

Community Collaboration

The following courses are examples of how students and teachers engage locally near the university. Typically, the courses are challenge-based, which means that they have their point of departure in a societal issue. The courses are composed of engagement in the field as well as lectures and teaching in class. Students often work together with external partners (e.g. local governments, NGOs, social businesses). This fieldwork can for example take the form of data collection, application of methods, investigation of theoretical predictions, mutual learning, or voluntary work for an NGO.

Working with Refugees

University	Teacher/ Faculty	Education Level	Field	Duration	Language	ECTS
Universität Konstanz	Teacher: Michael W. Bauer, Ph.D. in Social Science	BA/MA	Interdisciplina ry	1 semester – Winter 20/21	English	6/9 – depending on the amount of voluntary work: 25h = 6 ECTS, 50h = 9 ECTS

Description

This course is problem-based and takes its departure in policy issues concerning forced migrants and refugees. The scope of the issue is both regional, national and international – and will be grasped as such in the course. The students will be linked to a refugee-facing organization (public or NGO) working in the Konstanz area. A part of this course is therefore the practical weekly work (approx. two hours per week). Since students will be working (on their own or in groups) for different organizations there will be an opportunity to learn from and compare different practices and projects.

In Addition to the organizational work students will be introduced to scholarly books and articles as well as governmental sources and stories from refugees to gain a wide perspective on the issues. Questions like these will be raised – both from the academic and

practical/civic point of view: How does one pursue an asylum claim and what happens next? What resources are managed at the local level and how do differences at this level shape resettlement experiences? Furthermore, there will be time for reflection to grasp the learnings from the engagement in the organizations.

On a broader level, this is a way to strengthen the connection between the academic, civic, and vocational spheres by determining real and complex societal issues in order to solve them.

Teaching Setup / Learning Methods

A significant part of this learning experience consists of the weekly work for the selected refugee-oriented organization. Students will be working with ongoing or new projects within the specific organization. Beforehand there will be an introduction to partners of the university and how to document the service hours.

One-on-one instructions will be given throughout the semester. Readings will give students the opportunity to develop a theoretical understanding of cultural and socio-emotional areas of concern (exclusion, unconscious bias, language barriers/-bridges, trauma, and emotional intelligence development).

During seminars, there will be a focus on the opportunity to develop critical and reflective thinking. By active participation, the students will elaborate on their practical work and reflect on the totality of the social challenge – seen from the perspective of the organizational practice.

During the course, there will be issued assignments that incorporate the academic dimension by using scholarly texts as a tool to reflect on the experiences gained from the practical work.

Learning Targets

- Developing skills and practical knowledge of project management related to social work in general, and to refugees and asylum seekers, in particular.
- increasing cultural awareness by developing effective intercultural communication skills
- increasing historical awareness by understanding how historical and political events can impact the lives of individuals.

- fostering emotional intelligence: building empathy, understanding the effects of non-verbal communication, developing self-awareness,
- fostering critical reflection and analytical thinking skills, and applying them through discussions, project creation and collaboration.

Curriculum

Selected readings and other media, by subtopic:

Popular Media

Children and Youth WDR Die Sendung mit der Maus “A Refugee Child Named Tiba”
Flüchtlingskind Tiba - Folgen 1 bis 8

Goethe Institute: “Explaining Issues Gently But Without Sugar-Coating”: Picture Books About Refugees And Foreignness

<https://www.goethe.de/ins/ca/en/kul/cfo/ffl/20713493.html>

Cernansky, R. For Refugee Children, Reading Helps Heal Trauma. The New York Times. April 17, 2019. ‘Left alone: No help for traumatized Refugee Children’/‘Allein gelassen: Keine Hilfe für traumatisierte Flüchtlingskinder’ (Monitor, WDR, 24.09.2015)

Factsheets and Terminology

<https://www.dw.com/en/how-to-apply-for-asylum-in-germany/a-18723501>Staffwriters.

‘Germany’s Ongoing Project to Welcome Its Refugees’, May 12, 2017.

<https://www.spiegel.de/international/germany/integrating-refugees-in-germany-an-update-a-1147053.html>Der Spiegel Online.

International Rescue Committee. “*Migrants, asylum seekers, refugees and immigrants: What’s the difference?*” June 22, 2018

<https://www.rescue.org/article/migrants-asylum-seekers-refugees-and-immigrants-whats-difference>

Refugee Fact Sheet:

<http://www.immigrationpolicy.org/just-facts/refugees-fact-sheet>; Migration to Europe Explained in Charts, BBC. 11 September 2018.<https://www.bbc.com/news/world-europe-44660699>

Learning German as a Foreign Language:

<https://www.goethe.de/en/spr/flu.html><https://www.dw.com/en/german-school-system-is-failing-refugees-report/a-42790487>

Local Responses Stefania D'Ignot. The Guardian. *'We are human beings too': migrant-led walking tours tackle hate in Italian cities*, August 8, 2019

<https://www.theguardian.com/cities/2019/aug/08/we-are-human-beings-too-migrant-led-walking-tours-tackle-hate-in-italian-cities>

Integrating refugees in Germany | DW Documentary

<https://www.youtube.com/watch?v=olSGSyPIlks> and <https://www.konstanz-fluechtlinge.de/Engagement/Portraits-Fluechtlinge-in-Konstanz/Videos-Mein-neuer-Nachbar-/>

Mein Weg nach Deutschland – 1- 8, Goethe Institut

<https://www.youtube.com/watch?v=PMj9kUPrnBk>Scholarly Articles

Brown. *Refugees, Rights, and Race: How Legal Status Shapes Liberian Immigrants' Relationship with the State* *Social Problems*, 58(1): 144-163., 2011

Brubaker, R.. *Migration, Membership, and the Modern Nation-State: Internal and External Dimensions of the Politics of Belonging*. *Journal of Interdisciplinary History* 41(1:61-78.), 2010

Christiansen, Niels Finn and Klaus Petersen. *The Dynamics of Social Solidarity: The Danish Welfare State, 1900-2000*. *Scandinavian Journal of History* 26(3), 2001.

Costello, Cathryn. *On Refugeehood and Citizenship*. In: *The Oxford Handbook of Citizenship* ed. by Ayelet Shachar, Rainer Bauböck, Irene Bloemraad, and Maarten Vink, 2017 [Uni-Bibliothek: e-book]

Gowayed, Heba. *"Resettled and Unsettled: Syrian Refugees and the Intersection of Race and Legal Status in the United States"* *Ethnic & Racial Studies*, 2019.

Hope, J. *Children's books on the refugee experience are crucial reading. The Conversation.* June 20, 2014

<https://theconversation.com/childrens-books-on-the-refugee-experience-are-crucial-reading-28224>

Karakayali, Serhat. *The Flüchtlingskrise in Germany: Crisis of the Refugees, by the Refugees, for the Refugees.* Sociology 52(3):606-611., 2018.

Peace, Timothy and Nasar Meer. *Refugee integration in Europe since the 'crisis'.* European University Institute Working Paper Series RSCAS 2019/31, 1-30. https://cadmus.eui.eu/bitstream/handle/1814/62446/RSCAS%202019_31.pdf

Portes, Alejandro. *Immigration Theory for a New Century: Some Problems and Opportunities* The International Migration Review Vol. 31, No. 4, Special Issue: Immigrant Adaptation and Native-Born Responses in the Making of Americans, pp. 799-825, (Winter, 1997)

Rommel, I. "We Are the People." *Refugee-'Crisis,' and the Drag-Effects of Social Habitus in German Society.* Historical Social Research, 42(4), 133-154., (2017). <https://doi.org/10.12759/hsr.42.2017.4.133-154>

Designing Health

University	Faculty/Teacher	Education Level	Field	Duration	Language	ECTS
Universität Konstanz, HTWG Konstanz and the City of Konstanz	Psychology (Laura König/ Psychology), Nicole Conrad/ Architecture (Nicole Conrad) and Dipl.-Ing. Lukas Esper, Dipl.-Ing. (representing the city of Konstanz)	BA	Interdisciplinary – City planning with a focus on mental and physical health.	1 semester each – Winter 17/18 and winter 18/19	German	4

Description

These seminars will investigate the impact architecture and city planning has on the healthiness and well-being of humans. The objective for the students of psychology and architecture will be to increase physical and mental health in the future city of Konstanz. To achieve the goal of establishing a recommendation for action, there has to be a close collaboration between practical city planning and psychological scientific work.

Teaching Setup / Learning Methods

In the first part of the seminars, the students will work in small interdisciplinary groups to find examples from the practical reality. The examples will have to be related to one of these themes: movement, stress, recreation, or nourishment. In relation to the practical findings there will be an introduction to both the academic research work on the field and the practical planning of the city. In the second part of the seminars, students will be investigating the effects and consequences of actual architectural and city planning in Konstanz within one of the aforementioned four themes. The seminars will culminate in the forming of a tangible recommendation for action which will help improve mental and physical health and well-being in the future city of Konstanz.

https://www.uni-konstanz.de/typo3temp/secure_downloads/106645/0/5109f91d1fe64865483080e463497210e6aba42b/Gesundheit_planen_final.pdf

Learning Targets

“The students will learn to analyse and discuss empirical findings and, building up on this, to develop a proposal for a health behaviour intervention on a population level.” - Official course description on ZEuS

Measuring and Communicating Sustainability

University	Teacher/ Faculty	Education level	Field	Duration	Language	ECTS
Universität Konstanz	Jun. Prof. Dr. Sebastian Koos (Working Group of Corporate	?	politics and public administrati on, sociology, economics	1 semester, summer 2017	German	?

