26th International Project Week
22nd – 26th April 2024

List of courses

1 Basics of personal branding

Content:
The aim of the course is to create knowledge of personal marketing and personal branding. To give an overview of the nature, necessity, methods and marketing techniques of personal marketing.

Methods:
30% lectures, 70% teamwork and presentations, case study analyses and discussions

Competences and skills to be acquired:
At the end of the course, students will understand: what does personal marketing mean / link marketing theory with personal marketing and its practical how-to / outputs which is why personal marketing is needed in today's world / how to create marketing for a persona / what does personal marketing mean in the context of employer branding / which marketing methods and channels are necessary for creating a personal brand

Prerequisites:
knowledges about basics of marketing and marketing channels

Language of instruction:
English

Lecturer: Kristo Krumm
University/Company: Taltech

2 Diversity in the Workplace and Hidden Disabilities

Content:
Case study. It highlights the interconnections between organizational culture, diversity practices, stereotyping, co-worker attitudes and job satisfaction/engagement for workers with disabilities.

Methods:
Pre-task. Lectures. Discussions. Mapping the main factors underlying the problem and offering possible solutions.

Competences and skills to be acquired:
Learning Objectives:
1. Assess the overt and subtle barriers to full workplace participation experienced by workers with disabilities, including the fear of experiencing stereotyping, ableism and associated inattention to diverse needs, organisational culture and the manner in which policies and procedures are developed and implemented.
2. Help students to develop greater emotional awareness about the impact of exclusion and increase their personal empathy for workers with disabilities. This learning objective is unconventional since it addresses the emotions of students rather than their intellectual understanding. Greater empathy is achieved through merely reading about the situation and seeing through the eyes of a person with a disability. Instructors looking for more direct ways to influence empathy can also investigate the experiential learning exercises described later in this teaching note.
3. Explain how fear of stereotyping and associated fear of negative co-worker reactions impacts employee voicing and help-seeking.
4. Evaluate organizational cultures, policies, and practices in order to assess current inclusiveness levels and make specific and actionable recommendations to improve future inclusiveness for workers with disabilities.
5. Discuss how diversity management practices influence perceived organizational justice and work attitudes.

Prerequisites:
Pre-assignment reading and mind map presentation.

Language of instruction:
English

Lecturer: Adriana Mustelin
University/Company: Metropolia Ammattikorkeakoulu

3 Strategic planning within a social work environment

Content:
The following steps will be looked at and dealt with in developing a strategic management plan within a social work environment:
1. Agreeing what are the benefits for drawing up a strategic plan;
2. Identifying the Strengths, Weaknesses, Opportunities, and   Challenges within a strategic planning process;
3. The Goals to be achieved;
4. Formulating a Vision and Mission Statement as well as;
5. Reassessing the Strategic Planning Process, for any lessons that can be used in the future.

Methods:
The course will be taught in such a way that it will involve individual and group work by the students.

Competences and skills to be acquired:
The students will have acquired the know-how and knowledge to develop a strategic management plan within a social work environment.

Prerequisites:
That the student comes with an open mind and are prepared to work on their own initiative as well as play a full and active part in all group work activities.

Language of instruction:
English

Lecturer: Michael Daly
University/Company: Michael Daly T/A The Barnabas Project

4 Towards a more inclusive, safe, pleasant, and environmentally sustainable form of public space

Content:
Open public spaces are fundamental to the strategic choices of contemporary cities. After years of banalisation, social, political and environmental urgencies oblige us to refocus on them as a structural component of well-being and to reassess their qualities, requirements and potentials in a broad interdisciplinary perspective. After a short introduction to open public spaces, the programme will focus on the definition and the way to observe and assess: accessibility, social inclusion, safety, functionality, aesthetic value and environmental quality. Each topic will provide arguments for discussing the complexity of man-environment issues, arriving at the definition of a list of indicators to be applied to the evaluation of a real case study in Nordhausen, to organise the results in a poster for the final presentation.

Methods:
Each topic will be introduced by a short lecture, followed by a debate, a group workshop on selected readings, and a collective discussion. Homework will consist of short reports. Activities will be geared towards developing a list of indicators to be applied to the experimental analysis of a public space in Nordhausen. For this reason, the class will spend one day outside the university for live observation, data collection and analysis. The outcome will be one or thematic/PowerPoint presentation.

Competences and skills to be acquired:
- To become aware of the importance of open public spaces and their potential impact on well-being
- Understand how to assess the quality of open spaces according to different categories
- Translate the content into a list of evaluation indicators for application to a case study
- Analyse and evaluate a real case study
- Present the results in a poster presentation

Prerequisites:
Strong curiosity. Availability for one-day outdoor class in Nordhausen.

