COURSE CATALOGUE

Erasmus+ Course: E³ - Empowering Education in a European Context

University College of Teacher Education Styria, Austria

Spring Term 2019

MODULES – OVERVIEW:

MODULE 1 – AUSTRIA: Communication in Education		
661.9EE07	Communication in Education 1	**2 EC**
661.9EE08	Communication in Education 2	**2 EC**
661.9EE09	Communication in Education 3	**2 EC**

MODULE 2 - DENMARK: Professional Teamwork - Challenges and possibilities of collaboration in groups		
661.9EE01	Challenges and possibilities of collaboration in groups 1	**2 EC**
661.9EE02	Challenges and possibilities of collaboration in groups 2	**2 EC**
661.9EE03	Challenges and possibilities of collaboration in groups 3	**2 EC**

MODULE 4 - BELGIUM: Teaching in Europe – Europe in Teaching		
661.9EE10	Teaching in Europe - Europe in teaching 1	**2 EC**
661.9EE11	Teaching in Europe - Europe in teaching 2	**2 EC**
661.9EE12	Teaching in Europe - Europe in teaching 3	**2 EC**

MODULE 5 – SPAIN: Education for Citizenship		
661.9EE04	Education for citizenship: 1	**2 EC**
661.9EE05	Education for citizenship: 2	**2 EC**
661.9EE06	Education for citizenship: 3	2 EC

MODULE 5 - School Internship	6 EC
661.9EE13 School Placement	

COURSE DESCRIPTIONS

MODULE 1:
Communication in Education
TOTAL ECTS: 6

Content

The aim of this module is that students develop an understanding of communicative approaches in the context of teaching. Students will understand the importance of modern information and communication technologies and will enhance their scientific communication skills. In particular, they will be introduced to the sociological and psychological concept of communication and the concept of resonance pedagogy. Above that, they will be dealing with the concept of creative classrooms and develop a practical approach to communicative language teaching.

Learning aims

Knowledge aims - the student knows about:

- Communicative approaches in the context of teaching
- The concept of "Creative Classroom Framework" and its application to language learning
- The key elements for developing "Creative Classrooms"
- The concept of resonance pedagogy and
- Communicative language teaching tools

Skills aims - the students will:

- Enhance their reflection abilities
- Enhance personality traits underlying communication skills
- Be able to apply personality traits in the teaching profession
- Understand the concept of "creative classrooms" as a multidimensional concept.
- Apply digital tools in language education (comics, videos)
- Create their own "communication tool box"

Assignments

Pre Assignment (Week 2)
Make a video presenting yourself in your hometown and upload it to the YouTube channel before your arrival in Graz.

Assignments:
Students create a stop motion video (Week 1)
Overview of personality traits established in scientific literature (group-assignment; Week 2)
Reflection on critical incidents in educational biographies (group-assignment; Week 2)
Observation task in school placement (individual assignment; Week 2)
Students create their own communication toolbox in groups and present it to the class (Week 3)

Assessment Criteria
Assessment of the module is based on class attendance (75% of attendance is obligatory), active class participation and the completion of written and oral assignments (stop-motion video, oral presentations) including all assignment for the E-portfolio.

MODULE 2 - DENMARK:
Professional Teamwork - Challenges and possibilities of collaboration in groups
TOTAL ECTS: 6

Content

The module aims to establish an understanding, tolerance and awareness of participating in groups in an educational context. It deals with both personal experiences with group participation in educational contexts and will try to explore different ways of structuring a framework for collaboration. The overall aim of the module is to assist and support the student in practicing participation when focusing on developing a specific method for playing and experimenting with group collaboration. During this module the students will be exposed to both theory and practice regarding group work in an educational context, during classes and specific assignments during the internship days.

The lessons will focus on ways of understanding and structuring the collaborative processes within a group - making it possible to acquire experiences with group work during the module. It is based on an overall didactic structure that combines theory and practice in a continuing flux, making participating in a playful and experimental environment viable. Both theory and method will make the student more susceptible to participation and conflict tolerance.

