



Micro-Programme “Civic Engagement”

Course Catalog – Summer Term 2023

Bucharest – Madrid – Tübingen

As of February 2023

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ABOUT THE MICRO-PROGRAMME CIVIC ENGAGEMENT

The structure

Students participating in the micro-programme on Civic Engagement have to complete all three compulsory units and earn in total 15 ECTS credit points.

Unit 1 | Civic Engagement in Europe: A Transdisciplinary Approach

In the winter term 2022/23, the organising universities offered the joint online course “Civic Engagement in Europe: A Transdisciplinary Approach”. This course is now offered as a Blended Intensive Programme from the University of Bucharest, the University of Tübingen, the National and Kapodistrian University of Athens and the Universidad Autónoma de Madrid. By attending this course, you complete unit three.

Unit 2 | Societal challenges

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

Unit 3 | Record of civic engagement

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

To complete Unit 3, please note that:

- Only volunteering completed after 1 September 2020 is eligible for credit.
- You are required to have completed a min. of 140 hours of volunteer service.

For more information about volunteering opportunities, contact:

- University of Bucharest: Margareta-Gabriela Nisipeanu, margareta-gabriela.nisipeanu@g.unibuc.ro
- Universidad Autónoma de Madrid: Nadia Fernández de Pinedo, nadia.pinedo@uam.es
- University of Tübingen: Iris-Niki Nikolopoulos, iris.nikolopoulos@uni-tuebingen.de (see also the University of Tübingen's page about volunteering)

ECTS credit recognition

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

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

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

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

- For **University of Bucharest students**, the 15 ECTS credit points will be recognized in the special module for CIVIS activities.
- For **Universidad Autónoma de Madrid students**, the 6 ECTS credit points will be recognized as curricular credits and 9 ECTS as extracurricular credits.
- For **University of Tübingen students**, the 15 ECTS credit points will be recognized in the module key qualification.
- For **Students of all other Universities** please contact your home university.

Further opportunities

According to your learning interests, you may also apply for individual courses included in the micro-programme for additional credits.

COURSES OVERVIEW – TIMETABLE


You can find the registration link on our website: <https://civis.eu/en/civis-micro-programmes>

Institution	Course Title	ECTS	Starting Date	Registration Deadline	Unit
Bucharest	Riparian Zones: Waste Areas or Assets for Biodiversity and Human Wellbeing?	3	15.03.2023	13.03.2023	2
Bucharest	Smart Health: Digital Transformation of Healthcare Systems	3	27.03.2023	24.03.2023	2
Bucharest	Social Change Based on Leadership Initiatives and Marketing Strategies	3	29.03.2023	27.03.2023	2
Bucharest	Media Literacy for Vulnerable Social Groups	3	03.04.2023	31.03.2023	2
Tübingen	1WI501 Datenerhebung, Analyse und Strategieplanung	6	21.04.2023	30.03.2023	2
Tübingen	1SOT24 Die Klimaproblematik und Mögliche Gegenmaßnahmen: Vermittelt Durch eine Interaktive Dynamische Simulation in Virtual Reality	3	25.04.2023	30.03.2023	2
Bucharest	Chemistry Solutions for Global Challenges	3	02.05.2023	28.04.2023	2
Bucharest /Athens/Madrid/Tübingen	1PGE311 BIP Civic Engagement in Europe: a Transdisciplinary Approach	3	05.05.2023	20.04.2023	1
Bucharest	Support Services for Homeless People	3	05.05.2023	03.05.2023	2
Tübingen	1PGE213 Tübinger Erbe-Lauf: Instagram- und Tiktok-Kommunikation	3	05.05.2023	20.04.2023	2
Tübingen	1SOG02 Bildung für Nachhaltige Entwicklung Verstehen und Gestalten	3	09.05.2023	24.04.2023	2
Bucharest	Eco-Friendly Technologies for Energy Conversion and Storage	3	11.05.2023	09.05.2023	2
Bucharest	University-Based Projects for Local Sustainable Development in European UNESCO Global Geoparks	3	22.05.2023	19.05.2023	2
Bucharest	Engaging Marginalized Communities	3	23.05.2023	19.05.2023	2
Bucharest	Inclusive Education – an Important Step Towards an Inclusive Society	3	25.05.2023	23.05.2023	2
Bucharest	Physicists as Civic Scientists	3	05.06.2023	31.05.2023	2
Tübingen	1DI403 Common Ground Despite Controversy: Towards a New Digital Platform	3	07.07.2023	22.05.2023	2
Tübingen	1SOT32 Bausteine für Klimagerechtigkeit. Transformativ. Solidarisch. Machbar.	3	01.08.2023	17.07.2023	2

COURSE DESCRIPTIONS


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

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

Content 	<p>Riparian habitats (comprising uncultivated, vegetated areas) are transition zones that connect freshwater and terrestrial systems and help regulate ecological functions in both habitats. They are essential habitats for maintaining aquatic and terrestrial biodiversity and provide multiple ecosystem services that include water purification, carbon storage, and recreational opportunities. Despite their importance, which far exceeds their proportion of land cover, riparian zones are subject to multiple human-induced changes which threaten freshwater biodiversity, cross-habitat linkages, and ecosystem services provision. In the context of the rapid global environmental change, protecting and enhancing riparian zones is often seen as the first step towards improving water bodies ecological state.</p> <p>The course has a practice-oriented format demonstrating the social relevance of our research. It is intended to increase students' knowledge on the structure and function of ecological systems, including multiple stressors, complex interactions across scales and contexts. It enhances student's abilities to tackle the multi-functionality of landscapes. The subject is approached from different perspectives. Students are guided to identify and develop their ideas concerning a socially acknowledged need: the conservation, rehabilitation, and restoration of riparian zones.</p> <p>An essential part of the course originated from the collective sense that "learning by doing" is the most effective, fun and durable way to develop into a professional. A set of collective and individual exercises aimed at problem-based learning is used to introduce and raise awareness of the consequences of managerial decisions and even our individual actions on the environment. They allow students to be autonomous in building and using theoretical knowledge.</p>
Teaching Language	English
Literature	Will be announced during the introductory lecture.
Teaching Methods	Online-Course: theoretical input, literature review, creative work phases, individual research tasks; class discussions in small groups and in the plenary, short essays, individual or in group presentations.
Qualification Objective	Acquiring basic knowledge and getting awareness on the role of the riparian systems for landscape ecological integrity, ecosystem services provision and biological conservation may enhance society responsibility for maintaining resilience in human-impacted landscapes.
Prerequisites	None
Target Group	The course is open primarily to students with a background in life sciences.
Requirements	Attendance, active participation, fulfilment of tasks, submission of 1 or 2 short essays (1 pages each) and/or a short presentation of a case study.
Credit Points	3
Time & Location	15 and 29 March, 17 May 2023, h: 1:00 – 6:00 p.m. Eastern European Time (EET) / Romania time, online
Participants max.	10


