



Micro-Programme "Civic Engagement"

Course Catalogue – Winter Term 2024-25

Athens – Bucharest – Madrid – Tübingen

As of August 2024

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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 “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 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 [EngagemenTransfer-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](mailto:issariph@psych.uoa.gr)
- University of Bucharest: Raluca Amza, [raluca.amza@erasmus.unibuc.ro](mailto:raluca.amza@erasmus.unibuc.ro)
- Universidad Autónoma de Madrid: [programa.voluntariado@uam.es](mailto: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](mailto: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
Tübingen	<a href="#">Political Economy of Poverty and Inequality</a>	3	22.09.2024	15.10.2024 (online)	2
Tübingen	<a href="#">Financial Technologies and Digital Financial Inclusion</a>	3	22.09.2024	16.10.2024 (online)	2
Tübingen	<a href="#">Agile Project Management</a>	3	20.10.2024	12.11.2024 (online)	2
Bucharest	<a href="#">Chemistry Solutions for Global Challenges</a>	3	31.10.2024	04.11.2024 (online)	2
Bucharest	<a href="#">Social Change Based on Leadership Initiatives and Marketing Strategies</a>	3	04.11.2024	06.11.2024 (online)	2
Bucharest	<a href="#">Riparian Zones: Waste Areas or Assets for BioDiversity and Human Wellbeing?</a>	3	11.11.2024	14.11.2024 (online)	2
Bucharest	<a href="#">Introduction to Quantum Information Theory</a>	3	14.11.2024	18.11.2024 (online)	2
Tübingen	<a href="#">EngagemenTransfer Workshop</a>	2	24.11.2024	06.12.2024 (online)	3
Tübingen	<a href="#">Female Solidarity in Literature and Beyond</a>	3	24.11.2024	11.12.2024 (online)	2
Bucharest	<a href="#">Eco-friendly Technologies for Energy Conversion and Storage</a>	3	02.12.2024	05.12.2024 (online)	2
Bucharest	<a href="#">Physicists as Civic Scientists</a>	3	06.01.2024	08.01.2025 (online)	2
Athens	<a href="#">Synchrones Proseggises sti Symvouleutiki Psychologia (Current Approaches in Counselling Psychology)</a>	4	tba	tba (in Athens)	2
Tübingen	Civic Engagement and Football: A Transdisciplinary Approach (CIVIS BIP)*	6	<a href="#">Tba via CIVIS</a>	03.02.2025 (online)	1
Bucharest	<a href="#">University-based Projects for Local Sustainable Development in European UNESCO Global Geoparks</a>	3	17.02.2025	20.02.2025 (online)	2
Bucharest	<a href="#">Antibiotic Resistance in Urban Waterways: An Emerging Global Issue</a>	3	20.02.2025	24.02.2025 (online)	2
Madrid	<a href="#">TIC para la Sociedad Digital (ICT for Digital Society)</a>	6	tba	tba (in Madrid)	2
Athens	<a href="#">Poiotiki Methodologia Ereunas sti Psychologiki Ereuna (Qualitative Research Methods in Psychology)</a>	4	tba	tba (in Athens)	2
Bucharest	<a href="#">Support Services for Homeless People</a>	3	27.02.2025	03.03.2025 (online)	2
Bucharest	<a href="#">Smart Health: Digital Transformation of Healthcare Systems</a>	3	24.03.2025	27.03.2025 (online)	2
Bucharest	<a href="#">Behavioral Human-Animal Interactions from a Wellbeing Perspective</a>	3	24.03.2025	27.03.2025 (online)	2

\*This course will only take place subject to confirmation by CIVIS.


# **COURSE DESCRIPTIONS**

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## POLITICAL ECONOMY OF POVERTY AND INEQUALITY

DR. ARMANDO N. G. L. MARTINS (INSTITUTE OF ECONOMICS – FEDERAL UNIVERSITY OF RIO DE JANEIRO) |  
UNIVERSITY OF TÜBINGEN


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<b>Content</b> 	Welcome to the "Political Economy of Poverty and Inequality" course, designed for undergraduates interested in understanding the multifaceted nature of poverty and inequality through the lens of political economy. Conducted in English (B2 level recommended), this introductory course explores how economic policies, political decisions, and social factors converge to influence issues of poverty and inequality, including the dimensions of race and gender. Basic intuition of quantitative methods for policy evaluation will be provided, but no math background is required.
<b>Teaching Language</b>	English
<b>Literature</b>	<ul style="list-style-type: none"><li>• Haughton, J., &amp; Khandker, S. R. (2009). Handbook on poverty and inequality. World Bank Publications.</li><li>• Midgley, J., Surender, R., &amp; Alfery, L. (Eds.). (2019). Handbook of social policy and development. Edward Elgar Publishing.</li><li>• Cunningham, S. (2021). Causal inference: The mixtape. Yale university press.</li><li>• Diez, D. M., Barr, C. D., &amp; Cetinkaya-Rundel, M. (2012). OpenIntro statistics. OpenIntro.</li></ul>
<b>Teaching Methods</b>	Lectures, applied paper reading, PPT and video recording, continuous feedback by e-mail. Students will engage in guided bibliographic annotations, allowing them to dissect and comprehend the methodological underpinnings of applied policy papers. Creation of an essay, that serves not only as a testament to students' growth throughout the course but also as a valuable guide for continuing exploration and application of state-of-art discussions and methods beyond the classroom setting.
<b>Qualification Objective</b>	<ul style="list-style-type: none"><li>• Understand Core Concepts: Gain insights into the fundamental theories and measurements of poverty and inequality.</li><li>• Analyze Drivers: Explore the historical root causes and broader implications of poverty and inequality, understanding their economic, political, and social underpinnings.</li><li>• Policy Evaluation: Evaluate policies aimed at reducing inequality and poverty, considering their effectiveness and impact on different demographic groups.</li></ul>
<b>Prerequisites</b>	Good knowledge of the English language (B2)
<b>Target Group</b>	Open
<b>Requirements</b>	Essay on social policy evaluation methods and applications (up to 15 pages), intended as a personalized compendium that encapsulates the key concepts, methodologies, and reflections on their learning journey.
<b>Credit Points</b>	3
<b>Time &amp; Location</b>	15 October 24, 15:00-16:30 CET and 04 February 25, 15:00-15:45 CET online
<b>Participants max.</b>	18


