**Use of Languages**

- Principal working language: **english (eng)**
- Some groups entirely in English: **Yes**
- Some groups entirely in Catalan: **No**
- Some groups entirely in Spanish: **No**

**Contact**

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- **Email:** Marta.Bertran@uab.cat

**External teachers**

- Bart Hempen
- Chris Droessaert
- Jonatan De Geest
- Marianne Vonck
- Michèle Vanleke
- Raf Sondervorst

**Prerequisites**

There are no prerequisites

**Objectives and Contextualisation**

**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 nonformal 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

Competences

- Know about religion throughout history and its relationship with culture.
- Maintain a critical and autonomous relationship with respect to knowledge, values and public, social and private institutions.
- Maintain a respectful attitude to the natural, social and cultural environment to foster values, behaviours and practices that attend to gender equality, equity and respect for human rights.
- Respect the diversity and the plurality of ideas, people and situations.

Learning Outcomes

1. Assessing the value of actual social situations that occur in the immediate social environment, and encouraging responses to these situations that promote respect for human rights.
2. Interpreting systematically the practice of religion in different cultures and its social, ethical and cultural influence, in order to acquire respectful conducts towards other religions and cultures.
4. Produce materials and sequences that facilitate the understanding of different beliefs, emphasizing the common aspects of these beliefs.

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**

- Culture:
  - Art as social criticism

- The city as a gate to art, culture and society

- Different techniques of story making and story telling

**Meso level**

-
The differences and similarities in teaching and school curricula will be discussed.

- Formal and nonformal 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
Interculturality in education:

- in languages
- in sciences
- in teaching materials
- in teacher's attitude

Methodology

The methodology is based on the premise that students may be active on their learning process.

Activities

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<th>Learning Outcomes</th>
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Assessment

First day of class will be indicated the work to pass the subject. Copying or plagiarism on an examination or work will be considered a 0 at the activity.

Assessment Activities

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Bibliography

• Bibliographic references will be provide during the course