SMART HEALTH: DIGITAL TRANSFORMATION OF HEALTHCARE SYSTEMS

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

<p>Content</p> 	<p>Population Health and wellbeing lay at the heart of the United Nations 2030 Agenda for Sustainable Development. Achieving 'health for all' requires financial resources, technology development transfer, capacity-building, inclusive partnerships, and civic engagement. Health systems have a crucial role through financing, organizing the healthcare workforce, and ensuring better population access to medical assistance and medicine.</p> <p>The actual reactive model of care doesn't meet the population's needs; new models, based on a proactive and preventive approach, empower patients to be active partners in managing their health conditions. Shifting from traditional healthcare to smart healthcare will revolutionize healthcare systems globally, increasing preventive and predictive care components by using digital technologies to connect regulators, patients, healthcare professionals and medical facilities. The 7 P (Personalized, Pervasive, Participatory, Predictive, Preventive, Programmable and Perpetual in healthcare) appeared as a need to follow the main objectives in smart health. The COVID-19 pandemic acted as a catalyst for the digital transformation of health systems and probably will introduce a new era in tackling health problems.</p> <p>Within this three-day online civic course, we will explore current and emerging knowledge on smart health and healthcare and the innovative technology behind a smart healthcare system and include: lectures, exercises/practical applications and group debate, presentations.</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<p>Will be indicated during the first meeting.</p>
<p>Teaching Methods</p>	<p>Online Presentations, Practical Exercises, Group Debate</p>
<p>Qualification Objective</p>	<ul style="list-style-type: none"> i) To understand global context and the need to restructure the traditional healthcare delivery system shifting from reactive to proactive and predictive models of care. ii) To understand how health systems use digital technologies to transform health care: the innovative technology behind an intelligent healthcare system, new models of healthcare delivery. iii) To understand patient engagement in healthcare: patient participation in healthcare decision-making; building the capacity and ability of patients to engage in healthcare.
<p>Prerequisites</p>	<p>English B1 / B2</p>
<p>Target Group</p>	<p>Undergraduates/master students in geography & social sciences, spatial planning.</p>
<p>Requirements</p>	<p>Active participation and attendance, individual assignment (1 ppt presentation).</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>27-29 March 2023 (10:00-15:00), March 2023 - Eastern European Time (EET) / Romania time, online</p>
<p>Participants max.</p>	<p>15 students</p>


SOCIAL CHANGE BASED ON LEADERSHIP INITIATIVES AND MARKETING STRATEGIES

PROF. PHD. MAGDALENA IORDACHE PLATIS | UNIVERSITY OF BUCHAREST

<p>Content</p> 	<p>Societies, economies and leaders face huge challenges in finding sustainable relationship among social, economic and ecological processes and trends. Climate crisis on one hand and economic and social current difficulties represents an alarm signal and requires action. Social leadership as a style of leadership is capable to generate social change through social authority. The current context is one of changing ecosystem towards the agility need, which means acting differently with the support of the community. Connecting communities is more important than ever. Social change can be generated through social marketing approach which uses marketing principles to generate social good. This means a change in behaviors for the individual and community benefits. In other words, behaviors change by increasing awareness on societal challenges and social causes and moreover, by being involved in social marketing campaigns. In addition, social leadership is capable to generate positive impact.</p> <p>Main issues: Social Change Model of Leadership Development; the relationship among individual, group and society values; Social Marketing understanding; Social Marketing Plan and the strategic model; marketing strategies examples.</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<ol style="list-style-type: none"> 1. Universities without walls. A vision for 2030 2. Astin, H.S. and Astin, A.W.. A Social Change Model of Leadership Development Guidebook Version III. The National Clearinghouse of Leadership Programs, 1996. Blueprint Leadership Development Program at UC Berkeley 3. Philip Kotler, Nancy Lee, Social Marketing. Behavior Change for Social Good, ISBN-13: 978-1544351490, ISBN-10: 1544351496 4. Paul Porteous (2018) Social Leadership and Collaborative Engagement for Communities under Stress, Journal of Peacebuilding & Development, 13:3, 23-39, DOI: 10.1080/15423166.2018.1494620 5. Mari Martiskainen, The role of community leadership in the development of grassroots innovations, Environmental Innovation and Societal Transitions, Volume 22, 2017, Pages 78-89, ISSN 2210-4224, https://doi.org/10.1016/j.eist.2016.05.002. (https://www.sciencedirect.com/science/article/pii/S2210422416300417)
<p>Teaching Methods</p>	<p>Interactive teaching, workshop, online tools</p>
<p>Qualification Objective</p>	<ol style="list-style-type: none"> i) To understand the social leadership models ii) To understand the social marketing concept and mix iii) To explore best practices on social behavior iv) To identify social marketing campaigns to involve students in v) To understand the marketing strategic model of social change
<p>Prerequisites</p>	<p>Good English is required.</p>
<p>Target Group</p>	<p>The course is open to all students.</p>
<p>Requirements</p>	<p>Attendance, active participation in class, 1 group deliverable and a final individual ppt deliverable (20-25 slides).</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>29 - 31 March 2023 – 10:00 – 15:00 - Eastern European Time (EET) / Romania time, online.</p>
<p>Participants max.</p>	<p>25 students</p>


MEDIA LITERACY FOR VULNERABLE SOCIAL GROUPS

PHD. ANTONIO MOMOC | UNIVERSITY OF BUCHAREST

<p>Content</p> 	<p>The main goal of this lectures is to discuss a set of studies and policies that allow us to identify and contribute to combat and effectively mini-mize the phenomena of disinformation, misinformation and manipulation in the journalistic field regarding vulnerable social groups and to em-powering the local/national community to monitor online disinformation. The main topics:</p> <ul style="list-style-type: none"> - How internet revolution disrupted the way we communicate; - How dgital platforms change media, traditional journalism and public communications; - How to guide vulnerable gorups to protect themselves from the threat coming from the online environment (phishing attacks, hackers, stealing users' data, troll attacks on social media profiles and information theft etc.); - How to counterattack fake-news, false news, disinformation and misinformation; - How to detect digital threats like video manipulation (deep-fakes) and falsification of official documents; - Raising awareness and improving resilience inside vulnerable populations.
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<ol style="list-style-type: none"> 1. Dahlgren, P. (Ed.). (2013). Young citizens and new media: Learning for democratic participation. Routledge. 2. Lewandowsky, S., Ecker, U. K.H., & Cook, J. (2017). Beyond Misinformation: Understanding and Coping with the „Post-Truth” Era. <i>Journal of Applied Re-search in Memory and Cognition</i>, 6, 353-369 3. Molina, M. D., Sundar, S. S., Le, T., & Lee, D. (2019). Fake News' Is Not Simply False Information: A Concept Explication and Taxonomy of Online Content. <i>American Behavioral Scientist</i>, 1-33 4. Neag, A., Bozdağ, C., & Leurs, K. (2022). Media literacy education for diverse societies. In J. Nussbaum (Ed.), <i>Oxford research encyclopedia of communication</i> 5. Vosoughi, S., Roy, D., & Aral, S. (2018). The spread of true and false news online. <i>Science</i>, 359(6380), 1146-1151
<p>Teaching Methods</p>	<p>Online learning, Game-based learning, Practical exercises, Case studies</p>
<p>Qualification Objective</p>	<ol style="list-style-type: none"> i) Empowering vulnerable social groups (very old people, pensioners, young people, children, disadvantaged groups) to report ii) Disinformation, while improving the visibility of authoritative/trustworthy content iii) Fact-checking practices from fact-checkers and academic researchers
<p>Target Group</p>	<p>Primary/elementary school teachers/ educators/ highschool teachers.</p>
<p>Requirements</p>	<p>Good English is required.</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>3-7 April 2023 - 2-5 p.m. - Eastern European Time (EET) / Romania time, online.</p>
<p>Participants max.</p>	<p>25 students</p>