## FINANCIAL TECHNOLOGIES AND DIGITAL FINANCIAL INCLUSION

PHD SANTIAGO MANDIROLA (THE NEW SCHOOL FOR SOCIAL RESEARCH, NEW YORK, NY) |  
UNIVERSITY OF TÜBINGEN

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<b>Content</b> 	The global growth of digital financial technologies (fintech), bolstered by the COVID-19 pandemic, made them an increasingly present part of the monetary repertoires of users, especially for those lacking access to traditional banking services. This course will study the expansion of said financial technologies by critically reviewing their functioning, the premises that guide their design and development, and their relationship with global policy objectives like financial inclusion. How does the development of these technologies reconfigure the everyday economic lives of users? How do these technologies seek to cater to underserved, unbanked populations? What is old and what is new in the design of these financial technologies? To address these questions, this course will be organized in three thematic units. The first one will review digital forms of payment and how they are inserted into existing socio-economic relationships. The second one will survey the alternative forms of credit that fintech firms propose, including their lending practices and their algorithmic credit scoring models. The third one will approach the social, political, and economic objectives of fintech-driven financial inclusion. This course will adopt an interdisciplinary approach that draws on literature in political economy, anthropology, sociology, and science and technology studies.
<b>Teaching Language</b>	English
<b>Literature</b>	<ul style="list-style-type: none"><li>• Maurer, Bill, Smoki Musaraj and Ivan Small. 2019. Money at the Margins. Global Perspectives on Technology, Financial Inclusion, and Design. New York: Berghahn books.</li><li>• Maurer, Bill. 2015. How Would You Like to Pay? How Technology is Changing the Future of Money. Durham and London: Duke University Press.</li><li>• Hurley, Mikella and Julius Adebayo. 2016. "Credit Scoring in the Era of Big Data." Yale Journal of Law and Technology, 18 (1), 148-216.</li></ul>
<b>Teaching Methods</b>	Synchronous lecture sessions, seminar discussions, and student group presentations.
<b>Qualification Objective</b>	Students will learn to evaluate the impact of technological development on everyday socio-economic life, understand policy objectives and their practical implementation through technical innovation, and use critical thinking to comprehend digital forms of credit and indebtedness.
<b>Prerequisites</b>	English language (B2)
<b>Target Group</b>	Open
<b>Requirements</b>	Two short essays, class participation, and student group presentations to facilitate seminar discussion.
<b>Credit Points</b>	3 CP
<b>Time &amp; Location</b>	16 October, 30 October, 13 November, 27 November, 11 December 2024, 8 January, 22 January, 5 February 2025, 16:00-19:30 CET, online
<b>Participants max.</b>	20




<p><b>Content</b></p> 	<p>Introduction to Agile Methods: Overview of the growing importance of agile methodologies in the workplace. Comparison of traditional project management and agile project management.</p> <p>Key Concepts and Practices: Detailed exploration of core agile practices such as Kanban. Practical exercises to experience agile techniques like sprint planning, daily stand-ups, and retrospectives.</p> <p>Methodology Selection: Criteria for choosing between traditional and agile methods based on project complexity, team dynamics, organizational culture, and stakeholder involvement.</p> <p>Agile Implementation: Case studies and analysis of best practices.</p> <p>The primary objective of this course is to equip students with a comprehensive understanding of agile methodologies and their application in various workplace settings. Students will learn to distinguish between traditional project management and agile methods, assess the suitability of each approach for different projects, and develop the skills necessary to implement agile practices effectively.</p>
<p><b>Teaching Language</b></p>	<p>English</p>
<p><b>Literature</b></p>	<p>Will be announced</p>
<p><b>Teaching Methods</b></p>	<p>Online interactive sessions, group works, asynchronous material via moodle and exercises</p>
<p><b>Qualification Objective</b></p>	<p>Digital Competence: Students will learn to utilize digital tools and platforms that support agile methodologies.</p> <p>Personal, Social, and Learning to Learn Competence: Adaptability and Flexibility: Students will enhance their ability to adapt to changing circumstances and dynamic work environments.</p> <p>Collaboration and Teamwork: they improve their skills in working collaboratively within agile teams, fostering effective communication and cooperation.</p> <p>Civic Competence: Initiative and Leadership: Students will be empowered to take initiative and lead agile projects</p> <p>Entrepreneurship Competence like Critical Thinking and Problem-Solving: Students will develop the ability to critically assess project management methodologies</p>
<p><b>Prerequisites</b></p>	<p>Good English (B2), project implementation in internships or social activities</p>
<p><b>Target Group</b></p>	<p>Open</p>
<p><b>Requirements</b></p>	<p>Active participation, self-study and self-assessment via moodle</p>
<p><b>Credit Points</b></p>	<p>3 CP</p>
<p><b>Time &amp; Location</b></p>	<p>12 November 24, 3 December 24, 14 January 25, 16:00-18:30 CET, online</p>
<p><b>Participants max.</b></p>	<p>20</p>

<p><b>Content</b></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 &amp; Sustainable Development. The twelve Principles of Green Chemistry; individual presentations of case studies.</p>
<p><b>Teaching Language</b></p>	<p>English</p>
<p><b>Literature</b></p>	<ol style="list-style-type: none"> <li>1. J.E. Stiglitz, Making Globalization Work, W.W. Norton &amp; Company, New York, 2006.</li> <li>2. S.C. Smallman, K. Brown, Introduction to International and Global Studies, 2nd edition, Chapel Hill: University of North Carolina Press, 2015.</li> <li>3. Meeting Global Challenges through Better Governance International Cooperation in Science, Technology and Innovation, OECD, 2012.</li> <li>4. Effective Chemistry Communication in Informal Environments, The National Academies Press, Washington, DC, 2016.</li> <li>5. Chemistry Education Best Practices, Opportunities and Trends, Edited by J. Garcia-Martinez and E. Serrano-Torregrosa, Wiley-VCH Verlag, Weinheim, Germany, 2015.</li> </ol> <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><b>Teaching Methods</b></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 &amp; group presentation.</p>
<p><b>Qualification Objective</b></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><b>Prerequisites</b></p>	<p>Good knowledge of the English language is required.</p>
<p><b>Target Group</b></p>	<p>Open to bachelor and master students from all fields of study.</p>
<p><b>Requirements</b></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.
<b>Credit Points</b>	3
<b>Time &amp; Location</b>	<b>4, 11, 18, 25 November, 2, 9 December 2024</b> , 16:00 - 20:00 Eastern European Time (EET) / Romania time, online
<b>Participants max.</b>	15 students (3 students minimum)