	Social Responsibility, politics and public administration)					
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Description

In cooperation with four different local companies and organizations from the fields of waste disposal services, medicine, agriculture and leisure facilities (Entsorgungsbetriebe Konstanz, Klinikum Konstanz, Reichenau-Gemüse eG, Therme Konstanz), students learnt how to measure different dimensions of sustainability and communicate them in a sustainability report according to the standards of the Global Reporting Initiative (GRI). The sustainability dimensions include social, economic and ecological sustainability.

Teaching Setup / Learning Methods

Service learning: development of a sustainability report in small groups in cooperation with several external organizations in different fields.

Learning Targets

Students should learn how to apply the gathered theoretical knowledge in a practical knowledge. The seminar should enable us to critically deal with sustainability standards, reporting and certification. Additionally, the aim was to develop an appropriate operationalization and measures of sustainability for a specific organization.

Curriculum

https://www.uni-konstanz.de/typo3temp/secure_downloads/106658/0/5109f91d1fe64865483080e463497210e6aba42b/Poster_Transfer_Koos_grau.pdf

Science under Construction

University	Teacher/Faculty	Education level	Field	Duration	Language	ECTS
Universität Konstanz	Prof. Dr. Anne Kwaschik,	advanced BA and MA	History	1 semester - Winter	German	3

	Chair of the History of Knowledge			semester 2020/21		
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Description

“The Überlingen residential district is an example of how cities can reinvent themselves in the future and is one of the six “Urban Districts 2050” that the Federal Ministry is promoting as “lighthouse projects” for climate-neutral, sustainable living. In three construction phases, 180 apartments will be built by 2022 as part of an innovative living space that addresses questions of energy efficiency and fosters forms of socially acceptable and cross-generational living. The urban quarter was envisioned as a “village for everyone.” The facility design aims to meet the various individual interests and needs of residents (including flat share, single, family living arrangements), while also creating a sense of community through the construction of meeting points and common rooms.

A historical display with a timeline is planned in the center of Q5 to sit opposite the café: the project course deals with its design. This timeline will be embedded in the ground and arranges relevant data from the history of the place in larger historical contexts. An important focus will be the history of ecosystems, natural resources and the role of humans as a geological factor in history. Based on the Überlingen example, the project course discusses the tasks and potentials of science in public space: which stories should be presented here and with what aim?” - description from the course catalogue

<https://www.geschichte.uni-konstanz.de/en/kwaschik/news/science-under-construction-interdisciplinary-project-course-for-the-q5-district-in-ueberlingen/>

Teaching Setup / Learning Methods

After a short organizational meeting in the beginning of the semester, the class visited the construction site together with the architectural office and were presented the detailed project plan. In four half-day-workshops, periodization and the selection and presentation of the historical contexts for the timeline were discussed. The finished timeline was sent to the architectural office and a graphic designer at the end of the semester and will be inaugurated at the end of 2021.

Social Design with Vulnerable People

University	Teacher/ Faculty	Educatio n level	Field	Duration	Language	ECTS
RUC	Katie Dupret/ director of studies at Social Entrepreneurship Nikolas Chimirri/ associate professor at Social Psychology	BA	Designing better everyday life for and with mentally vulnerable people	Two weeks Autumn 2015	Danish	2.5

Description

In this intensive two week course the students learn how to be a part of social design processes together with local actors and the intended final users of the design. In this case the partnership was set up between the teachers, an NGO in social development, the municipality Holbæk and lonely and mental vulnerable people, which the organizations were in contact with beforehand.

At the very beginning of the workshop the students were told to prepare a definition of loneliness and share them in plenum. Since some students worked out a definition with a starting point in personal/subjective experiences and others defined critiques of social structures in the society it became clear that the chosen theoretical starting point would influence the social design. By starting with this exercise it became clear that the question of what the problem actually is and how, and for whom to solve it, appeared vague. Therefore, the next natural step would be to engage with the external actors to get a more nuanced understanding of the specific issues. One of the main ideas of *social design* is that it is a collective learning process. Therefore, neither the stakeholders, professors, students or persons of interest have the ability to define the problems and solutions on their own. The process was set up to be both inclusive and exploratory and give room for the common formulation of problems and solutions. This included ethical reflections on how external

actors and the students ought to work together in an inclusive way to end up with a good product.

The student's role is mainly to be able to put forward relevant meta questions about the practices made by the NGO and Municipality and the situation which the mentally vulnerable people find themselves in.

After formulating the problems and solutions students figured out the best ways to design socially sustainable products and ways of thinking that would end up improving the everyday life for the mentally vulnerable people involved. The target groups were involved in this process as well, since it was of great importance that they could still recognize the initial ideas and find the design intuitively usable.

Teaching Setup / Learning Methods

In this course, the students were invited into an iterative process containing a lot of renegotiations between the different actors involved. When gaining more knowledge about the concrete experiences from the mentally vulnerable people the students changed their understanding of the issues ahead and their personal engagement. Some of them opened up and talked about their own difficulties regarding social anxiety, loneliness, and related issues.

When presenting ideas for social design (ex a matching website for volunteers and psychologically vulnerable people, an activity calendar, and a recruitment campaign for volunteers) the students would have to find out how to transform the comments from the target group and involved organization into actual changes of their products.

Learning Targets

The goal was for the students to learn a lot from the process itself. Although the students gained specific knowledge about certain vulnerable mental states and co-developed designs to help the vulnerable people achieve better lives, the academic main focus was to become extremely reflexive regarding the design process.

A central notion in this course is *participation*. All actors had to feel involved as equally important and aware of what they brought with them: experiences, theoretical knowledge,

strategies, curiosity, and so on. Through the democratic process, the different actors would learn to realize where their perspectives were shared and where they differed. In this way, students became clear that they were engaging as stakeholders and that target stakeholders also became co-designers. In this ethical space of reflection, students learn to reflect on their own engagement, treat different sources (coming from different actors) of knowledge as equally important, and to raise the relevant meta-questions to the actors.

Research Learning with Researchers in the Field

University	Teacher/ Faculty	Educatio n level	Field	Duration	Language	ECTS
RUC	Trine Wulf-Andersen, Peder Hjort-Madsen , and Kevin Holger Mogensen Psychology and educational studies	BA	Social science and Educational Studies	Autumn of 2012 and Spring of 2013	Danish	15

Description

At Roskilde University students formulate a new problem-based project group work every semester. But for some BA students from social science and educational studies, this project had a different framework in the autumn of 2012 and spring of 2013. Here the students were invited to formulate subprojects within the scope of a research project about vulnerable young people and their lives in relation to the education system. This implied that a lot of students and researchers would work closely together throughout a semester.

The researchers provided contacts to the students and gave them access to the field. At the very beginning of the semester, the researchers introduced their own research questions, central theoretical concepts, and useful methods at a start-up seminar. Other than this seminar, and current supervisions, and informal discourse, students and researchers also met at clustered supervision, midterm project evaluation, and an analytical workshop.

The students had the independence to formulate their own research questions and therefore the different groups did not engage in the same area of the field (ex. public school students

or gender issues within the education program for auto mechanics). The point is that the field became a common ground for students and researchers. The researchers ended up citing students in their own research projects because the students had a different perspective when engaging with young actors in the field and therefore noticed something that the researchers did not. Students learned about research by doing it and were acknowledged by the researchers and legitimate contributors.

Teaching Setup / Learning Methods

The students engaged as research learners. Reflections and interviews on how students experienced the project work showed that many students became motivated by the fact that their work potentially would end up in what they took as a “real” research project (as opposed to their own “as-if projects”). Because the students had more time to do actual research – since their teachers had taken care of practicalities about getting access to the field and had made useful introductions to the research area, students could get more into depth with the empirical data. The balance between the limited timeframe and their ambitions was simply better than it usually is with these types of problem-based projects.

The fact that so many students (41 in 2012 and 18 in 2013) and researchers were involved in the process (as opposed to the normal setup with one group and one supervisor) meant that the hermeneutical whole was much bigger than normally. This became clear in the aforementioned analytical workshop and also played an important role. Students had the chance to present their findings and learn from each other. Through these presentations, it became clear how different methods and theoretical concepts would transform the subject-matter because students were exposed to different theoretical choices. In some cases, this meant that students gained another perspective on their collected data when hearing about other projects.

The fact that a handful of researchers were involved revealed a type of dynamic that students rarely get involved in. Students got a chance to witness and participate in the dialogue between researchers and learned from the type of questions that were asked and also the uncertainty sometimes present.