1WI501 | DATENERHEBUNG, ANALYSE UND STRATEGIEPLANUNG

DIPL.-VOLKSW. STEFAN BÜTTNER & DIPL.-WI.-ING. CHRISTIAN SCHNEIDER | INSTITUT FÜR ENERGIEEFFIZIENZ – UNI STUTTGART

<p>Inhalte</p> 	<p>Die Energiewende voranbringen, ein klimaneutrales Wirtschaften ermöglichen</p> <p>Die praktische Anwendung der Datenanalyse soll in dem Kurs anhand des Praxisprojekts Energieeffizienz-Index der deutschen Industrie (EEI) umgesetzt werden. Ähnlich eines Geschäftsklima-Index soll der EEI auf Basis von Zahlen, Daten und Fakten, die Politik, Wirtschaft und Gesellschaft über den Stand und die Optimierungspotentiale in der Umsetzung der Energiewende informieren. Wir bieten an, sich mit einem konkreten Praxisprojekt mit namhaften Projektpartnern zu befassen und damit zur Weiterentwicklung der Erkenntnisse über die Instrumente, Ansätze und Fortschritte der Energiewende beizutragen.</p> <p>Themenblöcke (jeweils mit Übungen):</p> <ol style="list-style-type: none">1. Grundlagen, Case Study, Energiewende von A-Z2. Projektauftrag, Methoden & Outreach Strategie, Einführung in „R“3. Pre-Test, finaler Fragebogen & Bewerbung4. Auswertung, Analyse, Strategie5. Präsentieren und Berichten <p>Weitere Informationen zum Energieeffizienz-Index: www.eep.uni-stuttgart.de/eei</p>
<p>Unterrichssprache</p>	<p>Deutsch</p>
<p>Literatur</p>	<p>Buettner, S.M.; Schneider, C.; König, W.; Mac Nulty, H.; Piccolroaz, C.; Sauer, A. (2022): How Do German Manufacturers React to the Increasing Societal Pressure for Decarbonisation? Appl. Sci., 12, 543. https://doi.org/10.3390/app12020543</p> <p>Weitere Literatur wird zu Beginn des Seminars bekannt gegeben.</p>
<p>Lehrmethode</p>	<p>Praxisseminar mit Übungen & Gruppenarbeit / -aufgaben, virtuell über MS-Teams</p>
<p>Qualifikationsziele</p>	<p>Sie lernen unter anderem wie man:</p> <ol style="list-style-type: none">i) komplexe Projekte plant, vorbereitet, Teilnehmer:innen erreicht, passende empirische Methoden identifiziert und anwendet.ii) Hypothesen aufstellt, verifiziert bzw. falsifiziert und daraus Strategien ableitet.iii) die richtigen, auswertbaren Fragen stellt und wen man befragt.iv) Umfragen plant, erstellt, durchführt und mit Statistik-Software auswertet.v) "effektiv berichtet" und Ergebnisse gegenüber Auftraggeber:innen schriftlich und mündlich präsentiert.vi) die grundlegenden Zusammenhänge der aktuellen Energiewende- und Klimaneutralitätsbestrebungen.
<p>Voraus.</p>	<p>Deutsch B2, Englisch B2</p> <p>Bitte beachten Sie: etwa eine Woche vor Seminarbeginn erhalten Sie eine Checkliste mit ein paar wenigen Vorbereitungen & Informationen an Ihre studentische Email-Adresse, die Sie bis zwei Tage vor dem ersten Kurstermin durchgehen müssen um Ihnen einen reibungslosen Start zu ermöglichen.</p>
<p>Zielgruppe</p>	<p>Offen</p>
<p>Leistungsnachweis</p>	<p>Team-Hausaufgaben, Kurz-Vorträge, Übungen, Abschlusspräsentation</p>
<p>ECTS Credit Points</p>	<p>6</p>
<p>Termine & Ort</p>	<p>21 April – 30 June 2023, wöchentlich, 09:00 – 15:30 CET / Deutsche Zeitzone, Online</p>
<p>TN max.</p>	<p>12 Studierende</p>


1SOT24 | DIE KLIMAPROBLEMATIK UND MÖGLICHE GEGENMAßNAHMEN: VERMITTELT DURCH EINE INTERAKTIVE DYNAMISCHE SIMULATION IN VIRTUAL REALITY

PROF. DR. MARTIN BUTZ | UNIVERSITÄT TÜBINGEN, FB INFORMATIK UND FB PSYCHOLOGIE, KOGNITIVE MODELLIERUNG

Inhalte 	<p>Der Kurs fokussiert sich auf das am Lehrstuhl für Kognitive Modellierung entwickelte virtuelle „Klimamuseum“. Dieses vermittelt die Klimaproblematik, Klimaeinflussfaktoren und mögliche Handlungsstrategien in einer Virtuellen Umgebung. Als Nutzer:in kann man am Bildschirm – oder mit VR Brille – immersiv durch das Museum laufen, die thematischen Details betrachten und auch klimabeeinflussende Stellschrauben verändern. Zusätzlich veranschaulicht eine Landschaft die klimatische Situation in den Jahren 2023 bzw. 2100. Die integrierte Simulation des Klimas – und insbesondere die Projektion der Klimasituation auf das Jahr 2100 – basiert auf dem En-ROADS Climate Solutions Simulator. Die weiteren Informationen, die im Klimamuseum dargestellt werden, wurden von verschiedenen Studierenden in den letzten Jahren zusammengetragen – ebenfalls auf dem En-ROADS Simulator basierend.</p> <p>In diesem praxisorientierten Seminar sollen Strategien erarbeitet werden, um das Klimamuseum der Öffentlichkeit zugänglich zu machen. Optionen dafür sollen gemeinsam mit den Studierenden in einer ersten Session erarbeitet werden. Zum Beispiel könnten Gruppen Quizfragen und mögliche Spielkonzepte entwickeln und analysieren, ein Werbevideo erstellen oder auch weitere Aspekte der Funktionalität des En-ROADS-Simulators vermitteln.</p> <p>Das Seminar wird auf zwei Hauptsessions verteilt. Zuerst werden das Tool selbst vorgestellt, ein WorldCafé zum Brainstorming neuer Ideen durchgeführt und in kleineren Gruppen konkrete Projektkonzepte und -ziele erarbeitet. Bis zum zweiten Haupttreffen werden diese Konzepte hinreichend ausgearbeitet und am zweiten Seminartag den anderen Gruppen präsentiert. Dabei werden Konzeptprobleme und Lösungsoptionen erarbeitet. Das Seminar schließt mit einem Kurzbericht ab, der die jeweiligen Konzepte inklusive der möglichen Probleme zusammenfasst.</p>
Unterrichtssprache	Deutsch
Literatur	1. En-ROADS-Simulator: https://www.climateinteractive.org/en-roads/ 2. IPCC Sachstandsbericht: https://www.de-ipcc.de/250.php
Lehrmethode	Virtual Reality als Lehrmethode und situative Veranschaulichung, Konzepterstellung in Kleingruppe, Teamarbeit
Qualifikationsziele	Die Studierenden kennen Einflussfaktoren und Handlungsstrategien im Kontext der Klimaproblematik. Sie erlernen die systematische Erstellung von zielorientierten Konzepten und deren Umsetzung in Gruppen. Sie lernen Optionen kennen, in einer Virtual-Reality-Umgebung Wissensinhalte effektiv darzustellen und mit diesen zu interagieren. Sie können komplexe Sachverhalte effektiv kommunizieren und durch geeignete Methoden auch an größere Personengruppen und im digitalen Format vermitteln.
Voraus.	Deutsch B2, Englisch B2 Grundkenntnisse im Programmieren und/oder Mediendesign und/oder Journalismus sind erwünscht.
Zielgruppe	Offen
Leistungsnachweis	Vortrag und Ausarbeitung in Form eines Posters und Kurzberichts.
ECTS Credit Points	3
Termine & Ort	25 April 18:00 – 20:00 CET online, 6 May & 17 June 2023, 09:00 – 17:00 CET / Deutsche Zeitzone, on-site
TN max.	16 Studierende