## SOCIAL CHANGE BASED ON LEADERSHIP INITIATIVES AND MARKETING STRATEGIES

PROF. PHD. MAGDALENA IORDACHE PLATIS | UNIVERSITY OF BUCHAREST

<p><b>Content</b></p> 	<p>Societies, economies, and leaders face huge challenges in finding sustainable relationship among social, economic, and ecological processes and trends. The climate crisis on one hand and current economic and social difficulties represent an alarm signal and require 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.</p> <p>Main issues: Social Change Model of Leadership Development; the relationship among individual, group and society values; Social Marketing understanding; Social Marketing Plan and the strategic model; marketing strategies examples.</p>
<p><b>Teaching Language</b></p>	<p>English</p>
<p><b>Literature</b></p>	<ol style="list-style-type: none"> <li>1. Universities without walls. A vision for 2030 - <a href="https://eua.eu/downloads/publications/universities%20without%20walls%20a%20vision%20for%202030.pdf">https://eua.eu/downloads/publications/universities%20without%20walls%20a%20vision%20for%202030.pdf</a></li> <li>2. Astin, H.S. and Astin, A.W.. A Social Change Model of Leadership Development Guidebook Version III. The National Clearinghouse of Leadership Programs, 1996. Blueprint Leadership Development Program at UC Berkeley,</li> <li>3. Philip Kotler, Nancy Lee, Social Marketing. Behavior Change for Social Good, ISBN-13: 978-1544351490, ISBN-10: 1544351496</li> <li>4. Paul Porteous (2018) Social Leadership and Collaborative Engagement for Communities under Stress, Journal of Peacebuilding &amp; Development, 13:3, 23-39, DOI: 10.1080/15423166.2018.1494620</li> <li>5. Mari Martiskainen, The role of community leadership in the development of grassroots innovations, Environmental Innovation and Societal Transitions, Volume 22, 2017, Pages 78-89, ISSN 2210-4224, <a href="https://doi.org/10.1016/j.eist.2016.05.002">https://doi.org/10.1016/j.eist.2016.05.002</a>. (<a href="https://www.sciencedirect.com/science/article/pii/S2210422416300417">https://www.sciencedirect.com/science/article/pii/S2210422416300417</a>)</li> </ol>
<p><b>Teaching Methods</b></p>	<p>Interactive teaching, workshop, online tools</p>
<p><b>Qualification Objective</b></p>	<ul style="list-style-type: none"> <li>✓ To understand the social leadership models</li> <li>✓ To understand the social marketing concept and mix</li> <li>✓ To explore best practices on social behavior</li> <li>✓ To identify social marketing campaigns to involve students in</li> <li>✓ To understand the marketing strategic model of social chance</li> </ul>
<p><b>Prerequisites</b></p>	<p>Good English is required.</p>
<p><b>Target Group</b></p>	<p>The course is open to all students.</p>
<p><b>Requirements</b></p>	<p>Attendance, active participation in class, 1 group deliverable and a final individual ppt deliverable (20-25 slides).</p>
<p><b>Credit Points</b></p>	<p>3</p>
<p><b>Time &amp; Location</b></p>	<p><b>6, 7, 8 November 2024</b>, 10:00 – 15:00 Eastern European Time (EET) / Romania time, online.</p>
<p><b>Participants max.</b></p>	<p>25 students</p>


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


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

<p><b>Content</b></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>
<b>Teaching Language</b>	English
<b>Literature</b>	Will be announced during the introductory lecture.
<b>Teaching Methods</b>	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.
<b>Qualification Objective</b>	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.
<b>Prerequisites</b>	None
<b>Target Group</b>	The course is open primarily to students with a background in life sciences.
<b>Requirements</b>	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.
<b>Credit Points</b>	3
<b>Time &amp; Location</b>	14, 21 November, 5 December 2024, 13:00 – 18:00 Eastern European Time (EET) / Romania time, online
<b>Participants max.</b>	10

# INTRODUCTION TO QUANTUM INFORMATION THEORY

DR. IULIA GHIU, DR. ROXANA ZUS | UNIVERSITY OF BUCHAREST


<b>Content</b> 	The purpose of the course is to introduce the basic concepts of Quantum Information Theory. We will start by presenting the formalism of quantum mechanics: quantum states, Dirac bra-ket notation, observables, measurements, the principles of quantum mechanics, superposition. Further, we give the definition of the qubit, describe the case of bipartite systems, and introduce the entanglement, which is the key resource in quantum information theory. We discuss in detail the famous Einstein-Podolsky-Rosen paradox, by emphasizing its importance in this domain. We will explain Bell's inequalities, which played a crucial role in the development of quantum information. One knows that in the classical world, one can generate many copies of a given system. In contrast, it was proved that it is impossible to produce two perfect copies of an unknown quantum system, this result being known in the scientific literature as the no-cloning theorem. Cloning is an example of a process that proves the difference between classical information and quantum information. We will discuss three other important protocols: quantum teleportation, superdense coding, and quantum cryptography. We will emphasize the significant importance of quantum cryptography in the context of building the European Quantum Communication Infrastructure (EuroQCI), which will be a fiber communications network spanned over the whole of Europe. Quantum technologies will play a central role in our lives in the near future.
<b>Teaching Language</b>	English
<b>Literature</b>	[1] M. A. Nielsen and I. L. Chuang, <i>Quantum Computation and Quantum Information: 10th Anniversary Edition</i> , Cambridge University Press, Cambridge, U. K., 2010. [2] S. M. Barnett, <i>Quantum Information</i> , Oxford University Press, 2009. [3] D. Bouwmeester, A. Ekert, and A. Zeilinger, <i>The Physics of Quantum Information, Quantum Cryptography, Quantum Teleportation, Quantum Computation</i> , Springer-Verlag, Berlin-Heidelberg, 2000. [4] G. Alber, T. Beth, M. Horodecki, P. Horodecki, R. Horodecki, M. Rotteler, H. Weinfurter, R. Werner, A. Zeilinger, <i>Quantum Information: An Introduction to Basic Theoretical Concepts and Experiments</i> , Springer Verlag, 2001. [5] J. J. Sakurai, J. Napolitano, <i>Modern Quantum Mechanics</i> (3rd ed.), Cambridge: Cambridge University Press, 2020. [6] <a href="https://digital-strategy.ec.europa.eu/en/policies/european-quantum-communication-infrastructure-euroqci">https://digital-strategy.ec.europa.eu/en/policies/european-quantum-communication-infrastructure-euroqci</a>
<b>Teaching Methods</b>	The course consists of online lectures and individual work on preassigned research tasks.
<b>Qualification Objective</b>	Assimilation of the basic formalism of quantum information theory: concepts, methods of transmitting, manipulating and storing of the quantum information. Explaining the peculiar phenomena of quantum information theory, which have no classical analogue.
<b>Prerequisites</b>	Good English.
<b>Target Group</b>	All students.
<b>Requirements</b>	-
<b>Credit Points</b>	3
<b>Time &amp; Location</b>	18, 25 November 2024, 2, 9, 16 December 2024, 17:00 – 20:00 EET time, online (the schedule can be adjusted in agreement with the students)
<b>Participants max.</b>	15 students