Learning aims

Knowledge aims - the student knows about:
● collaboration and communication between schools and other relevant stakeholders
● the professional foundation for communication, collegial collaboration, parenting collaboration, cross professionalism and school development
● professional knowledge about schools and teaching
● academic work, communication, aesthetic production and performative action

Skills aims - the students can:
● Develop collaboration independently and with others, which builds upon mutual respect and responsiveness
● Develop collaboration with colleges, resource persons, parents and pupils about education and development of education
● Analyze central and current problems in connection to schools and education and collaboration with external stakeholder
● Communicate the results of empirically examinations as a foundation for development of the schools teachers

Assignments:

Study product 1 - Case example on group collaboration

The students individually hands in 1 page describing an example of group collaboration in an educational context from their home country. The case describes how the collaboration was structured, how the process was carried out and what the aims of the collaboration was. Furthermore the student reflect upon what possibilities and what challenges they see in the described form of collaboration.

The student upload the written work to his/her portfolio

Study product 2 - Video analysis of group collaboration

The group records one or more group meetings and chooses one or more sequences which the group assesses as being a *mastery* sequence in relation to knowledge about collaboration. In the video clip the group must use *facilitation* and *meeting agenda* as tools.

The group *describes, analyzes and assesses* the quality of the interaction in the sequence using at least 3 relevant academic concepts from self-chosen literature in a written product of 3-5 pages.

Individually, or in groups, students create a digital presentation (e.g. Powerpoint or Prezi) incorporating one or more selected video clips as well as statements/points/theses/questions from the written product. The student uses the digital presentation to support his/her oral presentation in matrix groups (15 min.).

Contents for Study product 2:
Prepare one or more lessons centered around group collaboration for a class on a self chosen subject (e.g. aimed at the groups placement class).

A) Design a lesson plan describing the framework (school, grade etc.), learning process, learning contents and learning goals.

B) Write one page where you qualify the chosen collaboration structures incorporating literature/theory (from this module or from your home institution).

The student upload the groups written work to his/her portfolio

Evaluation task:

Students use literature as well as content and discussions from class (and if possible data from interviews from schools) to argue critically and asses *when and how group work/collaboration can be viewed as 'Empowering Education'*.

Product: 1 written page and a video/screencast 10 min. (upload to youtube)

- Students define: what is Empowering Education? Create a group definition (minimum 10 sentences)
- Students discuss: when and how group work/collaboration can be viewed as 'Empowering Education'.

- Students reflect on and discuss: what have they learned in this module?

The students upload product or written work to portfolio

Assessment Criteria:

The course is graded in relation the following quantitative assessment criteria:

Participation in class (90%)

Participation and contribution in group collaboration and assignments

Comply with the described requirements in study product 1 and 2

Hand in assignments in E-portfolio

MODULE 3: BELGIUM
Teaching in Europe – Europe in Teaching
TOTAL ECTS: 6

Content

The module 'teaching in Europe, Europe in teaching' will focus on how the two concepts 'teaching' and 'Europe' stand in relation with each other. During these three weeks, we will analyze this symbiosis more closely by weekly changing our focus going from micro, meso to macro level.

Micro level

- Visiting interesting spots in Graz whilst combining stories, statues and materials and the influence of the society on the individual.
- Culture: Art as social criticism
- The city as a gate to art, culture and society
- Different techniques of story making and storytelling

Meso level

- The differences and similarities in teaching and school curricula will be discussed.
- Formal and non-formal education: a challenging dilemma ...
- The implementation of Erasmus+ projects for elementary and secondary schools
- The organization of International and European schools
- What does school structure and school climate tell us about perspectives on education

Macro level

- Diversity and education:
  17 sustainable development goals (United Nations) - UNESCO: Ensure inclusive and quality education for all and promote lifelong learning
  European Union: What is an European teacher?
- What is intercultural education? What are international competencies?
- What is culture? Identity? Perceptions, avoiding stereotyping
- Intercultural attitude of a teacher
- Discovering if Copenhagen is an intercultural city (excursion)
- Interculturality in education:
  - in languages
  - in sciences
  - in teaching materials
  - in teacher's attitude

Learning aims

Main objective:
Comparing educational systems on micro (classroom activities), meso (schools) and macro level (policy).