CHEMISTRY SOLUTIONS FOR GLOBAL CHALLENGES


ASSOCIATE PROF. PH.D. DELIA-LAURA POPESCU | UNIVERSITY OF BUCHAREST


Content 	<p>“Chemistry Solutions for Global Challenges” microprogram is an opportunity to engage in discussions about the issues that are covered by the UN Sustainable Development Goals (SDGs) - including environmental, social, and economic issues - which are all interconnected. Chemistry is playing an ever-increasing role in finding the most appropriate solutions to specific global challenges, therefore is a great need to raise public awareness of the challenges and opportunities associated with them, as well as, to promote civic engagement.</p> <p>The syllabus for this course is as follows: introduction to the global challenges and the importance of chemistry in providing efficient solutions; greenhouse gases, global warming, and climate change; air pollution - the most important environmental health risk of our time; supplying safe drinking water; wastewater treatment and recovery; emerging issues in the agri-food supply chain; nutrition - basis of healthy living; the most common endocrine disruptors; COVID-19 pandemic and other diseases – in search for efficient vaccines, medicines, and health products; affordable, clean, and renewable energy; the transport challenge – towards intelligent, eco-friendly transportation; green Chemistry & Sustainable Development. The twelve Principles of Green Chemistry; individual presentations of case studies.</p>
Teaching Language	English
Literature	<ol style="list-style-type: none">1. J.E. Stiglitz, Making Globalization Work, W.W. Norton & Company, New York, 2006.2. S.C. Smallman, K. Brown, Introduction to International and Global Studies, 2nd edition, Chapel Hill: University of North Carolina Press, 2015.3. Meeting Global Challenges through Better Governance International Cooperation in Science, Technology and Innovation, OECD, 2012.4. Effective Chemistry Communication in Informal Environments, The National Academies Press, Washington, DC, 2016.5. Chemistry Education Best Practices, Opportunities and Trends, Edited by J. Garcia-Martinez and E. Serrano-Torregrosa, Wiley-VCH Verlag, Weinheim, Germany, 2015. <p>Other readings may be recommended and posted on the course platform. Students who are unable to access the textbooks or other readings should contact the instructor as soon as possible.</p>
Teaching Methods	Online Course using a variety of methods, with emphasis on creating an interactive learning environment: PowerPoint presentations, Class discussions and debates, Videos, e-learning tools, Analysis of real-world case studies, Group research work & group presentation.
Qualification Objective	At the end of this course, the students should be able to: identify the demanding global challenges of the 21st century; build awareness of a global issue and its different manifestations; present examples of efficient solutions to the world's greatest problems; introduce the “green chemistry” concept and the principles of green chemistry; describe examples of successful green technologies; apply theoretical concepts to contemporary real-world case study examples; develop solutions focused on enhancing sustainability and reducing the environmental footprint to address one of the global challenges.
Prerequisites	Good knowledge of the English language is required.

Target Group	Open to bachelor and master students from all fields of study.
Requirements	Specific requirements for this course are: attendance and active participation in class activities; analysis of real-world case studies will be incorporated into each topic in order to highlight the significant scientific achievements to date and make learning relevant. Students will be asked to make individual short presentations on the chosen case study; students will be asked to develop a research project in which each team will address one of the global challenges, write a group report, and pre-prepare a group presentation. This type of assignment is designed to encourage and develop creative and community-engaged research and has the potential to be translatable across the CIVIS regions.
Credit Points	3
Time & Location	2, 9, 16, 23, 30 May 2023, 4 -8 p. m.; European Time (EET) / Romania time, online
Participants max.	15 students (and 3 students minimum)

1PGE311 | BIP CIVIC ENGAGEMENT IN EUROPE: A TRANSDISCIPLINARY APPROACH


IRIS NIKOLOPOULOS & CHAROULA FOTIADOU | UNIVERSITÄT TUEBINGEN, PILAR ARAMBURUZABALA | UNIVERSIDAD AUTÓNOMA DE MADRID, MARIAN MARIN & RADU-DANIEL PINTILII | UNIVERSITY BUKAREST, PHILIA ISSARI | NATIONAL & KAPODISTRIAN UNIVERSITY OF ATHENS


<p>Content</p> 	<p>The aim of this transdisciplinary programme is to promote civic engagement throughout academia, as a key pillar of the CIVIS goals. In this programme, not only the added value of civic engagement for the society will be elaborated but also for the individual. In particular, the transversal competences (e.g., critical thinking, problem-solving, assumption of societal responsibility, collaborative attitude, open-mindedness, selfreflection) that can be acquired, the values that can be shared and the connection that exists between civic engagement and the enrichment of an individual's identity. Based on scientific literature, students and lecturers will discuss the different types of civic engagement from a comparative perspective, within and without the university level. Students will analyse the similarities and differences between the European countries regarding the development of the various forms of civic engagement. They will also discuss how the universities can empower the students to participate in activities like service-learning, that promote civic engagement by connecting it to the curriculum. Throughout the opportunity of the physical mobility (Braşov) students will be able to do field research and get in exchange with NGOs and NPOs and learn more about the role of civic engagement in modern economies, concrete in the tourism industry in Romania. Students will gain knowledge on different forms of 'civic engagement' across Europe. Fundamental knowledge and critical perspectives on Service-Learning, opportunities for engagement at the own higher education institution and at the European level. Insights into civic tourism engagement as social capital in modern economies. Critical reflection on civic engagement, awareness for current societal challenges.</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<ol style="list-style-type: none"> 1. Adler R.P. & J. Goggin, 2005. What do we mean by Civic Engagement? <i>Journal of Transformative Education</i> 3(3), 236-253. 2. Cheng, T.-M.; Wu, H. C.; Wang, T.-M. J. & M.-R. Wu, 2017. Community Participation as a mediating factor on residents' attitudes towards sustainable tourism development and their personal environmentally responsible behaviour. <i>Current Issues in Tourism</i>, DOI: 10.1080/13683500.2017.1405383. 3. Wade, R. (2001). "...And Justice for All: Community Service-Learning for Social Justice". <i>Special Topics, General</i>. 119.
<p>Teaching Methods</p>	<p>Individual research tasks, short presentations, group discussions, reflective essay</p>
<p>Qualification Objective</p>	<p>Knowledge of cultural and historical roots of 'civic engagement' across Europe. Insights into civic tourism engagement as social capital in modern economies. Fundamental knowledge and critical perspectives on Service-Learning, opportunities for engagement at the own higher education institution and at the European level. Critical reflection on civic engagement, awareness for current societal challenges.</p>
<p>Prerequisites</p>	<p>English B2</p>
<p>Target Group</p>	<p>Students of all disciplines</p>
<p>Requirements</p>	<p>Regular participation, individual research tasks, short presentations, reflective essay</p>
<p>ECTS Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>5, 12, 19 May 2023, 14:00 – 18:00 CET, online 5-10 July 2023, on-site, fieldtrip in Brasov, Romania</p>

<p>Content</p> 	<p>The evolution of society has always left a number of people behind. Homeless people are some of these. Science has always brought us as close to understand the needs of homeless people, it has given us tools and working models. However, the number of homeless people has steadily increased, their situation has become increasingly visible and social assistance systems are overburdened. What can be done?</p> <p>Through this course we will explore concrete ways of mapping marginalized communities and methods to plan basic and advanced social interventions. At the same time, this course will provide answers on how to establish a first contact with homeless people, how to provide a minimum of services in the field and how to develop a community center.</p> <p>For the practical sessions, we will work with Carusel Association (www.carusel.org).</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<ol style="list-style-type: none"> 1. Geissler, L.J., Bormann, C.A., Kwiatkowski, C.F., Braucht, G.N., Reichardt, C.S. (1995). Women, Homelessness, And Substance Abuse: Moving Beyond the Stereotypes. <i>Psychology of Women Quarterly</i>, 19, 1. 2. Greene, J.M., Ennett, S.T, Ringwalt, C.L. (1999). Prevalence and Correlates of Survival Sex Among Runaway and Homeless Youth. <i>American Journal of Public Health</i>, 89, 9. 3. Lenon, S. (2000). Living on the edge: women, poverty and homelessness in Canada. <i>Canadian Woman Studies</i>, 123-126. 4. Watson, J. (2011). Understanding survival sex: young women, homelessness and intimate relationships. <i>Journal of Youth Studies</i>, 14, 6, 639-655. 5. Wenzel, S.L., Green, H.D., Tucker, J.S., Golinelli, D., Kennedy, D.P., Ryan, G., Zhou, A. (2009). The Social Context of Homeless Women's Alcohol and Drug Use. 6. Wilson, E., Kenny, A., Dickson-Swift, V. (2017). Ethical Challenges in Community-Based Participatory Research: A Scoping Review. <i>Qualitative Health Research</i>, 1-11
<p>Teaching Methods</p>	<p>Service-Learning, Presentations & Reports, Online search Discussions</p>
<p>Qualification Objective</p>	<ol style="list-style-type: none"> i) raising awareness of the need for social empowerment and solidarity ii) better understanding of the phenomenon of homelessness iii) developing skills in providing support services for vulnerable people iv) fundraising for social causes
<p>Prerequisites</p>	<p>Good English.</p>
<p>Target Group</p>	<p>All students.</p>
<p>Requirements</p>	<p>Active participation in all activities.</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>5 meetings of 3 hours each; 5, 12, 19, 26 May and 2 June 2023, time 2-5 p.m. (students' availability will be considered) - Eastern European Time (EET) / Romania time, online</p>
<p>Participants max.</p>	<p>15 students</p>