<p><b>Content</b></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><b>Teaching Language</b></p>	<p>English</p>
<p><b>Literature</b></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"> <li>Adler, R. P., &amp; Goggin, J. (2005). What do we mean by “civic engagement”? <i>Journal of transformative education</i>, 3(3), 236-253.</li> </ul>
<p><b>Teaching Methods</b></p>	<p>Service-learning format; Reflection on one's own experiences, exchange of experience; Transfer of theory and practice</p>
<p><b>Qualification Objective</b></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><b>Prerequisites</b></p>	<p>English B2</p>
<p><b>Target Group</b></p>	<p>Open</p>
<p><b>Requirements</b></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><b>Credit Points</b></p>	<p>2</p>
<p><b>Time &amp; Location</b></p>	<p>Asynchronous material and one online session on 6 December 2024, 14:00-18:00 (CET)</p>
<p><b>Participants max.</b></p>	<p>15</p>

## FEMALE SOLIDARITY IN LITERATURE AND BEYOND

ISABEL MARÍA OSUNA MONTILLA | UNIVERSITY OF TÜBINGEN

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<b>Content</b> 	This course focuses on female solidarity within and outside the text. More specifically, we will look at how female bonding is portrayed in Siri Hustvedt's novel <i>The Summer Without Men</i> and its sociocultural relevance. Then, we will discuss the actual gender bias that female authors, including Hustvedt, encounter when their works are reviewed. Finally, we will look for solutions in real-world projects developed by women for women that address this type of gender inequality. For this purpose, we have invited the president of the Women* Writing Berlin Lab to present their work, and talk about faced difficulties and their ideas on how to create, support and enhance female solidarity.
<b>Teaching Language</b>	English
<b>Literature</b>	Fragments of the novel <i>The Summer Without Men</i> (2011) by Siri Hustvedt will be used for the practical exercises. Secondary resources, i.e., interviews, articles etc., will showcase the actual experience of Hustvedt and female authors in the work market.
<b>Teaching Methods</b>	Service-learning: Transfer of theory into practice.
<b>Qualification Objective</b>	<ul style="list-style-type: none"><li>• Acquisition of knowledge regarding the topic of female solidarity</li><li>• Application of literary and social science methods</li><li>• Get insights into the work and the challenges being faced from community partners in the field of female solidarity</li><li>• Strengthen competences, like literacy, personal, social, learning to learn and citizenship competences, cultural awareness and expression</li><li>• Create awareness of the gender bias problem in the literary world</li><li>• Acquaint oneself with tools to acknowledge and address the problem</li></ul>
<b>Prerequisites</b>	Sufficient knowledge of spoken and written English language (B2)
<b>Target Group</b>	Open
<b>Requirements</b>	Active participation, interview the community partner, final presentation
<b>Credit Points</b>	3
<b>Time &amp; Location</b>	11 December 24, 14:00-16:00 CET, 13 December 24 + 10 January 25 + 17 January 25, 14:00-18:00 CET, 24 January 25, 14:00-16:00 CET, online
<b>Participants max.</b>	15



## ECO-FRIENDLY TECHNOLOGIES FOR ENERGY CONVERSION AND STORAGE


ASSOCIATE PROF. PHD. SORINA IFTIMIE;

ASSOCIATE PROF. PHD. ADRIANA BALAN | UNIVERSITY OF BUCHAREST

<b>Content</b> 	<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 CO<sub>2</sub> conversion because the 21st 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 is 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>
<b>Teaching Language</b>	English
<b>Literature</b>	<ol style="list-style-type: none"><li>1. Handbook of Photovoltaic Science and Engineering, Antonio Luque and Steven Hegedus, John Wiley &amp; Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England</li><li>2. The Social Costs of Solar Energy. A study of photovoltaic energy systems, Thomas L. Neff, Pergamon Press Inc. 1981, ISBN: 0-08-026315-1</li><li>3. Handbook of Batteries, David Linden and Thomas B. Reddy, McGraw-Hill Publishing House, ISBN 0-07-135978-8</li><li>4. New Perspectives on Fuel Cell Technology: A Brief Review, Sazali N et al., Membranes (Basel). 2020;10(5):99, doi:10.3390/membranes10050099</li><li>5. Photoelectrochemical Conversion of Carbon Dioxide (CO<sub>2</sub>) into Fuels and Value-Added Products (Review), Vignesh Kumaravel et al., ACS Energy Letters 2020 5 (2), 486-519, DOI: 10.1021/acseenergylett.9b02585</li><li>6. Review of the principal mechanisms, prospects, and challenges of bioelectrochemical systems, Tertsegha J.-P. Ivase et al., Environ Prog Sustainable Energy. 2020 39:e13298, <a href="https://doi.org/10.1002/ep.13298">https://doi.org/10.1002/ep.13298</a></li></ol>
<b>Teaching Methods</b>	Individual presentations, class discussions, computation, and analysis of experimental data.
<b>Qualification Objective</b>	<ol style="list-style-type: none"><li>a. to understand the basic principles of physical and chemical processes involved in the energy conversion</li><li>b. to understand the working principle of photovoltaic structures</li><li>c. to understand the working principle of batteries and capacitors</li><li>d. to understand the working principle of microbial fuel cells and photo-electrochemical devices for CO<sub>2</sub> conversion</li><li>e. to compute and analyze specific experimental data</li></ol>
<b>Prerequisites</b>	Fluent in English.
<b>Target Group</b>	All students.
<b>Requirements</b>	-
<b>Credit Points</b>	3
<b>Time &amp; Location</b>	<b>5, 6, 12, 13, 16 December 2024</b> , 14:00 - 18:00 Eastern European Time (EET) / Romania time, online
<b>Participants max.</b>	15 students