Finally, the double agency between students/research learners and researchers/supervisor/examiners required a more explicit focus on the process itself. Since

ethical and pedagogical dilemmas awaited just around the corner students and teachers reflected on their relationship.

Learning Targets

The learning target was the same as normally for RUC students when doing Problem-based projects. They have to learn how to research by actually doing it themselves. But this particular example highlights some of the learning targets even more than normally. Students have the autonomy to choose their own research questions and supervisors will then help them by being facilitators more so than leaders. But since students, in this case, had to work within the framework of an already ongoing research project this autonomy had to be emphasized.

By having better access to researchers and their projects students got a much better sense of how research is carried out and because of this they learned the ability to manage their own learning processes and how to construct new knowledge.

Educational Theater

Course Signature: [TEAB821 Educational theater](#)

University	Teacher/ Faculty	Education level	Field	Duration	Language	ECTS
NBU	Senior lecturer Antoaneta Petrova, PhD/ Theatre department	BA	Performing Arts	Spring Semester, (8 th Semester in Theatre Bachelor program)	Bulgarian	3 ECTS

Description

This course is entirely practical. It aims to present teaching material to students in Bulgarian high school through alternative theatrical and play methods. Students enrolled in TEAB 821

are divided into groups. Each group receives textbooks on a subject studied in high school. Students take on the role of innovative teachers and are tasked with developing, for example, a math lesson with material from fifth to 12th grade. Then each student goes to a school and teaches the class in which he is previously assigned. Preliminarily, NBU and the theater department have agreed on 3-4 schools in Sofia; they have chosen in which subjects our students will enter to teach through the methods of theater; they received the textbooks so that our students could prepare their lesson. In some of the schools where our students teach, the students come from gypsy families or are socially disadvantaged children. So the course has both educational and social engagement. This new line of teaching is an educational project, called "Learning through a play" and is developed by senior lecturer Antoaneta Petrova, PhD. The idea of the initiative is to apply the game method of teaching, oriented to the mind and body of the child in high school. The aim of the method is to create a play environment in which students gain knowledge in a team, to learn through role-playing and situational games, and the teacher to direct the thinking and activity of students.

Teaching Setup / Learning Methods

Main methods:

- Method of improvisational and play theater
- Playback theatre
- Forum theatre

In interactive methods, learning is focused and realized through the experiences in which the learners are involved. It is not just a process of accumulating learning information and acquiring knowledge and skills. It is learning in a situation where something is experienced, there are actions, a different type of activity, there is doing things. It has long been known that people best remember what they do, feel and understand.

Thematic plan of the course / class in high school

- Introduction methods

- Ice breaker exercise
- Methods for "warming up" and "activating" the group (class)
- Methods for moving the group
- Methods of working in small groups - dividing the class into small groups
- Game methods
- Lesson development and technical preparation for field work
- Presentation of the main topics of the lesson for time and game transitions to subtopics and keywords of the lesson
- Analysis of the process by students, in writing or through discussion, when they return to NBU in the last 2 lectures of the course

Learning

Targets

Students will be aware of how:

- to use the predominant game acting methods and trainings for innovative teaching
- in a natural way, using their knowledge and skills, to involve students in play situations. In the process of the game the lesson changes the interior of the classroom, the students accept roles according to the epoch and the situation in the study material on the specific subject.

Bibliography

1. Moreno, J. - *Fundamentals of psychodrama*, January 1959
2. Yotova, K - *Our stories in action or for the playback theater*, Sofia, ed. August, 2007
3. Stanislavski, KS "*The work of the actor on the role.*", Sofia: Science and Art, 1977.
4. Stanislavski, KS "*The actor's work on himself. Part I.* ", Sofia: Science and Art, 1981.
5. Barba E., Savarese N., "*A Dictionary of Theatre Anthropology*" , 2005

Training Company

Course signatures: [BABB642 Praxis: TRAINING COMPANY](#)

[BABB668 Praxis: TRAINING COMPANY](#)

University	Teacher/ Faculty	Education level	Field	Duration	Language	ECTS
NBU	Assoc.prof. Kiril Radev, PhD/ Administration and management Department	BA	Administration and management	Spring Semester, (6 th Semester in bachelor program: Business management and Entrepreneurship)	Bulgarian	9 ECTS

Description

The course is held within the Project: Educational-practical and research unit (EPRU) - "Training Company (TC)", which is the first innovative initiative in the field of higher education in the Republic of Bulgaria. Its goals are a strategic priority for NBU. The course uses a simulation model that simulates the activities of a real business organization. This allows maximum integration between scientific theory and its practical application and manifestation ("learning by doing"). All activities inherent in a business organization working in the field of financial, accounting and auditing services are performed in a virtual environment. Procedures for determining the subject of activity and entry in the commercial register, development of organizational structure, recruitment, selection and training of personnel, preparation of short-term, medium-term and strategic documents are performed. Resource management, market research and development, business communications and cooperation with other organizations from the national and world network of "Training Companies (TCs)" and others are permanently carried out. The course is held on a schedule under the guidance of a teacher certified by the Center of Training Companies at the Ministry of Education and Science of the Republic of Bulgaria.

Since the establishment of Educational-practical and research unit (EPRU) - "Training Company (TC)", in cooperation with the Center of Training Companies at the Ministry of

Education and Science of the Republic of Bulgaria and with the financial support of the Curriculum Fund at the School of Undergraduate Studies at NBU, an average of 120 students study each academic year. The best students in the praxis get personal certificates from EUROPEN-PEN International (practice enterprises network).

The main goals of the course are:

- Achieving maximum connection between the scientific theory of management and its practical applications;
- Creating real opportunities for innovation and striving for the development of creative thinking and managerial behavior of students;
- Providing opportunities for full application of the theoretical formulations studied in the main courses;
- Increasing the motivation of students for more in-depth study of scientific paradigms;
- Integration of the courses studied at NBU and creation of opportunities for students to participate in research projects of national and international importance.
- In the tactical aspect, the achievement of the goals of the training company is carried out in close (contractual) cooperation with the Center of Training Companies at the Ministry of Education and Science of the Republic of Bulgaria.

Teaching Setup / Learning Methods

1. Choice of subject of activity, capital, name, management bodies and structure of the company.
2. Procedures and rules for company registration. Activities related to the entry of a company in the commercial register at the Registry Agency.
3. Documents under the Personal Data Protection Act - types, nature and communication links with the register of personal data controllers.
4. Business communication directory - legal nature and administrative features.
5. Financial and accounting activity - opening and management of bank accounts.
6. Strategic management of the company - structural security, goal setting, strategy development.
7. Company planning and elaboration of a business plan - types, nature, goals, procedures, organizational security, document security, implementation.

8. Contractual security and management - elaboration of inter-institutional, company and labor contracts. Management requirements and rules.
9. Human resources management:
 - rules and approaches for selection, hiring, introduction, training, association and development of staff - principles, approaches, documents and implementation;
 - development of a system for evaluation of the administrative, technical and operational staff - principles, approaches, documents and implementation;
 - motivational policies, goals and approaches - practical implementation.
10. Development of a management and control system in the organization:
11. Social responsibility - essence, principles and forms. Collective labor agreement.
12. Work with public institutions - rules, documents, deadlines, etc., including:
 - documents for reporting the monthly social security contributions and income taxes and procedures regarding the correspondence with the National Revenue Agency (NRA);
 - trademark registration with the Patent Office;
 - work with the Registry Agency, etc.
13. Employers' organizations - types, nature, membership, goals, opportunities.
14. Rules for development of nomenclature, assortment and assortment structure.
15. Teamwork - types, features, structuring, document flow and relationships.
16. Communications and communication strategies - types, approaches and rules for developing a communication system.
17. Domestic and foreign trade transactions and financial operations - types, nature, management.
18. Financial audit systems - types, nature, practical application and implementation.
19. Corporate security - types, nature, systems for protection of company secrets and information.
20. National and international forums of training companies - types, goals, requirements for participation, methods for ranking participants.

Learning Targets

After finishing the praxis, students will know

- the administrative procedures for creating and managing a new business;

- the methods for building moral and ethical values in the management and staff of the organizations;
- the applications of the methods and approaches for team work;
- the methods and approaches for conducting fair competition;
- the specific conditions for work of business organizations with public institutions;
- the methods for conducting negotiations, to develop and implement contractual relations with other business entities;
- the approaches and methods for preparation of strategic and internal organizational normative and operational documents;
- the legal and regulatory framework governing the establishment of a new enterprise and its management;
- working conditions within the national and world network of training companies.

After finishing the praxis, students **can**

- apply the administrative procedures for creating and managing a new business;
- derive and apply the methods for structural construction of business organizations, incl. the formation of moral and ethical values in the management and staff, in the context of their organizational culture;
- effectively implement management functions;
- apply the methods and approaches for team work;
- lead a fair competition;
- perform activities with public institutions arising from the relevant regulations;
- apply the methods for effective negotiation, as well as to develop and implement contractual relations with other business entities;
- prepare strategic and internal organizational normative and operational documents;
- carry out business relations and communications with other virtual companies, within the national and world network of training companies.