1PGE213 | TÜBINGER ERBE-LAUF: INSTAGRAM- UND TIKTOK-KOMMUNIKATION


KATHRIN SCHUMANN | FREIE REDAKTEURIN & DOZENTIN FÜR MEDIENPRODUKTION UND SOCIAL MEDIA

Inhalte 	<p>Der Tübinger Erbe-Lauf (ehemals Stadtlauf) wird 30 – höchste Zeit, um den Außen-auftritt des Laufs weiter auszubauen! Hierfür entwickeln wir im Seminar ein Kommunikationskonzept und produzieren Inhalte für den Instagram- und TikTok-Kanal des Erbe-Laufs. Der Fokus liegt dabei auf dem Jubiläum und dem Lauf an sich, der Vorstellung des aktuellen Sozialpartners (Vereine oder Initiativen, deren Projekte hilfsbedürftigen Menschen aus Tübingen und Umgebung zugutekommen) und weiterführenden Info-Inhalten, wie z. B. Lauf-Tipps.</p> <p>Das Seminar eignet sich für Studierende aller Fachrichtungen, die lernen möchten, wie man Inhalte fürs Web aufbereitet, die medienpraktisch arbeiten und ins Berufsfeld Öffentlichkeitsarbeit schnuppern wollen. Medienvorkenntnisse sind nicht zwingend erforderlich, es wird jedoch eine eigenständige Arbeitsweise vorausgesetzt, um zwischen den Seminarsitzungen eigene Beiträge zu recherchieren und zu produzieren.</p>
Unterrichssprache	Deutsch
Literatur	<ol style="list-style-type: none">1. Schneider, Wolf (2010): Deutsch für junge Profis. Wie man gut und lebendig schreibt. Rowohlt.2. Buchholz, Axel / Schupp, Katja (Hrsg.) (2020): Fernseh-Journalismus. Ein Handbuch für TV, Video, Web und mobiles Arbeiten. Springer Verlag.3. Grabs, Anne / Bannour, Karim-Patrick / Vogl, Elisabeth (2021): Follow me! Erfolgreiches Social Media Marketing mit Facebook, Instagram, LinkedIn und Co. Rheinwerk Verlag.
Lehrmethode	<p>Verstehen: Die TN beschäftigen sich mit der Arbeit des aktuellen Sozialpartners, der Bedeutung des Laufs und lernen medienwissenschaftliche Methoden kennen.</p> <p>Reflexion: Die TN reflektieren die Relevanz des Laufs als auch die Aktivitäten des Sozialpartners.</p> <p>Transfer: Die TN erlernen und nutzen medienpraktische Fähigkeiten zur Erstellung eigener Instagram- und TikTok-Beiträge allein oder in Kleingruppen, die die Arbeit des Sozialpartners sichtbar machen und die Außenwirkung des Erbe-Laufs unterstützen.</p> <p>Engagement: Die TN lernen den Tübinger Erbe-Lauf, den Sozialpartner und die Menschen dahinter kennen und leisten einen Beitrag zur Sichtbarmachung ihrer gemeinwohlorientierten Arbeit via Instagram und TikTok.</p>
Qualifikationsziele	Theorie- und Konzeptionskenntnisse zu sozialen Medien (Instagram, TikTok), redaktionelle Arbeit und Medienproduktion kennenlernen.
Voraus.	Interesse an Kommunikations- und Öffentlichkeitsarbeit. Vorkenntnisse sind nicht zwingend erforderlich.
Zielgruppe	Offen
Leistungsnachweis	Erstellung eigener Instagram- und TikTok-Beiträge, schriftliche Reflexion und aktive Mitarbeit in den Seminarsitzungen.
ECTS Credit Points	3
Termine & Ort	5 Mai, 2023 14:00 – 18:00 on-site 6 Mai, 2023 10:00 – 17:00 on-site 2 Juni, 2023 10:00 – 12:00 online 23 Juni, 2023 wird mit den Studierenden besprochen online 7 Juli, 2023, 14:00 – 18:00 on-site
TN max.	16 Studierende

<p>Inhalte</p> 	<p>Mit den globalen Nachhaltigkeitszielen (SDGs) und dem internationalen UNESCO-Programm „ESD 2030“ wird die Förderung der Bildung für nachhaltige Entwicklung (BNE) in verschiedenen Bildungsbereichen weiter vorangetrieben (u. a. Bildungspläne an Schulen, Angebote aus der Zivilgesellschaft, universitäre Lehre). In diesem Seminar möchten wir uns mit dem pädagogischen Konzept einer BNE auseinandersetzen und selbst Bildungsangebote gestalten. Anhand von interaktiven Methoden erarbeiten wir uns die Hintergründe einer BNE und das dahinterstehende Nachhaltigkeitsverständnis. Dabei beschäftigen wir uns u. a. mit folgenden Fragen: Was sind die Grundgedanken einer nachhaltigen Entwicklung? Welche Kompetenzen sollen durch BNE gefördert werden? Wie gestaltet sich die didaktisch-methodische Umsetzung? Welche Akteur:innen sind in der BNE-Bildungslandschaft aktiv?</p> <p>In einer ‚Methodenwerkstatt‘ erlernen die Studierenden ‚das Handwerkszeug‘, um selbst eigene Bildungsveranstaltungen konzipieren und als Multiplikator:innen wirken zu können. Am Beispiel ausgewählter Nachhaltigkeitsthemen werden wir Methoden ausprobieren und deren Einsatzmöglichkeiten reflektieren. Dafür erarbeiten die Studierenden ein eigenes Workshop-Konzept und erhalten die Gelegenheit, eine Methode daraus im Seminar anzuspielden und die Erfahrungen in der Gruppe zu reflektieren. Das Seminar besteht aus folgenden Bausteinen:</p> <ul style="list-style-type: none"> • Nachhaltigkeitsverständnis und SDGs • Verhältnis Bildung und Nachhaltigkeit • Ziele und Kompetenzen einer BNE • Elemente der BNE (u. a. Umweltbildung, Globales Lernen) • Kontext und Akteurslandschaft in der (inter-)nationalen und lokalen BNE • eigene Bildungsprozesse gestalten • Methodenwerkstatt
<p>Unterrichtssprache</p>	<p>Deutsch</p>
<p>Literatur</p>	<ol style="list-style-type: none"> 1. Rieckmann, M. (2018): Die Bedeutung von Bildung für nachhaltige Entwicklung für das Erreichen der Sustainable Development Goals (SDGs). In: ZEP (Zeitschrift für internationale Bildungsforschung und Entwicklungspädagogik) 41. Jg., H. 2, S. 4-10. Online unter: https://www.waxmann.com/artikelART102510 2. UNESCO und Deutsche UNESCO-Kommission (2021): Bildung für nachhaltige Entwicklung. Eine Roadmap. Online unter: https://www.unesco.de/sites/default/files/2021-12/BNE_2030_Roadmap_DE_barrierefrei.pdf
<p>Lehrmethode</p>	<p>Interaktive Methoden: u.a. kollektives Kartieren, konsumkritischer Stadtrundgang, Plan- und Rollenspiele, Visualisieren, Feedback</p>
<p>Qualifikationsziele</p>	<p>Auseinandersetzung und kritische Reflexion des Nachhaltigkeitskonzepts und einer Bildung für nachhaltige Entwicklung; Kennenlernen und Ausprobieren partizipativer BNE-Methoden; Erwerb von Kompetenzen zur Konzeption und Durchführung eigener BNE-Veranstaltungen.</p>
<p>Voraus.</p>	<p>Keine</p>
<p>Zielgruppe</p>	<p>Offen</p>
<p>Leistungsnachweis</p>	<p>Vorbereitende Lektüre, Aktive Mitarbeit, schriftliche Erarbeitung eines Workshop-Konzepts und Anspielen eines Methodenbeispiels</p>
<p>ECTS Credit Points</p>	<p>3</p>
<p>Termine & Ort</p>	<p>9 Mai, 2023 15:00 – 18:00 on-site 24 Juni, 2023 10:00 – 17:00 on-site 25 Juni, 2023 09:00 – 16:00 on-site</p>
<p>TN max.</p>	<p>20 Studierende</p>