## PHYSICISTS AS CIVIC SCIENTISTS

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

<p><b>Content</b></p> 	<p>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.</p> <p>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.</p>
<p><b>Teaching Language</b></p>	<p>English</p>
<p><b>Literature</b></p>	<ul style="list-style-type: none"> <li>- R.P. Barston, Modern diplomacy, Routledge, 2019</li> <li>- Neal Lane, Benjamin Franklin, Civic scientist, Physics Today 56, 41 (2003)</li> <li>- L.S. Davis and R.G. Patman, Science diplomacy. New day or false dawn?, World Scientific, 2015</li> <li>- Pierre-Bruno Ruffini, Science and diplomacy. A new dimension of international relations, Springer, 2017</li> <li>- Dumitru Mihalache et al., The founders of modern physics in Romania as seen from the archive of Revue Roumaine de Physique, Romanian Journal of Physics 63, 113 (2018)</li> <li>- Ed. Hassan A. Vafai, Kevin E. Lansey, Science and Technology Diplomacy (vol.I-III), Momentum Press LLC, 2018</li> </ul>
<p><b>Teaching Methods</b></p>	<p>The course consists of online lectures and individual work on preassigned research tasks.</p>
<p><b>Qualification Objective</b></p>	<p>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.</p>
<p><b>Prerequisites</b></p>	<p>Good English.</p>
<p><b>Target Group</b></p>	<p>All students.</p>
<p><b>Requirements</b></p>	<p>-</p>
<p><b>Credit Points</b></p>	<p>3</p>
<p><b>Time &amp; Location</b></p>	<p><b>8, 15, 22, 29 January; 5 February 2025</b>, 17:30-20:30 EET time, online (the schedule can be adjusted in agreement with the students)</p>
<p><b>Participants max.</b></p>	<p>15 students</p>

## SYNCHRONES PROSSEGGISES STI SYMVOULEUTIKI PSYCHOLOGIA (CURRENT APPROACHES IN COUNSELLING PSYCHOLOGY)

PROFESSOR PHILIA ISSARI | UNIVERSITY OF ATHENS


 <p><b>Content</b></p>	<p>Socio-cultural and historical roots of Counselling Psychology; current theoretical approaches and trends in Counselling Psychology; multicultural Counselling and social justice; narrative Counselling (constructivist and social constructionist approaches); feminist Counselling</p>
<p><b>Teaching Language</b></p>	<p>Greek</p>
<p><b>Literature</b></p>	<p>Will be announced during the introductory lecture</p>
<p><b>Teaching Methods</b></p>	<p>Physical Presence: theoretical input, experiential approach; role playing and video tools, discussions in small groups and in the plenary</p>
<p><b>Qualification Objective</b></p>	<p>To gain theoretical and applied knowledge about multicultural counselling, narrative counselling, feminist counselling and to raise awareness regarding counselling the culturally different in the community, issues of social justice.</p>
<p><b>Prerequisites</b></p>	<p>None</p>
<p><b>Target Group</b></p>	<p>Undergraduate Students</p>
<p><b>Requirements</b></p>	<p>Good knowledge of Greek</p>
<p><b>Credit Points</b></p>	<p>4</p>
<p><b>Time &amp; Location</b></p>	<p>Fall semester, to be announced, Athens, physical attendance</p>
<p><b>Participants max.</b></p>	<p>15 students</p>

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


ASSOCIATE PROF. DR. ALEXANDRU ANDRĂȘANU (DIRECTOR HATEG COUNTRY UNESCO GG);

PHD STUDENT CRISTINA TOMA | UNIVERSITY OF BUCHAREST

<p><b>Content</b></p> 	<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>
<p><b>Teaching Language</b></p>	<p>English</p>
<p><b>Literature</b></p>	<ol style="list-style-type: none"> <li>1. Martini et al. (2021) UNESCO Global Geoparks in the “World after”: a multiple-goals roadmap proposal for future discussion. Episodes-0001.</li> <li>2. UNESCO (2019) UNESCO Global Geoparks.</li> <li>3. Martini, G., and Zouros, N., 2008, Geoparks, a vision of the future. Geosciences, v 7-8, pp. 182–189.</li> <li>4. Andrășanu, 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.</li> </ol>
<p><b>Teaching Methods</b></p>	<p>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.</p>
<p><b>Qualification Objective</b></p>	<p>Participants will</p> <ul style="list-style-type: none"> <li>• Build awareness of the geopark issue and its role in sustainable development approach</li> <li>• Become familiar with important concepts of geoconservation</li> <li>• Apply theoretical concepts of geopark to real territories in different European countries</li> <li>• Identify the relationship between geodiversity and local identity.</li> <li>• Practice their debating skills.</li> </ul>
<p><b>Prerequisites</b></p>	<p>Good English is required.</p>
<p><b>Target Group</b></p>	<p>All students.</p>
<p><b>Requirements</b></p>	<p>Individual and team presentations.</p>
<p><b>Credit Points</b></p>	<p>3</p>
<p><b>Time &amp; Location</b></p>	<p><b>20 and 27 February, 13 March 2025</b>, 13:00 – 18:00 Eastern European Time (EET) / Romania time, online</p>
<p><b>Participants max.</b></p>	<p>15 students</p>