Language of instruction:
English

Lecturer: Andrea Oldani
University/Company: Politecnico Di Milano

5 TinyML – Deploying Machine Learning Mechanisms on Embedded Devices

Content:
The requirement of machine learning (ML) mechanisms running on the edge is a up and coming area of study in the world of the Internet of Things (IoT). However, these algorithms are complex and difficult to implement. generally speaking. Nevertheless, recent hardware advancements have made these edge devices more powerful, being capable of running the required algorithms. The deployment of these ML algorithms running on low-power devices it is now known as tiny machine learning, or TinyML. By combining these increasingly powerful embedded devices with the contributions of the growing TinyML community, it is now possible to easily design, test and deploy complex ML models running directly on the edge. This course is aligned with the efforts made by the Tiny Machine Learning Open Education Initiative - TinyMLedu (http://tinyml.seas.harvard.edu) in which my institution and myself are participants.

Methods:
- Problem-based learning in order to motivate and contextualize different ML application in the world of IoT.
- Collaborative learning to motivate the exchange of ideas between the students. - Project-based learning to identify a problem, propose and design a solution, and deploy it. The instructor will present the fundamental concepts of the course and guide the lab sessions.

Competences and skills to be acquired:
- Fundamentals on IoT and applications.
- Introduction to sensors, embedded devices and connectivity for IoT.
- Fundamentals on machine learning algorithms.
- Success cases and examples of machine learning algorithms running on the edge.
- Fundamentals of TinyML and Edge Impulse.
- Hands-on labs running on a smartphone (motion detection).
- Hands-on labs with the Arduino Tiny Machine Learning Kit (motion detection, keyword spotting and anomaly detection).

Prerequisites:
- Programming concepts.
- Computer systems.
- Structures and algorithms (desirable).
- Fundamentals of electric circuits (desirable).

Language of instruction:
English

Lecturer: Diego Mendez
University/Company: Pontificia Universidad Javeriana

6 Project Management

Content:
Knowledge about the key elements of project management (PM) discipline including PM processes, managerial aspects of project initiation, controlling, and completion of projects as well as on what are the applicable tools and techniques. The students will be introduced with project planning, implementation, and control, as well as project risk and quality assurance. The educational content is based on the common theories of PM that are illustrated by practical experience of the professor as well as practical assignments and workshops conducted by the students. The students will be asked to identify stakeholders, define project scope, develop a project plan, determine sources of project financing, and evaluate the project and the team. By the end of the project work the students need to find out a managerial or organizational problem to be solved by a problem launch and present their project solution including the project goals, SWOT analysis, and stakeholders, the project planning in terms of time, resources, quality, and risks as well as control points identification.

Methods:
Lecturing, presentations, practical assignments, individual research, project group work

Competences and skills to be acquired:
It is awaited that such skills as project scheduling, knowledge of project management, cost management and project management software skills will be primary developed, while communication, teamwork, critical thinking, problem solving, and leadership as transversal skills will be acquired too.

Prerequisites:
n/a

Language of instruction:
English

Lecturer:	Tatjana Nikitina
University/Company:	Riga Technical University

7 (Mis)Conceptions or Reading In-between the Letters CANCELLED

8 Barrier-free communication. How to communicate with people with special needs?

Content:

Barrier-free communication is one of the most important conditions that guarantees the participation of people with special needs in social processes. However, current social structures still make it difficult for people with special needs to access information and conduct symmetric, two-way communication. Incomprehensible information can be found in legal texts, drug leaflets, instructions for use, and official forms. Even lectures are often conducted in a difficult language. Difficulties in understanding messages or communicating often lead to exclusion, frustration, discouragement, or even depression. Modern society cannot afford to create barriers to communication for people with special needs. Therefore, conditions should be created so that they can get to know each other, understand important information, and actively participate in social life by communicating with others without unnecessary barriers. The aim of the course is to identify these barriers and propose methods of overcoming them.

During the course, students will have an opportunity to answer the following questions:

1. What do people who have special needs expect in terms of communication and access to information, e.g., people with physical, hearing or visual disabilities?
2. What do people with intellectual disabilities and mental disorders need in terms of communication?
3. How to teach a language that does not exclude people with special needs?
4. How can we ensure barrier-free access to information for people with special needs?
5. How to educate children, adolescents, students, and adults to open up to people with special needs?