ECO-FRIENDLY TECHNOLOGIES FOR ENERGY CONVERSION AND STORAGE

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

<p>Content</p> 	<p>This course aims to present the basic principles ruling some eco-friendly devices used for energy conversion and storage and wastewater treatment. Photovoltaic structures based on classical silicon but also based on innovative materials and architectures are discussed, e.g. conductive polymers, fullerene derivatives, chlorophyll-a, graphene, and nanotubes.</p> <p>Special attention will be paid to microbial fuel cells used for wastewater treatment and photo-electrochemical devices for CO₂ conversion because the 21 century is facing an acute issue, i.e. the lack of drinking water.</p> <p>Another topic that will be covered by these classes is related to energy storage, so we will present the working principle of the most known devices such as batteries and capacitors. To improve the quality of life, it's mandatory to balance the two halves of the energy issue – conversion and storage. On Earth, many places can be exploited as solar cell power plants, but the conveyance infrastructure is far from optimal.</p> <p>A very interesting experimental section about proton exchange membrane fuel cells (PEMFC), membrane electrode assembly (MEA) fabrication and protocol, and the computational of specific parameters of photo-voltaic structures is proposed.</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<ol style="list-style-type: none"> 1. Handbook of Photovoltaic Science and Engineering, Antonio Luque and Steven Hegedus, John Wiley & Sons Ltd, The Atrium, Southern Gate, Chichester, West Sussex PO19 8SQ, England 2. The Social Costs of Solar Energy. A study of photovoltaic energy systems, Thomas L. Neff, Pergamon Press Inc. 1981, ISBN: 0-08-026315-1 3. Handbook of Batteries, David Linden and Thomas B. Reddy, McGraw-Hill Publishing House, ISBN 0-07-135978-8 4. New Perspectives on Fuel Cell Technology: A Brief Review, Sazali N et al., Membranes (Basel). 2020;10(5):99, doi:10.3390/membranes10050099 5. Photoelectrochemical Conversion of Carbon Dioxide (CO₂) into Fuels and Value-Added Products (Review), Vignesh Kumaravel et al., ACS Energy Letters 2020 5 (2), 486-519, DOI: 10.1021/acsenenergylett.9b02585 6. Review of the principal mechanisms, prospects, and challenges of bioelectrochemical systems, Tertsegha J.-P. Ivase et al., Environ Prog Sustainable Energy. 2020 39:e13298, https://doi.org/10.1002/ep.13298
<p>Teaching Methods</p>	<p>Individual presentations, class discussions, computation, and analysis of experimental data.</p>
<p>Qualification Objective</p>	<ol style="list-style-type: none"> i) to understand the basic principles of physical and chemical processes involved in the energy conversion ii) to understand the working principle of photovoltaic structures iii) to understand the working principle of batteries and capacitors iv) to understand the working principle of microbial fuel cells and photo-electrochemical devices for CO₂ conversion v) e. to compute and analyze specific experimental data
<p>Prerequisites</p>	<p>Fluent in English.</p>
<p>Target Group</p>	<p>All students.</p>
<p>Requirements</p>	<p>-</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>11, 12, 16, 18, 19 May 2023 – 10:00 – 14:00 Eastern European Time (EET) / Romania time, online</p>
<p>Participants max.</p>	<p>15 students</p>


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

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

<p>Content</p> 	<p>Since ancient times people have used local resources for socio-economic development and to create decorative and/or functional artefacts which express their sense of place and unique identity. Present socio-economic relationships, landscapes, tangible and intangible heritage of local communities are the results of this continuous process. The geopark is a new program aiming to identify the intrinsic links between people and earth and to manage geological, natural, and cultural heritage with a holistic concept of protection, education, and sustainable development on the benefit of local communities. The geopark concept is quite new but significant results all over the world convinced UNESCO to sustain it and to adopt, in 2015, the UNESCO global geoparks program. The global geoparks network now comprises 169 territories from 44 countries among them 81 in 26 European countries. The continuous development of the concept raises several questions: could universities play a role in the process of geoparks development and management? Is the geopark territory an open lab of research, training, and civic engagement? How can we identify the connections between geodiversity, biodiversity, and local identity? The course is trying to answer these questions and to present case studies of UNESCO global geoparks from different European countries (ex: Romania, Germany, Spain) including team experience in building and management of UNESCO geoparks in Romania. At the end of the seminar, we will debate the question: could the geopark be a model for resilience and sustainable development agenda 2030?</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<ol style="list-style-type: none"> 1. Martini <i>et al.</i> (2021) UNESCO Global Geoparks in the “World after”: a multiple-goals roadmap proposal for future discussion. Episodes-0001. Available here 2. UNESCO (2019) UNESCO Global Geoparks. Available here 3. Martini, G., and Zouros, N., 2008, Geoparks, a vision of the future. Geosciences, v 7-8, pp. 182–189. 4. Andraşanu, A. (2010) – Buzau Land Geopark. Steps in building a new geopark in Romania. In Proceedings XIX Congress of the Carpathian-Balkan Association, Special Volume 100.
<p>Teaching Methods</p>	<p>The online seminar will use a variety of teaching formats and methods including presentations, break-out group work, class discussion, class debate, case studies from students' countries.</p>
<p>Qualification Objective</p>	<p>Participants will</p> <ol style="list-style-type: none"> i) Build awareness of the geopark issue and its role in sustainable development approach ii) Become familiar with important concepts of geoconservation iii) Apply theoretical concepts of geopark to real territories in different European countries iv) Identify the relationship between geodiversity and local identity v) Practice their debating skills
<p>Prerequisites</p>	<p>Good English is required.</p>
<p>Target Group</p>	<p>All students.</p>
<p>Requirements</p>	<p>Individual and team presentations.</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>22 and 29 May; 19 June 2023, h: 1:00 – 6:00 p.m. Eastern European Time (EET) / Romania time, online</p>
<p>Participants max.</p>	<p>15 students</p>