<p><b>Content</b></p> 	<p>This microprogram focuses on urban water ecosystems as potential reservoirs for antibiotic resistance. Antibiotic resistance is an increasing environmental and public health concern as more antibiotics and antibiotic resistant bacteria are released in urban water-bodies and wastewater effluents are used as water resources. The World Health Organization and several other global and national agencies acknowledge antibiotic resistance as one of the biggest threat to global health. Urban water supplies are particularly prone to developing antibiotic resistance because of the high levels of antibiotics and antibiotic resistant bacteria that are discharged by the wastewater plant effluents into the environment. These pollutants are transported to downstream surface waters that further may be used for recreation or drinking, thus leading to environmental and human exposure. In this course based on a case study approach, students will work in teams to address the issue of water pollution and antibiotic resistance through scientific research. Each group of students will conduct a research activity using real scientific data on water pollution facing the urban water resources and then prepare a presentation that will be delivered in front of the whole group of students.</p> <p>Course structure:                  Introductory lessons: water a global issue; why water is so important? One Health concept; exploring the urban water ecosystems challenges.                  Case study: urban water quality; research question; hypothesis; study design; conducting the research activity; interpretation and communication of the research results; reflection and student feedback.</p>
<p><b>Teaching Language</b></p>	<p>English</p>
<p><b>Literature</b></p>	<ol style="list-style-type: none"> <li>1. Kraemer SA, Ramachandran A, Perron GG. Antibiotic Pollution in the Environment: From Microbial Ecology to Public Policy. <i>Microorganisms</i>. 2019, 7(6):180.</li> <li>2. Jin L, Pruden A, Boehm AB, Alvarez PJJ, Raskin L, Kohn T, Li X. Integrating Environmental Dimensions of “One Health” to Combat Antimicrobial Resistance: Essential Research Needs. <i>Environ. Sci. Technol.</i> 2022, 56, 21, 14871–14874.</li> <li>3. Amarasiri M, Sano D, Suzuki S. Understanding human health risks caused by antibiotic resistant bacteria (ARB) and antibiotic resistance genes (ARG) in water environments: Current knowledge and questions to be answered, <i>Critical Reviews in Environmental Science and Technology</i>, 2020, 50:19, 2016-2059.</li> <li>4. <a href="https://www.cdc.gov/onehealth/in-action/understanding-antibiotic-resistance-in-water.html">https://www.cdc.gov/onehealth/in-action/understanding-antibiotic-resistance-in-water.html</a></li> <li>5. <a href="https://www.un.org/en/global-issues/water">https://www.un.org/en/global-issues/water</a></li> <li>6. Marvasi M, Casillas L, Vassallo A, Purchase D. Educational Activities for Students and Citizens Supporting the One-Health Approach on Antimicrobial Resistance. <i>Antibiotics</i>. 2021; 10(12):1519.</li> <li>7. Marvasi M, Choudhury M, Vala NB, Teplitski M. Fitness of Antibiotic-Resistant Bacteria in the Environment: A Laboratory Activity. <i>ASM Journals/Journal of Microbiology &amp; Biology Education</i>, 2017, 18:1.</li> <li>8. Genné-Bacon EA, Bascom-Slack CA. The PARE Project: A Short Course-Based Research Project for National Surveillance of Antibiotic-Resistant Microbes in Environmental Samples. <i>J Microbiol Biol Educ</i> 2018, 31;19(3):19.3.97.</li> <li>9. McLaughlin JS. Teaching Environmental Sustainability while Transforming Study Abroad. <i>Sustainability</i>. 2021; 13(1):50.</li> <li>10. Water education for climate resilience in Asia and the Pacific: a regional curriculum. UNESCO, 2021, ISBN :978-92-3-100499-5, p 30-50</li> </ol>

<b>Teaching Methods</b>	Active learning, case study, active assignments, journaling, scientific inquiry, engagement through collaboration.
<b>Qualification Objective</b>	Learning Objectives: global awareness of antibiotic resistance challenge; student engagement for developing solutions for the world's challenges through collaborative research; develop critical thinking; work with scientific data to understand, explain, and propose solutions for real world problems. Learning Skills: formulate a research question; identify reliable sources and use them to collect relevant information; effectively communicate scientific process, questions, results, and applications; give and receive constructive criticism and feedback.
<b>Prerequisites</b>	Good English.
<b>Target Group</b>	The course is open to all students, bachelor and master.
<b>Requirements</b>	Active participation and attendance, individual assignment (1 ppt presentation).
<b>Credit Points</b>	3
<b>Time &amp; Location</b>	<b>24 – 28 February 2025</b> , 10:00 – 13:00 Eastern European Time (EET) / Romania time, online, Zoom platform
<b>Participants max.</b>	20 students


