatives in Tübingen, on global developments or on digital communication. Exact course information will be announced in February.

COURSE DESCRIPTION


ECO-FRIENDLY TECHNOLOGIES FOR ENERGY CONVERSION AND STORAGE

ASSOCIATE PROF. PHD. SORINA IFTIMIE; LECTURER PHD. ADRIANA BALAN | UNIVERSITY OF BUCHAREST


Content 	<p>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.</p> <p>Special attention will be paid to microbial fuel cells used for wastewater treatment and photo-electrochemical devices for CO₂ conversion because the 21 century is facing an acute issue, i.e. the lack of drinking water.</p> <p>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.</p> <p>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 photovoltaic structures is proposed.</p>
Teaching Language	English
Literature	<ol style="list-style-type: none">1. Handbook of Photovoltaic Science and Engineering, Antonio Luque and Steven Hegedus, John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England2. The Social Costs of Solar Energy. A study of photovoltaic energy systems, Thomas L. Neff, Pergamon Press Inc. 1981, ISBN: 0-08-026315-13. Handbook of Batteries, David Linden and Thomas B. Reddy, McGraw-Hill Publishing House, ISBN 0-07-135978-84. New Perspectives on Fuel Cell Technology: A Brief Review, Sazali N et al., Membranes (Basel). 2020;10(5):99, doi:10.3390/membranes100500995. 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/acsenenergylett.9b025856. Review of the principal mechanisms, prospects, and challenges of bioelectrochemical systems, Tertsegha J.-P. Ivase et al., Environ Prog Sustainable Energy. 2020 39:e13298, https://doi.org/10.1002/ep.13298
Teaching Methods	Individual presentations, class discussions, computation, and analysis of experimental data.
Qualification Objective	<ol style="list-style-type: none">i) to understand the basic principles of physical and chemical processes involved in the energy conversionii) to understand the working principle of photovoltaic structuresiii) to understand the working principle of batteries and capacitorsiv) to understand the working principle of microbial fuel cells and photo-electrochemical devices for CO₂ conversionv) e. to compute and analyze specific experimental data
Prerequisites	Fluent in English.
Target Group	All students.
Requirements	-
Credit Points	3
Time & Location	23, 25, 26, 30 January, 1 February 2024, EEST time: 10:00 – 14:00, online
Participants max.	15 students

CHEMISTRY SOLUTIONS FOR GLOBAL CHALLENGES

ASSOCIATE PROF. PHD. DELIA-LAURA POPESCU | UNIVERSITY OF BUCHAREST

Content 	<p>“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.</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>
Teaching Language	English
Literature	<ol style="list-style-type: none">1. Chemistry Education Best Practices, Opportunities and Trends, Edited by J. García-Martínez and E. Serrano-Torregrosa, Wiley-VCH Verlag, Weinheim, Germany, 2015.2. Effective Chemistry Communication in Informal Environments, The National Academies Press, Washington, DC, 2016.3. J.E. Stiglitz, Making Globalization Work, W.W. Norton & Company, New York, 2006.4. Meeting Global Challenges through Better Governance International Cooperation in Science, Technology and Innovation, OECD, 2012.5. S.C. Smallman, K. Brown, Introduction to International and Global Studies, 2nd edition, Chapel Hill: University of North Carolina Press, 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>
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 & group presentation.
Qualification Objective	At the end of this course, the students should be able to: identify the demanding global challenges of the 21 st 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.
Prerequisites	Good knowledge of the English language is required.
Target Group	Open to bachelor and master students from all fields of study.
Requirements	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.
Credit Points	3
Time & Location	25-29 January 2024, EEST time: 16:00-20:00, online
Participants max.	15 students (and 3 students minimum)