ENGAGING MARGINALIZED COMMUNITIES

PROF. PHD. SORIN GEORGE TOMA; PROF. PHD. OTNIEL BUNACIU | UNIVERSITY OF BUCHAREST

<p>Content</p> 	<p>Communities that exist as marginal communities are not only geographically isolated although that often is the case, but they are also excluded from various aspects of life in their localities, such as: social, economic, educational, and/or cultural. Marginalization often occurs because there is an unequal balance of power between various groups in society. Examples of marginalized populations are those excluded because of race, language, physical ability, immigration status and even age.</p> <p>The focus of the course will be to understand the needs and the challenges of marginalized groups and reflect on how civic involvement efforts attempt to improve the situation. Access to such communities for the purpose of research is often difficult and there is always a danger that marginalization will reinforce stereotypes and limit the ability to draw adequate conclusions.</p> <p>We will partner with several organizations connected to the University of Bucharest who are involved in civic engagement: Fundatia Providenta (Project Ruth – https://project-ruth.org) and the student association: „Afaceri, Etică și Responsabilitate socială” (Business, Ethics and Social Responsibility).</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<ol style="list-style-type: none"> 1. Sánchez-Sosa, J. J. and Lerner-Febres, S., 2002. Academic freedom and social responsibility: the role of university organisations and possible instruments for international monitoring. Higher Education Policy, 15, 2002, pp.385-390 2. European Network of Socially Responsible Universities, 2016. Learning Guide of Transversal Contents for Socially Responsible Universities. 3. Sibley, David, Geographies of Exclusion. Society and Difference in the West, Routledge, London, 1995. 4. Singer, Peter, The Most Good You Can Do. How Effective Altruism is Changing Ideas About Living Ethically, Yale University Press, 2015. 5. Fukuyama, Francis, Trust: The Social Virtues and the Creation of Prosperity, Free Press Paperbacks, Simon & Shuster, New York, 1995. 6. DeSantis, Gloria, Voices from the margins: Policy advocacy and Marginalized Communities, Canadian Journal of Nonprofit and Social Economy research, vol. 1, no. 1, Fall 2010 7. Fukuyama, Francis, Social Capital and Civil Society, The Institute of Public Policy, George Mason University, 1999 8. Becker, P. E. & Dhingra P, Religious Involvement and Volunteering: Implications for Civil Society, Sociology of Religion 2001, 62:3 315-335
<p>Teaching Methods</p>	<p>Service learning, Presentations & Reports, Online search. Discussions.</p>
<p>Qualification Objective</p>	<ol style="list-style-type: none"> i) Basic knowledge on civic engagement with marginalized communities ii) Basic skills on qualitative research, such as developing a research design iii) Becoming aware of needs and challenges faced by marginalized communities iv) Basic skills in discussing research results with actors beyond the university
<p>Prerequisites</p>	<p>Good English is required.</p>
<p>Target Group</p>	<p>All students.</p>
<p>Requirements</p>	<p>Individual and team presentations.</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>23 May, 6, 13 June 2023 - 10:00 - 17:00 (13:00 - 14:00) lunch break; Eastern European Time (EET) / Romania time, online</p>
<p>Participants max.</p>	<p>15 students</p>


INCLUSIVE EDUCATION – AN IMPORTANT STEP TOWARDS AN INCLUSIVE SOCIETY

ASSOCIATE PROF. PHD. MARILENA BRATU; ASSOCIATE PROF. PHD. CRISTIAN BUICĂ-BELCIU; ASSISTANT PROF. PHD. ALINA CHIRACU | UNIVERSITY OF BUCHAREST

<p>Content</p> 	<p>The social inclusion of people with special needs is a permanent concern world-wide. People with special needs can be active members with a valuable contribution to social life. In order to achieve a genuine inclusion of people with disabilities in society, it is necessary to start from the school and university level an awareness campaign both on the special needs of these people and on the potential they have.</p> <p>In this context, the seminar we propose will include the following modules for study:</p> <ul style="list-style-type: none"> - general information about disability - models for identifying and analyzing the specific needs of people with disabilities - facilitating access to information for all in order to ensure an inclusive education - models for achieving inclusion at the level of the educational institutions - social inclusion and ways to achieve it.
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<ol style="list-style-type: none"> 1. Garner, P. (2009). Special educational needs: The key concepts. London: Routledge. 2. Heward, W. L., Alber-Morgan, S. R., & Konrad, M. (2017). Exceptional children: An introduction to special education (11th ed). Boston: Pearson. 3. Fichten, C. S., Asuncion, J. V., Barile, M., Fossey, M. E., Robillard, C., Judd, D., ... & Juhel, J. C. (2004). Access to Information and Instructional Technologies in Higher Education I: Disability Service Providers' Perspective. <i>Journal of Postsecondary Education and Disability</i>, 17(2), 114-133. 4. Lazar, J., & Stein, M. A. (Eds.). (2017). Disability, human rights, and information technology. University of Pennsylvania Press. Rawal, N. (2008). Social inclusion and exclusion: A review. <i>Dhaulagiri Journal of Sociology and Anthropology</i>, 2, 161-180.
<p>Teaching Methods</p>	<p>Online seminars in which will be used: open discussions about the targeted topic, group presentations, structured group activities, class debate, individual research and study.</p>
<p>Qualification Objective</p>	<ol style="list-style-type: none"> i) raising awareness of the need for inclusion of people with disabilities ii) identifying the main barriers faced by people with disabilities in everyday life iii) identifying the most effective methods of achieving inclusion according to the identified needs at educational institutions level iv) identifying the most effective methods of achieving inclusion according to the identified needs at society level
<p>Prerequisites</p>	<p>Participants should have basic knowledge in the fields of special education, psychology and pedagogy.</p>
<p>Target Group</p>	<p>All students interested in social inclusion of vulnerable groups.</p>
<p>Requirements</p>	<p>active participation in online debates and discussions, part of one group presentation, submission of one essay or case study.</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>Online gsuite platform: Special school for students with intellectual disabilities and hearing impairment 25, 26 May; 5, 6, 9 June – 2 - 5 p.m.; Eastern European Time (EET) / Romania time, online</p>
<p>Participants max.</p>	<p>15 students (and 3 students minimum)</p>


PHYSICISTS AS CIVIC SCIENTISTS


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

<p>Content</p> 	<p>Starting from the portrait of civic-minded activist and scientist of Benjamin Franklin and surveying the history of science up to the emergence of CERN, which in the aftermath of the Second World War can be seen as the first European institution, we present physics from its uninterrupted civic dimension. The course explores the interplay between physics and international diplomacy, focusing on a series of prominent physicists who were instrumental in using scientific cooperation to build bridges and effective community engagement in contexts where official connections sparse. The implicit focus of the course is on the continued nuclear non-proliferation efforts during the Cold War, but we also explore the establishment of international scientific collaboration such as CERN, ITER and the International Space Station, as well as the current efforts on the side of climate change, energy efficiency, pollution of oceans, food and water insecurity, diminishing biodiversity, etc. The course ends with a presentation of the so-called new diplomacy from the perspective of science diplomacy, physics in particular, the underlying philosophy being that physicists are the ideally position to ensure community engagement while at the same time steering clear of political dynamics.</p> <p>The course consists of micro-biographies of prominent physicists from all across the globe, with special emphasis though on Europe, as well as analyses and dossier of specific events which illustrate the role of physicists in the international arena.</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<ol style="list-style-type: none"> 1. R.P. Barston, Modern diplomacy, Routledge, 2019 2. Neal Lane, Benjamin Franklin, Civic scientist, Physics Today 56, 41 (2003) 3. L.S. Davis and R.G. Patman, Science diplomacy. New day or false dawn?, World Scientific, 2015 4. Pierre-Bruno Ruffini, Science and diplomacy. A new dimension of international relations, Springer, 2017 5. Dumitru Mihalache et al., The founders of modern physics in Romania as seen from the archive of Revue Roumaine de Physique, Romanian Journal of Physics 63, 113 (2018) 6. Monika Szkarlat, Science diplomacy of Poland, Humanities & Social Sciences Communications 7, 59 (2020)
<p>Teaching Methods</p>	<p>The course consists of online lectures and individual work on preassigned research tasks.</p>
<p>Qualification Objective</p>	<p>The central objective of the course is to acquaint students with a series of historic events and prominent physicists and thereby to understand the role physicists played in the international arena.</p>
<p>Prerequisites</p>	<p>Good English.</p>
<p>Target Group</p>	<p>All students.</p>
<p>Requirements</p>	<p>-</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>5, 7, 12, 14, 19 June 2023 – 5 – 8 p.m. EEST time/Romania time (the schedule can be adjusted in agreement with the students) Eastern European Time (EET) / Romania time, online</p>
<p>Participants max.</p>	<p>15 students</p>