Knowledge aims - the student knows about:

- A teacher is a participant in culture and society and must be able to guide students in their discovery of the world. (micro-level)

- To be able to compare educational systems on micro (classroom activities), meso (schools) and macro level (policy)

- Be able to express in own words the European funded Erasmus+ possibilities regarding to international cooperation in the field of education.
- Point out the main differences between formal and non-formal learning
- Be able to explain the differences between international and European schools based on their curricula and standards

Skills aims - the students can:
- Discover the power of art and storytelling for educational purposes. (micro-level)
- Establishing an understanding and awareness of (inter)cultural teaching
- Be aware of some characteristics of different cultures and introduce them in education
- Bridge the differences between cultures and discover the link between culture and education
- Express yourself in a relaxed and individual way using words, body and materials in order to show the previous aims
- Be able to write out a draft for an Erasmus+ KA2 strategic partnership project

Assignments:

Assignments week 1:
Pre-assignments:
- Textbook analysis. Bring a textbook of the school subject English with you (for pupils of the age 10-12 years old). Is it suitable for intercultural education?

Assignments:

- Cultural comparison. E.g. Comparison of at least three different European nutrition models. Create a 'perfect nutrition model' for Europe (add a drawing) A well balanced diet.
- Based upon your own experiences with school teachers, which aspects do you consider as valuable to intercultural teaching? What makes a teacher an "intercultural" teacher: didactical and relational aspects?
- Create hands-on didactical material that can be used European wide and is electronically available.

Assignments week 2:
Pre-assignments:
- Reading the paper about TPRS (by Monday 20 May)

Assignments:

- Tell a story, using the technique of TPRS and linguistic diversity
- Invent a new story, using culture, buildings, objects in the street. Present this as a battle in pairs. Collect your audience in the street, present and record your presentation and the evaluation of the audience.

Assignments week 3:
Pre-assignments:
- Prepare a presentation of your own educational system, which you compare with the Austrian system (as well differences as similarities) in maximum 5 slides and 10 minutes

You can present the educational system in group by country. Contact your compatriots.

Assignments:

-      Design a poster with your group about your Erasmus+ KA2 strategic partnership project. At the end of the week, you will give a short presentation during the poster fair. You will also hand in a filled in application form.

Assessment Criteria:

1. Formative evaluation
   Each week every the students will receive formative feedback regarding their participation and their product.

2. Summative evaluation
   At the end of the module, all students will receive a score based on their overall participation and product. The scores vary from A to F

3. Peer evaluation
   At the end of the module, all students will score each other based on their overall participation and product.

   score ratio*:
   - summative evaluation 80%
   - Peer evaluation 20%

*note:
if the attendance grade is between 75- 50%, the student will receive extra work (Fx). If the students attendance grade is less than 50%, the student will fail for the whole module and receive an F.

Grade	Cumulative %	Definition
A	10	outstanding performance without errors
B	35	above the average standard but with minor errors
C	65	generally sound work with some errors
D	90	fair but with significant shortcomings
E	~100	performance meets the minimum criteria
FX		Fail – some more work required before the credit can be awarded
F		Fail – considerable further work is required

MODULE 4 – SPAIN:
Education for Citizenship
TOTAL ECTS: 6

Content

The purpose of this module is to present some of the main debates and approaches to understand challenges in citizenship education and in European society as well as to enable students to reflect critically about issues that promote social and school inclusion.

We will address the topic of 'Global Citizenship', evolution and present. We will go deeper on how Europe shapes 'Education for the Citizenship', discussing topics such as identity and otherness, and briefly overview the challenges of inclusion. We will examine the educational trajectories of migrants, minorities and refugees in Europe, and the factors of success and narratives of migrant identities and education. The purpose of education will be contemplated with a reconceptualization of how it can be utilized to equip teachers and students to apply their knowledge and vision to deal with multicultural groups, foster positive educational paths, engage in strategies to develop pupils' active role, and promote more democratic classrooms. One of the tools we will use throughout the course is the Index for Inclusion (Booth & Ainscow, 2002) which helps educational agents to analyze the issues addressed during the week in their school placement.

Learning aims

Knowledge aims - the student knows about:
- The concept of global citizenship and the importance of citizenship education. Basic concepts, Education for the citizenship, diversity, power, conflict…
- The main concepts, challenges, and debates on inclusive education in contemporary societies. Discourses on identity, otherness and the challenges of inclusion. Trajectories of success.
- Concrete, structured and creative, cooperative learning methods in the citizenship classroom.
- The index for inclusion as a tool to foster social and school inclusion.