<p><b>Content</b></p> 	<ol style="list-style-type: none"> <li>1. Computadores. Multimedia. Internet. Otros dispositivos, soportes, canales y redes. Software. Búsqueda de información. Producción de documentos personales.</li> <li>2. Identidad digital y seguridad en internet.</li> <li>3. Desarrollo de la competencia digital en el currículo de la etapa. Organización de espacios y proyectos con TIC. Atención a la diversidad e inclusión.</li> </ol>
<p><b>Teaching Language</b></p>	<p>Castellano (Spanish B2 is required)</p>
<p><b>Literature</b></p>	<p>Bibliografía básica:</p> <ul style="list-style-type: none"> <li>• Álvarez-Uría, A., López-de-Arana Prado, E., &amp; Sáenz-del-Castillo Velasco, A. (2022). Una propuesta interdisciplinar para trabajar la competencia digital docente en el Grado de Educación Infantil (UPV/EHU). <i>EduTec. Revista Electrónica De Tecnología Educativa</i>, 79, 235-252.</li> <li>• Aranda, D.; Sánchez Navarro, J.; Creus, A (Coord.) (2013). Educación, medios digitales y cultura de la participación. Barcelona, Open University of Catalonia Press</li> <li>• Buckingham, D. (2005). Aprender en medios. Alfabetización, aprendizaje y cultura contemporánea. Barcelona: Paidós.</li> <li>• Cabero, J. y Solano, M.I. (2011). Podcast Educativo. Aplicaciones y orientaciones del M-learning para la enseñanza. Sevilla: Eduforma.</li> <li>• Castañeda, L. (2012). Aprendizaje con Redes Sociales. Tejidos educativos para los nuevos entornos. Sevilla: Eduforma</li> <li>• Downes, S. (2008). The Future of Online Learning: Ten Years On <a href="http://www.downes.ca/me/mybooks.htm">http://www.downes.ca/me/mybooks.htm</a></li> <li>• Downes, S. (2011). Free Learning <a href="http://www.downes.ca/me/mybooks.htm">http://www.downes.ca/me/mybooks.htm</a></li> <li>• Downes, S. (2012). Connectivism and Connective Knowledge <a href="http://www.downes.ca/me/mybooks.htm">http://www.downes.ca/me/mybooks.htm</a></li> <li>• Freedman, T. (Ed.) (2007): Coming of age. An introduction to the new world wide web. <a href="http://fullmeasure.co.uk/Coming_of_age_v1-2.pdf">http://fullmeasure.co.uk/Coming_of_age_v1-2.pdf</a></li> <li>• Galisteo, A.; Gálvez, M.C. (Coords.) (2004): Accesibilidad, TIC y educación. <a href="http://ares.cnice.mec.es/informes/17/contenido/indice.htm">http://ares.cnice.mec.es/informes/17/contenido/indice.htm</a></li> <li>• Gómez Camacho, A. (2017). La alfabetización multimodal. Nuevas formas de leer y de escribir en el entorno digital. Madrid: Síntesis.</li> <li>• Gros, B. y Suárez-Guerrero, C. (2016). Pedagogía red. Una educación para tiempos de internet. Barcelona: Octaedro.</li> <li>• Haro, J.J. de. (2010). Redes sociales para la educación. Madrid: Anaya.</li> <li>• Hernández, J. y otros (2011). Experiencias educativas en las aulas del siglo XXI. Madrid: Telefónica.</li> <li>• Herrán, A.; Paredes, J. (2013). Técnicas de enseñanza. Madrid: Síntesis.</li> <li>• Instituto Nacional de Tecnologías Educativas y Formación del Profesorado (2017). Una breve historia de las TIC Educativas en España. INTEF. Recuperado de <a href="http://blog.educalab.es/intef/wp-content/uploads/sites/4/2017/05/Breve_historia_TIC_Educativas_Espana.pdf">http://blog.educalab.es/intef/wp-content/uploads/sites/4/2017/05/Breve_historia_TIC_Educativas_Espana.pdf</a></li> <li>• Jubany, J. (2012). Aprendizaje social y personalizado: conectarse para aprender. Barcelona: Uoc.</li> <li>• Landeta, A. (2010). Nuevas tendencias e-learning y actividades didácticas innovadoras. Madrid: Udima.</li> </ul>


	<ul style="list-style-type: none"> <li>• Martínez-Abajo, J., Aristizabal, M. P., Gamito, R. &amp; López-de-Arana, E. (2020). Planificar los TFG con una mirada crítica: el aps en las actividades extraescolares. <i>Tándem: didáctica de la educación física</i>, 70, 7-12.</li> <li>• Pedró, F. (2015). Tecnología para la mejora de la educación: experiencias de éxito y expectativas de futuro. Santillana. Recuperado de <a href="http://www.mecd.gob.es/dctm/cee/el-consejo/documentos/docbasico2015semeducasantillana.pdf?documentId=0901e72b81cae7ab">http://www.mecd.gob.es/dctm/cee/el-consejo/documentos/docbasico2015semeducasantillana.pdf?documentId=0901e72b81cae7ab</a></li> <li>• Pérez Tornero, J.M. (2017), Aprender a leer con internet. Barcelona: Octaedro.</li> <li>• Pérez, A. (2007): La emergencia de buenas prácticas. Informe final. Evaluación externa de los proyectos educativos de los centros para la incorporación de las nuevas tecnologías de la información y la comunicación a la práctica docente. Sevilla, Junta de Andalucía.</li> <li>• Reinghold, H. (2012). Net Smart: How to Thrive Online. <a href="http://rheingold.com/netsmart/">http://rheingold.com/netsmart/</a></li> <li>• Sánchez Antolín, P.; Paredes Labra, J. (2014). La concreción de las políticas educativas de integración de las TIC europeas y españolas en la Comunidad de Madrid. <i>Teoría de la educación. Educación y cultura en la sociedad de la información/Education in the knowledge society</i>, 15(4), pág. 106-133.</li> <li>• Sánchez, R. (2002): Ordenador y discapacidad: guía práctica de apoyo a las personas con necesidades educativas especiales. 2ª ed. Madrid, Ciencias de la Educación Preescolar y Especial</li> <li>• Sancho J. (2006) Tecnologías para transformar la educación. Barcelona: UNIA-Akal.</li> <li>• Siemens. G. (2006). Knowing Knowledge. An exploration of the impact of the changed context and characteristics of knowledge. <a href="http://www.elearnspace.org/KnowingKnowledge_LowRes.pdf">http://www.elearnspace.org/KnowingKnowledge_LowRes.pdf</a></li> </ul>
<b>Teaching Methods</b>	<p>Hay dos modelos metodológicos, básico y por proyectos.</p> <p>En el modelo básico, las metodologías que se practicarán serán Clases teóricas en aula, Seminarios, Clases prácticas en "laboratorios" o "laboratorios de informática", Prácticas con medios informáticos, Trabajos académicamente dirigidos, Tutorías y Actividades de evaluación.</p> <p>Para los grupos que desarrollan un proyecto, los presupuestos metodológicos son la indagación y la exploración, el aprendizaje independiente y activo, con estrategias que permitan clasificar, organizar e interpretar la información, el aprendizaje social en colaboración, la utilización de diferentes alfabetismos, la reflexión, autoevaluativo y la perspectiva de los futuros maestros como agentes de cambio en su comunidad.</p>
<b>Qualification Objective</b>	<p>Ser capaz de gestionar entornos enriquecidos para la enseñanza y el aprendizaje.</p> <p>Dominar las cinco dimensiones de la competencia digital: búsqueda de información, gestión de equipos, expresión, comunicación, ética.</p>
<b>Target Group</b>	All students.
<b>Requirements</b>	La asistencia es obligatoria
<b>Credit Points</b>	6
<b>Time &amp; Location</b>	February - May 2025, Tuesday morning (times to be confirmed), Madrid, physical attendance
<b>Participants max.</b>	15 students