Prerequisites

Students to have knowledge and / or skills:

- Principles of macroeconomics
- Principles of microeconomics
- Fundamentals of accounting
- Introduction to finance
- Basics of marketing
- Business law (first and second part)

Research Activity

In the period 2012/14 was implemented project BG051PO001-3.1.07 "Update of curricula in higher education in accordance with the requirements of the labor market" under the Operational Program "Human Resources Development" 2007 - 2013.

For the period 2014 - In 2019, 17 bachelor's and 6 master's theses were defended within the Educational-practical and research unit (EPRU) - "Training Company (TC)":

International Mobility

As a result of the support of the Fund "Curricula" at the School of Undergraduate Studies at NBU and School of General Studies at NBU, and Departments "Administration and Management" and "Economics" at NBU, since 2012 traditionally every year three training companies from Educational-practical and research unit (EPRU) - "Training Company (TC)" participate in international fairs of the training companies "Young Entrepreneur", organized by the Center of Training Companies at the Ministry of Education and Science of the Republic of Bulgaria and EUROPEN-PEN International (practice enterprises network). For their performance the companies were awarded with prizes and diplomas, and the students with diplomas and personal offers for internships and / or employment contracts in leading international and Bulgarian companies.

International certification of the activity of the training companies

On June 2013 in Hall 20, first building of the New Bulgarian University was held the first forum of its kind in higher education in the Republic of Bulgaria - "Certification ceremony of training companies at NBU, in accordance with the quality standards of The World Network of Training Companies - EUROPEN-PEN International (practice enterprises network). The training companies at UPIZ UTF were certified according to the quality standards of the World Network of Training Companies EUROPEN-PEN International (practice enterprises network) for a period of five years, which provided opportunities for work in an international environment.

In the academic year 2016/17, a successful recertification of the training companies was carried out for a new five-year period.

For the period 2014/19, 152 students from NBU, trained in bachelor's programs "Finance", "Marketing", "Business Administration" and "Business and Entrepreneurship Management" were awarded certificates from EUROPEN-PEN International (practice enterprises network). The certificates are issued by the headquarters of EUROPEN-PEN International (practice enterprises network) in Bulgarian and English and are valid worldwide, and when applying for a certain job position provide an advantage to their holders over other candidates.

Main teachers at Educational-practical and research unit (EPRU) - "Training Company (TC)"

- Assoc.prof. Kiril Radev, PhD ; (e-mail: kgradev@nbu.bg)
- Senior lecturer, Maria Ivanova, PhD; (e-mail: maivanova@nbu.bg)
- Senior lecturer, Teodora Rizova, PhD; (e-mail: tedirizova@mail.bg)
- Senior lecturer, Milena Karailieva, PhD'; (e-mail: mkarailieva@nbu.bg)

Some examples of projects, done during the praxis "Training Company"

[Training Company Furniture Design](#)

[Training Company Global Tour Trans](#)

[Training Company Audite Finance Group](#)

[Training Company Zootopia](#)

Contact Person

- Assoc.prof. Kiril Radev, PhD, Head of Educational-practical and research unit (EPRU) - "Training Company (TC)"
- E-mail: kgradev@nbu.bg
<https://administracija-i-upravljenje.nbu.bg/bg/uchebno-prakticheski-i-izsledovatelski-zvena>

Archeological Theory and Excavation Practices

University	Teacher/ faculty	Educational level	Field	Duration	Language	ECTS
University of the Aegean	Manolis I. Stefanakis Professor in Classical Archaeology and Numismatics in the Department of Mediterranean Studies	Undergraduate BA, School of Humanities, Department of Mediterranean studies	Archaeological theory, excavation practices	1 semester (6°) 125 hours	Greek	5

Description

This course leads to the specialization of general knowledge and the development of skills, regarding the field of archeology, not only in a theoretical context, but also as a practice, on excavation methods. From knowledge therefore and understanding of the evolution of archaeology, to explain the theories of archaeological practice, the distinction of methods and tools and the classification and interpretation of archaeological data, which have been acquired from the field.

Teaching Setup / Learning Methods

- Delivery: Face-to-face

- Use of information and communications technology: Use of ICT in teaching
- Teaching Methods: Lectures with the participation of invited speakers for
- Technical issues (e.g. archaeological design, preservation of artifacts, etc..) & Personal study
- Methods of evaluation: short-answer questions, open-ended questions

Learning Targets

With the successful completion of the course students should be able to:

- know and understand the evolution of archaeology and the impact of influences from various cultural and political interpretations from the 17th to the 20th century A.D.
- explain the theories of archaeological practice and the interpretation of archaeological data.
- distinguish the methods and the tools used by the archaeologist, from the identification of archaeological sites, the excavation, the definition, co-relation and classification of archaeological data, to the final publication, which marks the fulfillment of the archaeological work.
- classify, analyze and interpret archaeological data and strata.
- acquire archaeological data from the field
- evaluate in a critical way archaeological data and reconstruct in general the life of an archaeological site in a given time.

General Competences

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Decision-making
- Working independently
- Teamwork
- Working in an international environment
- Working in an interdisciplinary environment

Curriculum

- History of Archaeological science
- Definition and objectives
- Branches and theories
- Archaeological Evidence
- Survey: methods and practices
- Excavation: methods and practices
- Methods of archaeological data acquisition and chronology
- Methods of classification, analysis and interpretation
- Practical applications (on site conservation of artifacts, archaeological drawing)

Field Methods, Data Analysis, and Models in Marine Sciences

University	Teacher/ faculty	Educational level	Field	Duration	Language	ECTS
University of the Aegean	Th. Hasiotis, E. Krasakopoulou, V. Zervakis, S. Katsanevakis / Department of Marine Sciences	MA	Oceanography / Field Methods	One semester/ 13 weeks Autumn/winter 2020/2021	English	10

Description

The course provides the theoretical, practical and methodological background knowledge to conduct high level specialized research in the marine and coastal environment, in subjects related to natural and ecological processes, marine biosciences, protection and management of ecosystems and their resources, and sustainable development.

- The course provides the following learning outcomes:
- Survey planning and sampling design for various types of oceanographic data collection - evaluation of field work uncertainties
- Data acquisition
- Application of post processing data analysis techniques with various types of softwares - evaluation of the results
- Knowledge of the basic principles of time-series analysis and numerical modelling - interpretation of resulting outputs and physical processes
- Appropriate use of collected data / parameters as inputs in various models in marine sciences
- Knowledge of the most appropriate methods of ecological monitoring for the main groups of marine species
- Analyze real ecological monitoring data

Who did the fieldwork (teacher's background/study programme)?

- *Associate Prof Thomas Hasiotis, PhD in Marine Sedimentology*
- *Prof Eva Krasakopoulou, PhD in Chemical Oceanography*
- *Prof Vassilis Zervakis, PhD in Physical Oceanography*
- *Prof Stelios Katsanevakis, PhD in Marine Ecology*

What was the main purpose of going to the field (theoretical/practical/methodological)?

Field work is an inherent part of Oceanography and, in general, the marine environment. Therefore, the course provides the student the necessary theoretical, practical and methodological background to conduct an integrated oceanographic field work. This includes the survey design, data analysis and model application for a series of oceanographic data, as well as of ecological monitoring of the marine environment.

Learning targets

The student will be able to

- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Work independently
- Team work
- Adapt to new situations (field work)
- Decision-making
- Project planning and management
- Respect for the natural environment
- Working in an interdisciplinary environment
- Production of free, creative and inductive thinking

Curriculum

The lesson comprises of the following units:

- Field work onboard "RV Amfitriti" for the collection of oceanographic data (physico-chemical parameters of the water column, sediments, bathy-morphological and geological data, benthic samples etc)
- Physical parameters of the water column
- Chemical properties of the water column and seabed properties
- Benthic analysis
- Bathymetric and geomorphological (from side scan sonar and subbottom profiler) data processing and analysis using special softwares. GIS charting
- Seabed sample analysis
- Post-processing of coastal hydrodynamic data (waves, currents)
- Time-series analysis in meteorological and oceanographic data
- Coastal modelling for the prediction of coastal hydrodynamics and its impact in beach profile morphological changes
- Methods of ecological monitoring such as counts in fixed surfaces, distance sampling, mark-recapture, removal methods, repetitive recording of presence/absence
- Multivariate statistical analysis in ecological data, biocommunities characteristics
- Use of special software for the analysis of ecological monitoring data

Fieldwork and Participant Observation

University	Teacher/ faculty	Educational level	Field	Duration	Language	ECTS
University of the Aegean	Topali Pinelopi Social Anthropology and History	Undergraduate BA in Social Anthropology and History	Fieldwork and Participant Observation	One semester Weekly teaching hours: 3	Greek	6

Description

Students are asked to do field exercises (observation, interviews) in various locations in the city of Mytilene every week in order to acquire practical knowledge of fieldwork experience and deal with different issues (e.g. ethical). Students visit local businesses, refugee camps etc and have discussions with Mytilene's citizens, UNHCR members, etc. Field engagement lasts each time from 20'-60' minutes and involves being in the field, doing observation and occasionally engaging into discussions with various interlocutors.