<p>Contenidos</p> 	<p>Bloque 1. Cambio y mejora de la escuela. Marco contextual y revisión histórica</p> <ul style="list-style-type: none"> · Mejora de la Escuela: concepto y caracterización · Aproximación histórica al movimiento de Mejora de la Escuela <p>Bloque 2. Factores de Mejora de la Escuela</p> <ul style="list-style-type: none"> · La Cultura como factor de cambio · Comunidades Profesionales de Aprendizaje · Liderazgo para el cambio · Metodologías innovadoras en el aula <p>Bloque 3. Fundamentos</p> <ul style="list-style-type: none"> · Educación Democrática · Educación Inclusiva · Educación para la Justicia Social · Redes de escuelas <p>Bloque 4. El proceso de Cambio escolar</p> <p>Bloque 5. Planificación de un proyecto TIC</p> <ul style="list-style-type: none"> · Identificación de actividades: diagrama de Gantt · Calendario de hitos · Plan de contingencias · Matriz de responsabilidades · Secuencia, distribución y duración del trabajo <p>Bloque 6. Ejecución del proyecto</p> <ul style="list-style-type: none"> · Componentes principales de la ejecución · Control y supervisión del proyecto · Toma de decisiones · Gestión de la calidad · Gestión de riesgos y conflictos <p>Bloque 7. Evaluación y rendimiento del proyecto</p> <p>Bloque 8. Formación permanente del equipo</p>
<p>Idioma</p>	<p>Castellano</p>
<p>Referencias de consulta</p>	<p>Bibliografía básica:</p> <p>Fullan, M. (2002). <i>Los nuevos significados del cambio en la educación</i>. Barcelona: Octaedro.</p> <p>Murillo, F.J. (2005). <i>La investigación sobre eficacia escolar</i>. Barcelona: Octaedro.</p> <p>Murillo, F.J. y Muñoz-Repiso, M. (Coords.) (2002). <i>La mejora de la escuela: un cambio de mirada</i>. Barcelona: Octaedro.</p> <p>Murillo, F.J. y Krichesky, G.J. (2015). Mejora de la Escuela: Medio siglo de lecciones aprendidas. <i>REICE. Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación</i>, 13(1), 69-102.</p> <p>Murillo, F.J. y Krichesky, G.J. (2012). El Proceso del Cambio Escolar. Una Guía para Impulsar y Sostener la Mejora de las Escuelas. <i>REICE. Revista Iberoamericana sobre Calidad, Eficacia y Cambio en Educación</i>, 10(1), 26-43.</p> <p>Stoll, L., y Fink, D. (1999) <i>Para cambiar nuestras escuelas. Reunir eficacia y mejora</i>. Barcelona: Octaedro</p> <p>Townsend, T. (Ed.) (2007). <i>International Handbook of School Effectiveness and Improvement</i>. New York: Springer.</p> <p>Hargreaves, A, Andy, Lieberman, A., Fullan, M. y Hopkins, D. (2009). <i>Second International Handbook of Educational Change</i>. New York: Springer.</p> <p>Ramón Rodríguez, J., García Mínguez, J., Lamarca Orozco, I. <i>Gestión de proyectos informáticos: métodos, herramientas y casos</i>. Editorial</p>

	<p>UOC, 2007. Material complementario al libro de texto en la dirección: http://www.editorialuoc.com/gestion_proy</p> <p>Rodríguez, J.R. (2013). <i>Jefe de proyecto</i>. Barcelona: UOC.</p> <p>Sánchez, J.; Ruiz, J. y Gómez, M. (2016). <i>Tecnologías de la comunicación y la información aplicadas a la educación</i>. Madrid: Síntesis. Guía de temas y actividades prácticas para el trabajo de las tecnologías digitales en la formación de maestros.</p> <p>Williams, M. (2008). <i>Introducción a la Gestión de proyectos</i>. Madrid: Anaya Multimedia.</p> <p>Enlaces de interés:</p> <ul style="list-style-type: none"> • BIBLIOTECA DE EDUCACIÓN: http://biblioteca.uam.es/educacion/ • CENTRO DE ESCRITURA DEL DEPARTAMENTO DE FILOLOGÍAS Y SU DIDÁCTICA: https://goo.gl/1Xjg3S
Metodologías docentes	Aprendizaje-Servicio; desarrollo de contenidos teórico-prácticos, análisis de casos prácticos y proyectos, exposiciones de tareas y trabajos
Credit Points	5
Time & Location	31 January- 31 May 2024, Wednesday 06:30pm- 09:00pm, Madrid, physical attendance

QUALITATIVE RESEARCH METHODS IN PSYCHOLOGY (SOCIAL SCIENCES)


PROFESSOR PHILIA ISSARI | UNIVERSITY OF ATHENS

Content 	<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>
Teaching Language	<p>Greek</p>
Literature	<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</i> (2nd ed.). 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>
Teaching Methods	<p>The course consists of onsite lectures; supervision of student participatory research projects involving the community.</p>
Qualification Objective	<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>
Prerequisites	<p>-</p>
Target Group	<p>All students</p>
Requirements	<p>Good Greek</p>
Credit Points	<p>4</p>
Time & Location	<p>26 February 2024- 07 June 2024 (The schedule will be announced); Athens, physical attendance</p>
Participants max.	<p>15 students</p>