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

PROFESSOR PHILIA ISSARI | UNIVERSITY OF ATHENS

<p><b>Content</b></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><b>Teaching Language</b></p>	<p>Greek</p>
<p><b>Literature</b></p>	<p>A reading list will be provided in the beginning of the course          Busch, M. D., Jean-Baptiste, E., Person, P. F., &amp; 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., &amp; Torbert, B. (2003). Transforming inquiry and action: Interweaving 27 flavors of action research. <i>Action Research</i>, 1(2), 133–152.          Chevalier, J. M., &amp; Buckles, D. J. (2019). <i>Participatory action research: Theory and methods for engaged inquiry (2nd ed.)</i>. Routledge.  <a href="https://doi.org/10.4324/9781351033268">https://doi.org/10.4324/9781351033268</a>          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><b>Teaching Methods</b></p>	<p>The course consists of onsite lectures; supervision of student participatory research projects involving the community.</p>
<p><b>Qualification Objective</b></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><b>Prerequisites</b></p>	<p>-</p>
<p><b>Target Group</b></p>	<p>All students</p>
<p><b>Requirements</b></p>	<p>Good knowledge of Greek</p>
<p><b>Credit Points</b></p>	<p>4</p>
<p><b>Time &amp; Location</b></p>	<p>tba</p>
<p><b>Participants max.</b></p>	<p>15 students</p>

<p><b>Content</b></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 (<a href="http://www.carusel.org">www.carusel.org</a>).</p>
<p><b>Teaching Language</b></p>	<p>English</p>
<p><b>Literature</b></p>	<ul style="list-style-type: none"> <li>- 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.</li> <li>- 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.</li> <li>- Lenon, S. (2000). Living on the edge: women, poverty and homelessness in Canada. <i>Canadian Woman Studies</i>, 123-126.</li> <li>- Watson, J. (2011). Understanding survival sex: young women, homelessness and intimate relationships. <i>Journal of Youth Studies</i>, 14, 6, 639-655.</li> <li>- 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.</li> <li>- 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</li> </ul>
<p><b>Teaching Methods</b></p>	<p>Service-learning                  Presentations &amp; Reports                  Online search Discussions</p>
<p><b>Qualification Objective</b></p>	<ul style="list-style-type: none"> <li>• Raising awareness of the need for social empowerment and solidarity</li> <li>• Better understanding of the phenomenon of homelessness</li> <li>• Developing skills in providing support services for vulnerable people</li> <li>• Fundraising for social causes</li> </ul>
<p><b>Prerequisites</b></p>	<p>Good English.</p>
<p><b>Target Group</b></p>	<p>All students.</p>
<p><b>Requirements</b></p>	<p>Active participation in all activities.</p>
<p><b>Credit Points</b></p>	<p>3</p>
<p><b>Time &amp; Location</b></p>	<p><b>5 meetings of 3 hours each: 3, 10, 17, 24, 31 March 2025</b>, 10:00-13:00 (students' availability will be considered) Eastern European Time (EET) / Romania time, online</p>
<p><b>Participants max.</b></p>	<p>15 students</p>

<p><b>Content</b></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><b>Teaching Language</b></p>	<p>English</p>
<p><b>Literature</b></p>	<p>Will be indicated during the first meeting.</p>
<p><b>Teaching Methods</b></p>	<p>Online Presentations; Practical Exercises; Group Debate.</p>
<p><b>Qualification Objective</b></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><b>Prerequisites</b></p>	<p>English B1 / B2</p>
<p><b>Target Group</b></p>	<p>Undergraduates/master students in geography &amp; social sciences, spatial planning.</p>
<p><b>Requirements</b></p>	<p>Active participation and attendance, individual assignment (1 ppt presentation).</p>
<p><b>Credit Points</b></p>	<p>3</p>
<p><b>Time &amp; Location</b></p>	<p><b>27-29 March 2025</b>, 10:00 - 15:00 Eastern European Time (EET) / Romania time, online</p>
<p><b>Participants max.</b></p>	<p>15 students</p>

<p><b>Content</b></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><b>Teaching Language</b></p>	<p>English</p>
<p><b>Literature</b></p>	<ul style="list-style-type: none"> <li>• Alcock, J., (2013). Animal behaviour, Sinauer Associates, Oxford University Press; 10 edition, ISBN: 978-0878939664</li> <li>• Breed, M., D., (2017). Conceptual breakthroughs in Ethology and Animal behaviour, Academic Press, ISBN 9780128092651</li> <li>• Dawkins, M., S., Manning, A., (2012). An introduction to animal behaviour, Cambridge University Press; 6 edition, ISBN: 9780521165143</li> <li>• Dugatkin, L., A., (2020). Principles of Animal Behavior, University of Chicago Press; Fourth edition, ISBN: 022644838X</li> <li>• Kappeler, P., M., Anthes, N., (2010). Animal Behaviour: Evolution and Mechanisms, Springer-Verlag Berlin Heidelberg, ISBN:978-3-64-202624-9</li> <li>• Shettleworth, S., J., (2010). Cognition, Evolution and Behavior, Oxford University Press, 2 edition. ISBN: 978-0195319842</li> <li>• Wyatt, T. (2014). Pheromones and Animal Behavior: Chemical Signals and Signatures. Cambridge University Press. doi:10.1017/CBO9781139030748</li> </ul>
<p><b>Teaching Methods</b></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><b>Qualification Objective</b></p>	<ul style="list-style-type: none"> <li>• Acquiring the main research methods, techniques and the types of approaches to behavioral studies.</li> <li>• Explaining the concepts, mechanisms, functions and implications of sexual behaviour.</li> <li>• Identifying the biological determinisms and strategies underlying the parental investment mechanism.</li> <li>• Familiarization with scientific concepts related to private property in a broad sense (territory, partner, social group, etc.).</li> <li>• Identifying some common and specific characteristics of aggression - motivations, natural and cultural mechanisms for regulation and control of aggression.</li> <li>• Evaluation of communication methods in the animal and human world.</li> <li>• Acquiring the skills to observe and interpret animal/human behaviour.</li> </ul>
<p><b>Prerequisites</b></p>	<p>None</p>
<p><b>Target Group</b></p>	<p>The course is open primarily to students with a background in life sciences.</p>
<p><b>Requirements</b></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><b>Credit Points</b></p>	<p>3</p>
<p><b>Time &amp; Location</b></p>	<p><b>27-29 March 2025</b>, 10:00-15:00 Eastern European Time (EET) / Romania time, online</p>
<p><b>Participants max.</b></p>	<p>15 students (and 3 students minimum)</p>