Teaching/setup/

learning

methods

In this section, we look for explicitly stated (and implicitly obvious) pedagogical setups. Does the setup include group work, challenge-based problems to understand/formulate/solve, student involvement, interdisciplinarity, mutual learning? If any specific pedagogical principles are applied, then this is the place to elaborate on it. If the teacher had reflections

about IT tools, teaching software, and similar, they should be mentioned here too. Students were asked to do both group work and work on their own in order to realize the benefits and problems that arise from each choice. Doing group work they had always to use each other's skills to acquire the best results. They always had to find their own ways to approach people and engage with them as well as to stay in a location for a long time without raising questions. Students were asked to improvise and stand own their own in the field always respecting their informants rights and were asked to discuss ethical issues that were raised during their short field exercise.

Learning

targets

By going to the field students would

- Acquire experience and knowledge of observing and recording visual images indoors and outdoors.
- Acquire experience and knowledge of recording sounds and conversations indoors and outdoors
- Use technological equipment during fieldwork
- Experience and learn the conduct of interview of different types (open-ended, close, semi-open)
- Cultivate sensitivity and self-reflect on ethical issues concerning anthropological work

Curriculum

This course offers students the possibility to acquire fieldwork skills and get fieldwork experience. During the course students discuss and practice how anthropologists choose a research topic, choose their methods of conducting fieldwork, plan a research project, analyse data, and write an ethnographic account. Ethical issues concerning anthropological fieldwork will also be thoroughly discussed and offer opportunities for reflexivity. Students learn and acquire experience of observing, recording and organizing fieldnotes, conducting interviews, and using technological equipment during their fieldwork. By going out in the field and practice students learn to apply anthropological methodology, while they will also have the opportunity to organize their own research proposal, set research questions and organize their fieldwork.

Marine Sedimentology

University	Teacher/ faculty	Educational level	Field	Duration	Language	ECTS
University of the Aegean	Thomas Hasiotis/Associa te Professor, Dept of Marine Sciences	BA	Oceanography/M arine Sedimentology	One semester/ 13 weeks Autumn/wint er 2020/2021	Greek	6

Description

The course reviews the general characteristics and physical properties of marine sediments, with particular focus on in situ marine sediment sampling methods.

The successful completion of this course will provide the student the necessary background to understand the concepts and principles which govern marine sedimentary processes and environments and to understand physical controls of sedimentation in coastal, shelf seas and deeper sea environments. Furthermore, it is expected to understand the value of an interdisciplinary approach in order to recognize the nature of sediment deposits/processes. The student will be able to make field observations and sampling of recent sediments and perform grain-size analysis of coarse and fine-grained sediments in the laboratory.

Who did the fieldwork (teacher's background/study programme)?

Associate Prof Thomas Hasiotis, PhD in Marine Sedimentology

What was the main purpose of going to the field (theoretical/practical/methodological)?

Actual field observations offer the best practice to teach the students and provide them the necessary theoretical, practical and methodological background to understand the concepts and principles which govern marine sedimentary processes. Furthermore, field work provides practical involvement to understand the value of an interdisciplinary approach to recognize the nature of sediment deposits/processes.

Learning

Targets

The student will be able to

- Make field observations and sampling of recent sediments and perform grain-size analysis of coarse and fine-grained sediments in the laboratory.
- Search for, analysis and synthesis of data and information, with the use of the necessary technology
- Work independently
- Team work
- Adapt to new situations
- Decision-making
- Respect for the natural environment
- Work in an interdisciplinary environment

Curriculum

The lesson comprises of the following units:

- Introduction: sedimentology and Marine Sciences
- General sediment characteristics (grain size, color and other textural characteristics) and sediment physical properties
- Grain size curves and sediment statistical parameters
- Sediment movement on the water column, sediment transport on the seafloor and related bedforms
- Classification of marine sediments (terrigenous, biogenic, authigenic, cosmogenous)
- Methodologies for the study of recent sediments and sedimentary processes (marine geophysical prospecting and sediment sampling)

- Submarine mass movements
- Sedimentary environments (continental, coastal and marine)
- Marine sedimentary environments in the Hellenic region
- Tutorials
- Field trips in coastal areas and onboard R.S. “Amfitriti” for sediment sampling and study of different sedimentary environments
- Laboratory exercises (grain-size analysis of the field-trip collected samples)

Summer Practice Program

University	Teacher/ faculty	Educational level	Field	Duration	Language	ECTS
University of the Aegean	Giorgos Plakotos, Assistant Professor of Early Modern European History, and members of the department's teaching staff.	Undergraduate BA in Social Anthropology and History	Social Anthropolog y, History	One month	Greek	6

Description

The Department of Social Anthropology and History participates in the Summer Practice Program of the University of the Aegean. The program aims at familiarizing students with professional fields and sectors where the theoretical and methodological tools of Social Anthropology and History are put into practice. Every year students are being employed for one month in public and private archives, research centers and institutes, libraries, museums, social services, and NGOs around Greece. The department's Summer Practice Program is organized by a member of the department's teaching staff, who in collaboration with the University's office, external partners and students, arranges places and assignments for participating students on the basis of their interest. During the program each student is supervised both by a member of the department's teaching staff and the external partner. Upon completion of the program students are required to complete relevant questionnaires and submit a final report. The Summer Practice Program is offered by the Department of Social Anthropology and History, University of the Aegean. It is part of the department's study program as an elective course for 3rd- and 4th-year students. Students are engaged in intensive field work which lasts one month and takes place locally in Greece. They are employed with organizations during the program.

Teaching	Setup	/	Learning	Methods
Participating students are introduced and placed in on-going projects that the external partners carry out. As employees, students are engaged with group work and individual projects under close supervision and guidance.				

Learning	targets
The learning targets of the Summer Practice Program are diverse and include:	
<ul style="list-style-type: none">• Showing social, professional and ethical responsibility and sensitivity to managing public and social memory.	

- Showing social, professional and ethical responsibility and sensitivity to gender issues.
- Showing social, professional and ethical responsibility and sensitivity to immigration and refugee crisis.
- Working independently.
- Team work.
- Production of new research ideas.
- Criticism and self-criticism

Curriculum

The is no course syllabus

Extra

funding

The Summer Practice Program is funded by the European Union.

Practical Exercises in the Pedagogical Dpts

University	Teacher / Faculty	Educational Level	Field	Duration	Language	ECTS
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University of the Aegean	<p>Faculties</p> <p>-School of Humanities, Department of Primary Education (Rhodes)</p> <p>-School of Humanities, Department of Preschool Education Sciences and Educational Design (Rhodes)</p> <p>Teachers</p> <p>Many (cannot be listed, for more information, see the description below)</p>	BA	Education Sciences	<p>Department of Primary Education:</p> <p>From the 2nd semester until the 5th</p> <p>Department of Preschool Education Sciences and Educational Design:</p> <p>From the 4th semester until the 8th</p>	Greek	<p>Unfunded Practical Exercise:</p> <p>Department of Primary Education:</p> <p>54 ECTS</p> <p>Department of Preschool Education Sciences and Educational Design:</p> <p>30 ECTS</p>
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Description

The Practical Exercises at the University of the Aegean fall into two categories: the non-funded, embedded in the Curriculum of Studies of the Departments (with the aim of obtaining professional experience & competence) and those funded, either by the Department in

collaboration with the working bodies or by the European National Strategic Reference Framework (NSRF) Program (with the aim of obtaining work experience). In the latter case, the participating students work in institutions with which each Department cooperates according to its specialization. The two Pedagogical Departments of the University of the Aegean, the Department of Primary Education and the Department of Preschool Education Sciences and Educational Design develop both types of Practical Exercises. The embedded Practical Exercises of the Pedagogical Departments are not a traditional, unique course, but they have the character of a whole project, they have many levels and evolve in multiple phases from the second year, up to the degree. Therefore, they are connected with chains of prerequisite courses in the respective Curriculum, but also with special courses that incorporate the Practical Exercises in their different phases with a specific goal for each time (depending on the phase and the courses involved), while, for this reason, the academic professors involved are much more than one. The Practical Exercises are also developed primarily as learning in the field, as students exit from the University, into the community and collaborate with social and educational institutions, in order to achieve professional experience. The Practical Exercise as a whole is designed in such a way that students from the first years of their studies obtain a multifaceted pedagogical experience on the one hand by participating in the educational process and on the other hand by experiencing from within the other collective processes that compose the operation of a modern school unit.