Content 	<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>
Teaching Language	English
Literature	<ol style="list-style-type: none"> 1. 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. 2. 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. 3. Lenon, S. (2000). Living on the edge: women, poverty and homelessness in Canada. <i>Canadian Woman Studies</i>, 123-126. 4. Watson, J. (2011). Understanding survival sex: young women, homelessness and intimate relationships. <i>Journal of Youth Studies</i>, 14, 6, 639-655. 5. 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. 6. 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.
Teaching Methods	Service-Learning, Presentations & Reports, Online search Discussions
Qualification Objective	<ol style="list-style-type: none"> 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	3, 10, 17, 24 and 31 March 2024, EEST time: 10:00-13:00, Bucharest, physical attendance
Participants max.	15 students


SMART HEALTH: DIGITAL TRANSFORMATION OF HEALTHCARE SYSTEMS

PROF. PHD. LILIANA DUMITRACHE; PHD. ANA MARIA TALOŞ | UNIVERSITY OF BUCHAREST

Content 	<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>
Teaching Language	English
Literature	Will be indicated during the first meeting.
Teaching Methods	Online Presentations, Practical Exercises, Group Debate
Qualification Objective	<ul style="list-style-type: none">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	29-31 March 2024, EEST time: 2024 10:00-15:00, online
Participants max.	15 students

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

ASSOCIATE PROF. DR. ALEXANDRU ANDRASANU | UNIVERSITY OF BUCHAREST | DIRECTOR HATEG COUNTRY UNESCO GG; PHD STUDENT CRISTINA TOMA | UNIVERSITY OF BUCHAREST

Content 	<p>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?</p>
Teaching Language	English
Literature	<ol style="list-style-type: none"> 1. Martini et al. (2021) UNESCO Global Geoparks in the “World after”: a multiple-goals roadmap proposal for future discussion. Episodes-0001. Available here 2. UNESCO (2019) UNESCO Global Geoparks. Available here 3. Martini, G., and Zouros, N., 2008, Geoparks, a vision of the future. Geosciences, v 7-8, pp. 182–189. 4. Andrașanu, 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.
Teaching Methods	The online seminar will use a variety of teaching formats and methods including presentations, break-out group work, class discussion, class debate, case studies from students' countries.
Qualification Objective	<p>Participants will</p> <ol style="list-style-type: none"> i) Build awareness of the geopark issue and its role in sustainable development approach ii) Become familiar with important concepts of geoconservation iii) Apply theoretical concepts of geopark to real territories in different European countries iv) Identify the relationship between geodiversity and local identity v) Practice their debating skills
Prerequisites	Good English is required.
Target Group	All students.
Requirements	Individual and team presentations.
Credit Points	3
Time & Location	23 and 30 May; 20 June 2024, EEST h: 13:00 – 18:00, online
Participants max.	15 students

ENGAGING MARGINALIZED COMMUNITIES

PROF. PHD. SORIN GEORGE TOMA; PROF. PHD. OTNIEL BUNACIU | 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).</p>
Teaching Language	English
Literature	<ol style="list-style-type: none"> 1. 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 2. European Network of Socially Responsible Universities, 2016. Learning Guide of Transversal Contents for Socially Responsible Universities. 3. Sibley, David, Geographies of Exclusion. Society and Difference in the West, Routledge, London, 1995. 4. Singer, Peter, The Most Good You Can Do. How Effective Altruism is Changing Ideas About Living Ethically, Yale University Press, 2015. 5. Fukuyama, Francis, Trust: The Social Virtues and the Creation of Prosperity, Free Press Paperbacks, Simon & Shuster, New York, 1995. 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 8. Becker, P. E. & Dhingra P, Religious Involvement and Volunteering: Implications for Civil Society, Sociology of Religion 2001, 62:3 315-335
Teaching Methods	Service-Learning, Presentations & Reports, Online search. Discussions.
Qualification Objective	<ol style="list-style-type: none"> 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	24 May, 7 & 14 June 2024, EEST h: 10:00 - 13:00 (lunch break) 14:00 - 17:00, online
Participants max.	15 students