Skills aims - the students can:
- Analyze and critically interpret the concept of global citizenship and citizenship education in Europe
- Identify participation in the institution as the key for the citizenship education and socio-political participation
- Analyze the trajectories of immigrant students to construct an inclusive education.
- Create an inclusive, creative learning and democratic environment, and incorporate cooperative learning into their teaching.
- Engage in strategies to enhance pupils' active role in citizenship classrooms for participation.

Assignments

Mandatory tasks and assignments

The final project for this module is a little research on how inclusive is the school where you are doing your traineeship.

Week 3-7 June. Day of internship: you will have to collect data on your school to explore different dimensions of inclusion using 'the Index for Inclusion'. You should collect data of the following THREE DIMENSIONS related with the Module 4-Spain:

1. Dimension A: Creating inclusive cultures. A1. Building community (A1.1-A1.7) or A2. Establishing inclusive values (A2.1-A2.7).

2. Dimension C: Evolving inclusive practices. C1. Orchestrating learning. C1.1. Teaching is planned with the students in mind. Collect data from your school by filling the information for each item in Dimension C1.1.
3. Dimension B: Producing inclusive policies B2: organizing support for diversity (B2.1 to B2.9)

Week 1 - Montse & Jordi
Create a short story of inclusion focusing on the indicator selected with the aim of collecting and interpreting evidence from the school: you should incorporate an image, a key word, an object and the observation of a scene or critical incident.
Key Question:How do we connect the story of inclusion with the indicator (and questions) selected? Which is the relationship between this story and the factors, trajectories and narratives worked during this week?

Week 2 - Ingrid & Angelina
To complete the data collection carried during your internship day (week 3-7 June), you can analyse school documents, educational goals, projects, or other sources that allow to have a holistic view of the studied indicators of the "index for inclusion".
Key Question for analysis: How do you relate what you have seen in the school with the Decision making chart and Teacher's body map seen in class?
To present your analysis you will develop an infographic (examples will be provided during the module)

Week 3 - Georgeta & Anna
Create a short story of inclusion focusing on the indicator selected with the aim of collecting and interpreting evidence from the school: you should incorporate an image, a key word, an object and the observation of a scene or critical incident.

Assessment Criteria:
The course is graded in relation the following quantitative assessment criteria:
- Comply with the described requirements first week (25%): VIDEO
- Comply with the described requirements second week (25%): INFOGRAPHIC
- Comply with the described requirements third week (25%): ORAL PRESENTATIONS
- Participation in class and contribution in group collaboration and assignments (25%)

Literature
- Booth, T., & Ainscow, M. (2002) Index for Inclusion. Developing learning and participation in the schools. CSIE. Retrieved from: http://www.eenet.org.uk/resources/docs/Index%20English.pdf
- Council of Europe (2003). Developing a Shared Understanding. A Glossary of Terms for Education for Democratic Citizenship.
- Eurydice (2012). Citizenship Education in Europe. Brussels: Education, Audiovisual and Culture Executive Agency (EACEA P9).
- Tarozzi, M., & Torres, C.A. (2016). The priority of global citizenship education (pp. 1-23). In Global citizenship and the crises of multiculturalism. Critical perspectives. London/Sydney: Bloomsbury.
- Joos, A. (ed.) (2005). CLIEC, a report on the methodology of cooperative learning and its implementation in different European educational settings. Steunpunt Intercultureel Onderwijs,Universiteit Gent.

MODUL 5 - SCHOOL INTERNSHIP
TOTAL ECTS: 6

Course Description:
This course focuses on planning, performing and reflecting on educational practice.

Aims
Students get to know the working field of educational practice and the competences needed. They get an insight into planning, performing and reflecting on educational practice. They are able to plan lessons according to predetermined sections.

Assessment
Active participation, school visits, observing classes

Assignments
Regular School visits (Wednesday is school internship day) and active participation in everyday school life (in accordance with your mentor).
Written reports including reflection about school visits.

Assessment Criteria
Students will be assessed according to their attendance in schools, their performance in school (participation), their written reports and portfolio entry.