Teaching	Setup	/	Learning	Methods
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In general, the Practical Exercises in the two Pedagogical Departments evolve on the basis of a triple scheme. In a first phase, the students come in contact with the environment of the school units, where they attend/observe styles of teaching and learning procedures, while at the same time they deal at a theoretical and practical level with issues of General Didactics. They study the organization of the school, the material and technical infrastructure, the composition of the teaching staff, the relations among teachers, the student potential, the textbooks, their use and their effectiveness. In the second phase, in parallel with the attendance of lectures, participation in laboratory courses and numerous other academic activities, in the frame of the semester courses, the

monitoring and observation of respective styles of teaching in different types of school units is organized, with the aim of introducing students, both theoretically and practically, in the context of school education to the special didactic of these courses. The student gradually assumes the role of class teacher in real teaching conditions and in collaboration with the class teacher. Students are asked to design didactic interventions to bring children in contact with the different teaching subjects. In a third phase, the whole academic process aims to help students to be able to conduct autonomous and full teaching in a longer period of time and in different types of educational units, in collaboration with the Directorate of Primary Education, school counsellors and school principals, under the supervision and guidance of the university teaching staff and in collaboration with the teachers of the school units. The aim of this phase is the greater familiarisation of students with their future work environment but also the acquisition of necessary theoretical and practical knowledge and the development of necessary skills regarding teaching and pedagogical management through the full undertaking of educational tasks in the classroom. The students, in collaboration with their academic professors at the University and with mentor teachers, proceed to the formulation of the objectives and the topics, to the selection-construction of the educational material, to the development of methodology and to the pedagogical management and evaluation. The whole process of the Practicum aims at the best and upgraded connection between the University, the field of work (school unit), academic professors/researchers and trainee students, the better understanding of the professional future field, the upgrading of the quality of the trainee students through their substantial participation in all the educational activities for the better understanding of the conditions and the consequences of the pedagogical action, in the development of the mentoring relationship in the context of the cognitive apprenticeship, the contemplative dialogue and the counselling support and reflection of the teachers-mentors. The ultimate goal is for students to develop the skills, abilities and attitudes of a professional teacher in order to be able to analyse and reflect on teaching conditions, educational choices and how to implement them, to configure (and activate in) differentiated teaching and learning environment and to analyse and configure situations of communication, interaction and counselling support, to actively participate in their professional development and the configuration of the profile of the school unit in which they are trained.

The systematic and multilevel effort to connect theory with practice is organized through teaching techniques, procedures and methods, which include, among others: Lectures, Seminars, Workshop Exercise, Field Exercise, Bibliography study & analysis, Tutoring, Clinical Exercise, Art Workshop, Interactive Teaching, Educational visits, Preparation and project elaboration, Writing a paper, Artistic creation, (music, dance, visual arts) writing of observation protocols, completion of reflection questionnaires, self-assessment, evaluation and observation sheets, Scenarios/Teaching stories, teamwork, processes of inquiry and didactic transformation through critical monitoring of classroom instruction, organization of observation with specific tools, pedagogical and educational planning, web exploration, interactive whiteboard, reportage, ethics/moral dilemma, keeping an educational diary, material report, interdisciplinary/holistic approach, discussion/dialogue, philosophy in the classroom. The special teaching/didactic methodology is delimited by the student as a personal learning goal, the achievement of which he/she evaluates after the completion of her/his teaching in the classroom. At the same time, it is possible, in order for the students to delve into the teaching/didactic methodology they have chosen, to teach it to their fellow students in the form of microteaching. Classroom counsellors are invited to the university course and become participants in this process, which also functions in part as non-formal training. The collaboration between the student and the class teacher continues and takes on a/an consultative/advisory character.

Learning Targets

Learning outcomes

Students are expected to (among others):

- Have the ability to plan, organize and implement teaching for three subjects in the field of Aesthetic Education: Music, Arts & Crafts and Psycho-kinetics.
- Have the ability to manage and use elements of Kindergarten/Primary Education Curricula in the context of planning, organizing and conducting autonomous teaching.
- Can distinguish and develop, into the context of autonomous teaching, the holistic and creative character of teaching through the design of stories and their pedagogical & didactic use.

- Have understood the size of prerequisite knowledge and have developed the ability to control, manage and evaluate teaching and pedagogical knowledge, skills and abilities during the process of designing, applying knowledge and implementing teaching.
- Have the ability to connect theory to practice.
- Have the ability to activate knowledge, skills and abilities in relation to all teaching subjects.
- Have the ability to critically incorporate knowledge and skills in teaching planning and practice.
- Be able to distinguish between teaching and pedagogical composition of teaching but equally be able to connect the two dimensions.
- Decide to act with critical, creative, caring and reflective thinking.
- Organize, inspire and support an interactive classroom environment into pedagogical, didactic & socio-cultural contexts.
- Have knowledge about questions of professional ethics concerning the educational work and the role of the educator.

General Competences

- Search, analyse and compose data and information for/on:
- Search, analyse and compose data and information, using the necessary technologies
- Adaptation to new circumstances
- Decision making
- Autonomous work
- Teamwork
- Work in an interdisciplinary environment
- Production of new research ideas Respect for diversity and multiculturalism
- Demonstration of social, professional, moral responsibility and sensitivity on gender issues
- Practice criticism and self-criticism
- Promoting free, creative and inductive thinking
- Care thinking

- Dialogue skills

Curriculum

Indicative Syllabus:

School of Humanities, Department of Preschool Education Sciences and Educational Design

Phase III Practical Exercises: Educational Planning and Professional Adequacy

Scientifically Responsible: Prof. Elena Theodoropoulou

Graduates are required to take on all the duties of a Kindergarten teacher for a period of more than one day at the Kindergarten. In the perspective of planning and implementing holistic, interdisciplinary teaching, it is necessary to ensure:

- Multilevel seminar, counselling and workshop support in terms of a series of special topics, which concern on the one hand the teaching design and the pedagogical-teaching conditions and principles and on the other hand issues of pedagogical-teaching application and implementation of plans.
- Familiarity with the Scientific Fields of Music, Arts & Crafts and Psycho-kinetics.
- Preparatory visits to Kindergartens, where students further develop, in parallel with the seminar and workshop activities, the provision and planning with independent teaching of a holistic activity with interdisciplinary content, the aim of which is to study pre-schoolers and methodology, the selection-construction of educational material, pedagogical management and evaluation.
- Collaboration with classroom teachers.
- Carrying out autonomous teaching and final assessment for both planning and teaching.
- Counselling support during the designing and implementing of teaching.
- The promotion of the holistic and creative core of teaching in Preschool Education through storytelling design – composition and its didactic use.

- The control, management and evaluation of teaching, pedagogical knowledge, skills and abilities on the part of the student during the process of planning and conducting autonomous teaching.
- The connection between theory and practice.
- The clarification of main questions of professional ethics crucial for the understanding of education work and the role of educators.
- The activation of knowledge, skills and abilities acquired during studies, in all subjects and their critical integration in teaching planning and praxis.
- The management and utilization of official documents in the context of planning, organizing and conducting autonomous teaching in Kindergarten.

School of Humanities, Department of Primary Education

Phase III: Practical Professional Exercise for Deepening in Pedagogical Fields of Work in the context of Mentoring

Scientifically Responsible: Prof. Sofos Alevizos

The Practical Pedagogical Deepening Exercise with the implementation of the institution of "mentoring" and in combination with a period of work in a pedagogical field of action deepens into basic dimensions of pedagogical action (e.g. basic concepts of Pedagogy, sectors, recipients and procedures of the educational process, forms of organization of educational units) which are themed by General Pedagogy. Students select from a thematic list of list of key fields (where each contains more) pedagogical issues to which they deepen through a) systematic observation in the classroom, b) the study of relevant bibliography and c) the elaboration of work on the selected topics/issues. The main fields are directly related to the dimensions that compose the Pedagogical and Didactic competence of educators: 1. Educational unit and the Profession of the Education 2. Education and Training, 3. Communication and Interaction, 4. Teaching/ tuition, 5. Diagnosis, Counseling and Evaluation.

The Practical Pedagogical Deepening Exercise focuses on:

1. the best and upgraded connection between University, field of work (school unit) and up-and-coming educators,
2. the better understanding of the future professional field,
3. the upgrade of the quality of trainee students through their effective participation in all educational activities for a better understanding of the conditions and consequences of pedagogical action/activity,
4. the formulation of individual thoughts, in contrast to the views and scientific perspectives of others, which can be presented orally and in writing, in a form that is scientifically compatible and understandable to others,
5. the development of the mentoring relationship in the context of cognitive apprenticeship, contemplative dialogue and the counselling reflexion of the mentors-educators.

The ultimate goal is for students to develop capabilities, skills and attitudes of a professional teacher/educator in order to be able to analyse and reflect on teaching conditions, educational choices and how to implement them, to form differentiated teaching and learning environments, to analyse and form communication circumstances, interaction and counselling support, to actively participate in their professional development and the configuration of the profile of the school in which they are practiced.

Extra funding

Practical Exercise Funded

The Practical Exercise funded under the N.S.R.F. program with decisions of Assemblies is part of the Curriculum of each Department of the University of the Aegean in combination with a course, depending on the structure of each Curriculum. The aim of the funded program is the connection of studies with the labour market and the acquisition of knowledge and skills in professional fields that are directly and indirectly connected with the field of Education Sciences. The aim of the program is to connect theory with practice and to gain experience in the way of organizing, managing and operating the host institutions of the students. By participating in the work environment, it is expected that the participating

students will obtain knowledge and skills related to employment and the labour market and will develop their ability to adapt to various work environments and their entrepreneurial talent. Students host institutions can be the working bodies related to the fields of knowledge in which each Department specializes.