1DI403 | COMMON GROUND DESPITE CONTROVERSY: TOWARDS A NEW DIGITAL PLATFORM

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<p>Content</p> 	<p>We propose the lens of Systems Thinking and several approaches in the social sciences to identify common practices and obstacles of communication, with special focus on the digital world. In seeking ways to deal with conflicts between different opinions more reasonably, the goal of this service-learning workshop is to transfer this theoretical lens into practical application. Specifically, we aim at building a new digital platform in which controversies can be discussed by everyone without inappropriate constraints – potentially building new common ground.</p> <p>The workshop runs a hybrid model: Via recorded presentations and subsequent asynchronous self-learning phases we establish the theoretical basis for fruitful discussions in four online meetings. There we want to hear your opinions on the vision of Common Ground since it wants to become more than just a course at university!</p>
<p>Teaching Language</p>	<p>English</p>
<p>Literature</p>	<ol style="list-style-type: none"> 1. Checkland, Peter B. (2007): Science and the Systems Paradigm. International Journal of General Systems 3 (2): 127-134. 2. Kauffman, Draper (1980): Systems One: An Introduction to Systems Thinking. Mineapolis: Future Systems Inc. 3. Hawkes, David (2003): Ideology. London: Routledge. 4. Schwarzmantel, John (2008): Ideology and Politics. London: SAGE Publications. 5. Nagle, Angela (2017): Kill All Normies. Online Culture Wars From 4Chan and Tumblr to Trump and the Alt-Right. Winchester: Zero Books. 6. Morozov, E. (2012). The net delusion: The dark side of Internet freedom. PublicAffairs. 7. Horst, H. A., & Miller, D. (Eds.). (2020). Digital anthropology. Routledge. 8. Strandberg, K., & Grönlund, K. (2018). Online deliberation. The Oxford handbook of deliberative democracy, 365-377. 9. Elstub, Stephen and Oliver Escobar (2019): Defining and Typologising Democratic Innovations. In: Elstub, Stephen and Oliver Escobar (Ed.): Handbook of Democratic Innovation and Governance. Cheltenham: Edward Elgar Publishing, 11-31. <p>Further readings will be announced at the first meeting.</p>
<p>Teaching Methods</p>	<p>Group-discussions, breakout sessions, asynchronous self-learning phases</p>
<p>Qualification Objective</p>	<p>Designing and building a digital community for productive discussion between different opinions; gaining theoretical understanding of the systems thinking approach to society, ideology and communication; discussing improvements for the communication between conflicting parties in a digital and non-digital realm.</p>
<p>Prerequisites</p>	<p>While no prior knowledge is required for successful participation, we encourage participants to inquire and reflect about some of the following terms, either via the internet or literature: “Systems thinking”, “filter bubbles”, “digital self-determination”, “deliberative democracy” and “democratic innovation”.</p>
<p>Target Group</p>	<p>Open</p>
<p>Requirements</p>	<p>Attendance and active participation in the meetings, ungraded work in the asynchronous self-learning phases, ungraded essay</p>
<p>Credit Points</p>	<p>3</p>
<p>Time & Location</p>	<p>7, 14, 21, 28 July, 2023 14:00 – 16:00 CET online</p>
<p>Participants max.</p>	<p>30 students</p>

<p>Inhalte</p> 	<p>Aktueller Klimaschutz reicht nicht aus. Eine Hauptursache: Wirtschaftswachstum wird in unserer auf Ausbeutung basierenden Lebensweise - dem Leben auf Kosten von Mensch und Natur - nicht in Frage gestellt, so der Kerngedanke des Konzepts der imperialen Lebensweise. Auch deshalb diskutieren wir mehrheitlich über mögliche Lösungen, die...</p> <p>... unsolidarisch sind und Diskriminierungsverhältnisse erhalten; ... die Klimakrise nicht in ihren Ursachen bearbeiten und ... vor allem auf individueller und technologischer Ebene angesiedelt sind.</p> <p>In diesem Blockseminar bieten wir eine Analyse an, die die Klimakrise als eine Folge vielschichtiger sozialer und ökologischer Schief lagen versteht. Dies soll uns helfen, unzureichende „Scheinlösungen“ besser zu identifizieren und zu kritisieren. Darauf aufbauend beschäftigen wir uns mit konkreten „Transformationsbausteinen“ für die nächsten 5-10 Jahre in Deutschland, die auf strukturelle Veränderungen im Sinne eines global gerechten sozial-ökologischen Wandels zielen. Sie wurden von uns (dem Konzeptwerk Neue Ökonomie e.V.) gemeinsam mit weiteren NGOs, sozialen Bewegungen, Wissenschaftler:innen, Kommunalpolitiker:innen und Gewerkschaften erarbeitet. Die Bausteine sind: Wasserstoff und Klimagerechtigkeit; Energiepreise; Gerechte Wohnraumverteilung; Sozial-ökologische Steuerreform; Autofreie Städte; Klimaschulden und Reparationen; Arbeitszeitverkürzung; Gerechte Bodenpolitik. Im Blockseminar wird ein Schwerpunkt auf dem Thema Wasserstoff liegen. Hier geht es zu diesem Baustein: https://konzeptwerk-neue-oekonomie.org/bausteine-fuer-klimagerechtigkeit/ Die Veranstaltung ist eine Kooperation der Teams „Klimagerechtigkeit“ und „Trans-formative Bildung“ des Konzeptwerks Neue Ökonomie.</p>
<p>Unterrichtssprache</p>	<p>Deutsch</p>
<p>Literatur</p>	<ol style="list-style-type: none"> 1. ILA-Kollektiv (2019): Das gute Leben für alle – Wege in die solidarische Lebensweise. Oekom. DOI: https://doi.org/10.14512/9783962385378 2. ILA-Kollektiv (2017): Auf Kosten anderer? Wie die imperiale Lebensweise ein gutes Leben für alle verhindert. Oekom. DOI: https://doi.org/10.14512/9783962385378 3. Konzeptwerk Neue Ökonomie (2020): Zukunft für alle – Eine Vision für 2048. Oekom. Open Access: https://www.oekom.de/buch/zukunft-fuer-alle-9783962382575 4. Schmelzer, M., Vetter, A. (2019): Degrowth /Postwachstum zur Einführung. Junius.
<p>Lehrmethode</p>	<p>Vielfältige Mischung aus wissenschaftsnahen Texten, Selbstlernen und interaktiven Methoden.</p>
<p>Qualifikationsziele</p>	<p>Sensibilisierung für die Probleme aktuell dominierender Lebens- und Produktionsweisen sowie Entwicklung von Transformationsvorstellungen im Kontext der Klima-krise; Kenntnisse alternativer solidarischer Wirtschaftspraktiken und möglicher Schritte dahin.</p>
<p>Voraus.</p>	<p>Keine</p>
<p>Zielgruppe</p>	<p>Offen; Die Veranstaltung richtet sich an Studierende aller Fakultäten.</p>
<p>Leistungsnachweis</p>	<p>Aktive Teilnahme, Textlektüre, Lernportfolio oder Bearbeitung selbst gewählter Reflexionsfragen</p>
<p>ECTS Credit Points</p>	<p>3</p>
<p>Termine & Ort</p>	<p>1 August, 2023 15:00 – 18:00 CET on-site 2 -3 August 2023 10:00 – 18:00 CET on-site</p>
<p>TN max.</p>	<p>25 Studierende</p>