For the organization, monitoring, coordination and evaluation of the Practical Exercise, a scientifically responsible and supervising academic professor is defined by each Department. At the end of the exercise, the participating students are evaluated by the academic professors in relation to the evaluation submitted by the institutions in which they were employed, while the students themselves fill in an experience evaluation questionnaire.

Project management and advocacy careers:

Project design and advocacy in collaboration with the French NGO “Migration, Citoyenneté, Développement” & Mauritanian association

University	Teacher/ Faculty	Educational Level	Field	Duration	Language	ECTS
Paris 8	Clemens Zobel Faculty of Texts and Societies	MA	Political science	One week- Second semester Every year since 2015	French	5

Description

Managing by project and advocacy is a course that seeks to let master students experiment with the design of projects with a transnational scope. It has both a reflexive and job-oriented focus. Three key objectives are 1) questioning the project form and its current place in policy building and implementation in the global north and south; 2) exploring the formal and discursive features of projects by designing a logical framework; 3) learning about the world of activists, project managers and consultants in the field of associations, NGOs and development consulting agencies or firms.

The course was developed in cooperation with the NGO GRDR– “Migration, Citoyenneté, Développement”. Over the years (the course exists since 2015) various kinds of project managers from this organization have come to P8 to present their work and conduct practical exercises in project design. Since 2018 a partnership with a Mauritanian association, bringing together diaspora and villagers from their home-country, has provided the opportunity to contribute to a real ongoing experiment involving a buyers and producers cooperative. Members of the association come to Paris 8 and sometimes invite participants to outside meetings. Practical experimentation also involves students forming groups and imagining their own transnational project, using the knowledge of the participants as a starting point. The final objective of the course is for each group to present a logical framework of their project, which can provide a basis for funding applications. Since last year, the plan for an advocacy campaign has been included in the project (this involved the input of three female participants in a European project on migrant women). The quality of the final work presented by groups is assessed by partners as well as an independent consultant specialized in the development field.

Teaching Setup/ Learning Methods

The course combines reflexive and practical skills. It is based on an emancipatory pedagogy (P. Freire, I. Illich, J. Rancière) stipulating that the knowledge the learner brings to class is the key to the learning process. While some reading and lecturing sequences are provided, 70% of the course relies on students’ working in groups to find and develop their ideas, do research and elaborate a series of deliverables, such as a “problem tree”, “a stakeholder

analysis” a “logical framework” and an “advocacy campaign plan”. Throughout the semester groups present their work to each other, to the teacher and to invited professionals.

Learning Targets

Contact with professionals and activists from the field allows students to go through the various steps of the “project cycle”, starting with needs and problem assessment, understanding stakeholders and underlying issues; analyzing available resources; and finally developing and testing their ideas on the objectives, means and practical implementation of the project.

Curriculum

Project-based management and advocacy: assumptions, instruments and critiques (For the second semester 2020/21)

Validation :

1. Group development of a project funding application (written submission 15 April - pooling 22 April)
2. Attendance and participation in group work (in class and via google drive)

Course outline

Part 1: The project logic

- The project logic - some related dimensions: subjectivation, transfer, instruments and temporality (C. Zobel - 28/1 and 18/2).

Part 2: Practical case study

- Elaboration of a funding application for a collective project in Île de France/Wompou-Mauritania (I. Diabakhaté/President association REVEIL, C. Zobel)

1. Presentation of the case study: the project of the migrant families' purchasing cooperative in the village of Wompou (Mauritania) (I. Diabakhaté/REVEIL, 4/2)
2. Start of the first phase of the case study: survey of stakeholders and the socio-political and economic context (One update every session from 11/2)
3. Second phase of the case study: identification and selection of funding sources (from 18/2)
4. Third phase: writing the project using various analytical tools and developing a logic table (sessions 25/2, 4/3, 11/3, 18/3)
5. 5. Fourth phase: restitution of the project and adjustments in view of the submission of the funding application to the selected organisations (sending of final version 15/4, restitution 22/4)

Part 3: The project cycle (based on the case study)

- Testing project development tools (C. Zobel and F-X. Perthuis de Laillevaut/ Independent consultant).

1. Setting up a stakeholder table (11/2)
2. The project cycle: Presentation of the project cycle and operational steering; role of evaluation (ex-ante, mid-term and ex-post) (18/2).
3. Building a problem tree and a solution tree (18/2 and 25/2)
4. The logical framework and its criticisms. Using an alternative tool, the simplified logic table, to build our project proposal (25/2, 4/3, 11/3, 18/3)

Part 4: Advocacy

- Analysis of the advocacy logic and discussion of its implementation in a European project

1. Presentation: Advocacy and the transformation of activist practices (25/3).

2. Restitution of the European REGAL project on women's "life time" by Bintou Ndaw/GRDR project officer and Martine Ndiaye/Reveil (1/4, 8/4).

Extra Funding

Not concerned.

Historical workshop of theatrical practice :

Actor/actress of history - Performance "Un peuple de statues" with the Theatre Gérard Philippe and the National Archives

University	Teacher/ Faculty	Educational Level	Field	Duration	Language	ECTS
Paris 8	Pauline Peretz Faculty of Texts and Societies	BA	History	27 hours	French (English)	3

Description

The workshop is for students, historians and non-historians. The first edition has been held in 2021 and is being rescheduled for this autumn. Through the performance of historical

texts, its aim is to lead students to reflect on a major question of current public debate (i.e. what to commemorate? how? should the presence of embarrassing statues in the public space be abolished?) by appropriating texts of literature and historical documents, through memorization and the engagement of the body. It is supervised by a lecturer in contemporary history with experience of amateur theatrical practice and an actor (Bruno Boulzaguet) in partnership with the Théâtre Gérard Philippe de Saint-Denis. Last year, the project resulted in a film shot at the Basilica of Saint-Denis in difficult conditions given the Covid circumstances ([Click here for video](#)). This year the organisers would like to be able to produce a theatrical performance, so that the project can lead to a collective creation that we can show and share, in which everyone can get involved according to their talents and proposals.

Teaching Setup/ Learning Methods

There are two phases in the workshop: a first phase, more academic phase of work at the table, during which we read the texts, discuss them and edit them; then a second phase, the theatre workshop.

In this second phase, each session begins with games and exercises aimed at building up the group and physical training, before moving on to work on the texts and their interpretation: in full group or in small groups. The two teachers work together or in small groups. The work on text comprehension and articulation is deepened with foreign students.

The group is asked to give feedback to those presenting their work to the others.

As the workshop progresses, the framework of the performance takes shape and the workshop moves towards more and more successful spinning.

Learning Targets

- Curiosity about the past, Reflexivity about the presence of the past in the present
- Ability to research and critically discuss historical texts.
- Integration into a group with a view to a collective creation.

- Appropriation of a text through its interpretation (students are guided by the supervisors but encouraged to make proposals).
- Enrichment of expression through learning texts
- Increased self-confidence, empowerment of students (each student is invited to use his or her skills to serve the group).
- Experience of a collective creation
- Discovery of possible professional outlets in the artistic world.

Curriculum

Part 1 : political and artistic reflection (week 1)

Round table: each person introduces him/herself: his/her relationship to live performance and history; his/her position on the presence of statues in the public space and proposes an example.

First discussion on the statue of Colbert in front of the National Assembly, using photos and press extracts.

Work on a text - e.g. the removal of the statue of Napoleon from the Place Vendôme. The text is distributed, discussed and spoken by the students.

Part 2 : work at the table (weeks 2 and 3)

Collective reading of the proposed texts.

Each student expresses his/her preferences and justifies his/her choice of texts.

First attempts at editing the texts.

Discussion around photos of sculptures and visual installations: possible sources of inspiration? Bodywork on the reproduction of individual postures and collective arrangements.

Part 3: performance work (weeks 4 to 8)

We will alternate time for collective play and individual work. Different interpretations of the same text will be proposed by groups in order to envisage a wide range of stagings.

Work on the diction of the texts with one or other of the workshop leaders (we will vary the intentions, the rhythms, the volumes so that the text can be incorporated and the bodies engaged).

In the final stage, the different groups will perform their "text" in front of the group for constructive feedback. Everyone will therefore be in play, on and off the stage.

Part 4: performance and filming (week 9)

The texts will be "performed" on the stage of the Théâtre de l'Atalante (Paris 18th district). The performance will be filmed.

Debriefing at the end of the shooting day, then distribution of editing tasks according to each person's skills.

Part 5: presentation and screening of the film made during the "Nocturnes de l'histoire 2022"

The students will be asked to present the political and artistic issues of the film they have made together.

They will be mobilised to ensure the dissemination of the film on social networks and mailing lists.

Extra Funding

The Théâtre Gérard Philippe takes care of a small part of the course hours.

The National Archives, educational section, hosts the workshop

Creation workshop in partnership with the Centre National de la Danse of Pantin

University	Teacher/ Faculty	Educational Level	Field	Duration	Language	ECTS
Paris 8	Olivia Rosenthal Faculty of Texts and Societies Literature - Master's degree in creative writing	MA	Literature/ creative writing	39h	French	5

Description

This creative workshop, conceived as a collective writing workshop, aims to give students the opportunity to write texts that are meant to be read aloud and heard. Within this framework, the students listen to each other, talk to each other, transcribe what they have said and then work on reading aloud the texts they write. We are accompanied in this work by Fanny de Chaillé, associate artist at the CND, choreographer and specialist in sound poetry. Thanks to her presence, we alternate:

- writing sessions (individually or in groups)
- physical preparation sessions: exercises aimed at bringing the body into play on the stage
- sessions of readings aloud and work on the stage based on the texts written and exchanged during the workshop

Association with the CND: both in the person of the associate artist, in the work spaces (CND studio) and in the setting up of a performance programme to be seen with the students.

Teaching Setup/ Learning Methods

Group work, training, exchanges of texts, putting texts into space, links between what a text says and what the body expresses.

Interviews: the members of the group interview each other on a subject defined at the beginning of the workshop and write texts based on these interviews

Objectives: To understand the effects of transfer between what is said and what is heard, between what is heard and what is written. To see what happens when texts are read aloud on a stage. Effects of putting a text in space

Students work on the links between the body's movements on the stage and the diction of a text using various exercises carried out in the presence of the associate choreographer.

Learning Targets

Try to measure the physical part of any reading aloud and see how the body intervenes in the writing of a text. To measure the differences between a written text and a spoken text, to work on the voice on stage, on the appropriation by one student of another's text.

Curriculum

For 2021

Session 1. 2 days

The voice in the text

Meeting with the students. Presentation of their creative project

Choice of a work that has meant something to them and that resonates with their own creative project

Sound poetry texts (Tarkos, Switters, Pennequin)

Work on listening to and interpreting these texts. How to rewrite them, what criteria to use for this rewriting? How to transform this interpretation into a score to be read by a performer other than oneself?

A series of vocal and physical exercises in the space to bring together the voice, its intensity (crescendo and decrescendo), the memory of words, the breath and the memory

Writing texts that take into account the proposed exercises. We work on the written translation of everything that has been exchanged and heard. What is a translation? How to make someone else read your own translation? What signs to use to convey the desired voice effects?

Session 1- 2 days

The voice before the text (interviews)

Ask students to reflect on a moment when they felt like a stranger.

Work on interview techniques

Carry out cross-examination on the chosen theme. Each participant is in turn a listener to the story of another and the author of the story they have to tell.

Looking back on the difficulties and surprises linked to this exercise

Transcription in the first person of the story heard + transcription in the first person of one's own story. Work on the pronoun and the substitution effects that it allows to create.

Preparation exercises (vocal and spatial) for reading all the texts composed during this session.

Session 2 -2 days

Publication

How to work on the formatting of these read alouds

Exercises around the reading aloud of a text written from interviews

Work on possible ways of shaping these texts, on their continuous reading, on their interweaving, on the possible forms of encounters between the text of one and the other:

brouhaha, cross-readings and/or simultaneous readings, improvisation based on the texts exchanged, mimes and work on synonymy.

At the end, it is proposed to prepare small performances staged by groups of 3 or 4 students based on all the exercises and written texts.

Extra Funding

Support from the *Centre National de Dance* in Pantin, which pays the choreographer leading the workshop and provides the logistics (hall and sound system).

Le Nouveau Salon: Literature meetings

University	Teacher/ Faculty	Educational Level	Field	Duration	Language	ECTS
Paris 8	Lionel Ruffel Faculty of Texts and Societies		Literature/ creative writing	39h	French	5

Description

"Le nouveau salon, rencontres littéraires" is a seminar/workshop aimed at investigating, modelling and experimenting with the contemporary literary ecosystem through a series of seven encounters with writers, playwrights, editors, critics and booksellers. Each meeting gives rise to a form of literary sociability (interview, reading group, editorial board, etc.) and a form of publication (journal, radio, etc.). The seminar thus has a professional, artistic and theoretical dimension. For the forms of publication, it is based on the media of the literary creation master's degree: "radio Brouhaha", web (website and social networks). The students work on the editorialization and curation of the meetings and their publication. The title of the activity refers to literary salons to emphasise the contemporary transformations in the modes of literary publication. Most of the speakers come to work with the students on a one-off basis. This one-off work consists of a three-hour physical meeting, prepared by a

three-hour session, followed by a publication on this meeting. The students read the works, comment on them, conduct interviews, and find forms of publication in relation to the invited authors.

"The new salon is based at the "Maison de la Poésie (Paris)" and the "Centre National de la Danse" (Pantin)

Teaching Setup/ Learning Methods

- learn to grasp the issues at stake in a professional practice or a creative work through prior research
- conduct interviews, lead a debate
- work in a group, share know-how, and reinvest it to produce collective creations using different media
- understand the place of the book in its production and distribution chain
- develop research on the links between literary creation and other artistic practices

Learning Targets

- To know the current state of the literary ecosystem in order to be able to imagine its future.
- Start building a professional network
- Work on the curation of meetings
- Experimenting with forms of publication

Some of the students are enrolled in the Literary Creation master's programme, and others in the ArTeC master's programme, will work in small groups on enhancing the value of these exchanges by publishing analytical reports and, when possible sound or video projects will be put online.

Extra Funding

Co-Funded by [ARTEC](#)

Crossed perspectives: communication and cinema

University	Teacher/ Faculty	Educational Level	Field	Duration	Language	ECTS
Paris 8	Faculty of Culture and communication Jocelyn Maixent	BA	Information and Communication Sciences		French	3h

Description

This course is developed in collaboration with the cinema "L'Ecran" in Saint-Denis for the organisation of a preview every year at the end of October. This experience allows the actors of the cinema to explain the stakes of their work as exhibitors and to highlight the necessary work of communication intended to support the diffusion of "fragile" cinematographies. At the end of the screening, the students produce a feedback report in the form of a critical text evaluated by the teacher.

Teaching Setup/ Learning Methods

The students work in groups (between 30 and 40 students) based on an understanding of the challenges of the professional sector, applied to the organisation of an event such as the programming, design and production of a "preview". The teacher-referent ensures the follow-up, coordination and collaboration of the partner "L'Écran".

Learning Targets

This course aims to offer a multidisciplinary approach to communication and media, articulating theoretical knowledge, analyses related to the field of media and practical applications.

It focuses on the role played in today's society by forms of cultural creation and dissemination.

It responds to one of the pedagogical pillars of the "Information and Communication" degree: to go from the "general to the particular" and to support the theoretical framework with situational exercises, case studies, realizations and field studies.

Curriculum

2020/2021

Session 1 (20 September) Introduction. "The image communicates." An essential notion: the spectatorial device.

Session 2 (27 September) From the still image to the moving image. Analysis of a sequence from *Shining* by Stanley Kubrick. The three illusions of the filmic image: movement, depth, flow of time.

Framing is choosing (1): main notions of framing, scale of shots (descriptive, narrative, psychological).

Session 3 (4 October) Framing is choosing (2): movements of the frame.

Session 4 (11 October) The point of view (1): axis and angle.

The point of view (2): objective and subjective camera.

Session 5 (18 October) The effects of editing: different types of connection, rhythm and duration. The Koulechov effect and: semantic contamination.

Professional meeting: Sophie Roudaut, production assistant, SBS international.

Session 6 (25 October) Screening of a film at the Ecran cinema.

Film promotion with the students of the ENS Louis Lumière

University Paris 8	Teacher/ Faculty	Educational Level	Field	Duration	Language	ECTS
	Viviana Andriani et Jocelyn Maixent Faculty of Culture and communication	MA	Audiovisual Communication	30h	French	3

Description

This project involves a practical collaboration between students from Paris 8 and ENS Louis Lumière, playing on the effects of convergence between the two courses.

After specific training focused on the design of print and web communication and promotional materials (visual identity, design of press kits, posters, website, etc.), the know-how acquired is immediately applied to the end-of-study films produced by the 3rd year students at ENS Louis Lumière.

In project mode, the students of the second year of Master "Audiovisual Communication" (part of the Master's degree in "Cultural Industries") work on the promotion of these films, in order to facilitate their publicity, for example during their presentation at festivals.

Teaching Setup/ Learning Methods

Action/ Research

Training "Designing promotional tools for a film release". This seminar is given by Viviana Andriani, press officer (R-V Presse);

- First meeting between the students of Paris 8 and ENS LL, and screening of the 4 films;
- Working meeting between the teams and the directors;
- Presentation of the work, defence.

Each team must present:

- a strategic recommendation ;
- a graphic charter;
- a press kit;
- a poster and visuals that can be transferred to different communication media.

The final presentation is made before a jury made up of representatives from both institutions.

Learning Targets

If cinema is at the heart of the programme, it is the whole relationship to images that is questioned in order to be better integrated into professional practices: how to promote a film, a series, on a critical site? How to promote a work at a festival or with an exhibitor? How

can we intelligently handle the interaction between different types of images to enhance the value of works and avoid their disappearance and invisibility in the short time of screen consumption?

Far from being purely theoretical, all these questions feed the professional life of those who, within the audiovisual industries, have the task of facilitating the reception of images and works by the public.