Methods:

interactive lectures, case study analysis, role playing, self-diagnosis tests

Competences and skills to be acquired:

Students will acquire the following competences:
- ability to recognise barriers to communication with people with special needs;
- ability to communicate with people with special needs, e.g. with people who are hearing-impaired, visually impaired, have problems adapting to group life, etc.
- students will understand their own emotions and learn how to deal with them so as not to create additional barriers in communicating with people with special needs.

Prerequisites:

None

Language of instruction:

English

Lecturer: Anna Adamus-Matuszyńska
University/Company: University of Economics in Katowice

9 Equity, diversity and inclusion (ED&I): a compassion-based experiential training

Content:
The world is more diverse than ever before, we live in an interconnected multicultural world where our diversity makes us stronger. Yet, there is still so much work to accomplish as a global community: to eventually ensure and preserve our uniqueness and survival as species and to protect and reattach ourselves to nature-our essence. Questions such as: Why do diversity, equity, and inclusion need compassion at their core? What is compassion, why should we practice it, and why is it required? How does climate change shape social challenges, and why do social phenomena affect climate(such as eco-anxiety)? During this experiential training, we will use science-based contemplative practices and the newest research in social and clinical psychology to answer all these questions: contemplative neuroscience practices, contemporary scientific research from Neuroscience and Social and Intercultural Psychology, Buddhist perspective, Climate studies.

Methods:
Media presentations; Video illustrations; Role play, individual self-reflection tasks, group discussions

Competences and skills to be acquired:
We will explore together the science behind compassion and its benefits, including practical ways to bring it into your own life. We will also learn together:
• how can we become agents of change and what tools we need to spark change in us and others
• how can we deal with eco-anxiety.
• what our commitment to racial equity and inclusion of all types of groups is.
Our week will unfold through practice, and we will be learning how to understand the challenges diversity humanity is facing from a different perspective: through interconnection, compassion and transformation. By the end of this training, you will be able to become more compassionate, more mindful, more prepared for diverse societal challenges.

Prerequisites:
You wish to: to be more aware of yourself and your environment, understand how to cope with eco-anxiety, challenge the curiosity for questioning. The willingness to work on your own self.

Language of instruction:
English

Lecturer: Laurentiu Nicolae Costrut
University/Company: Mind Renew

10 Empowering diversity and inclusion through filmmaking

Content:
During this course, we encourage creative individual input through teamwork. Together, we will examine issues surrounding diversity within the group. For this we will be using film to engage in discussions and raise awareness, focusing on four different elements: ethnicity, gender, sexual orientation, and socioeconomic status. Throughout the week we will learn how to develop authentic, diverse, inclusive content and storylines through narrative filmmaking, documentary practices, whilst celebrating the individual: • we will explore what equity, diversity, and inclusion mean for the creation of film. • we will examine the individual sense of belonging within the group by monitoring the evolution of collaboration during the week.

Methods:
• Storytelling through creative tools such as story boarding, creative writing, and video capturing and editing
• Media presentations: exploring storytelling through a study case of movie video production
• Video illustrations
• Role play, individual self-reflection tasks, group discussions
• Experiential activities: hands-on study case to develop research skills, collaborative working, problem-solving, technology, and organisational skills

Competences and skills to be acquired:
• Facilitating thinking and problem-solving
• Collaborative working within a diverse and inclusive environment -Leadership development

Prerequisites:
Curiosity for filmmaking

Language of instruction:
English

Lecturer: Paul Visser
University/Company: Valentijn Studios

11 Advertising for a good cause

Content:
Defining your target group Scriptwriting and Language Cinematic Language Shooting Postproduction (video editing and sound) for multiple social media platforms

Methods:
- Interactive
- Inductive and Intuitive
- Team work
- Case examples
- Commercials Analysis
- Practical Work

Competences and skills to be acquired:
- Team work
- Creativity Marketing
- Targeted communication
- Shooting, Video and Sound editing
- Social media platform adaptation

Prerequisites:
Social Media and Advertising affinity

Language of instruction:
English

Lecturer: Ioana Mustata/ Laura Lazarescu-Thois
University/Company: NUST Politehnica Bucharest/ NUTF I.L. Caragiale

12 Intercultural Communication

Content:
Culture and Culture Models Cultural Dimensions Cultural Standards Knowledge Economy and Key Competencies International Projects with Intercultural Aspects Team Management Conflict Management

Methods:
Interactive, Inductive and Intuitive based on examples from the International Project Management Practice

Competences and skills to be acquired:
- Social Competencies
- Communication Competencies
- Intercultural Competencies

Prerequisites:
A certain affinity for intercultural aspects.

Language of instruction:
English

Lecturer: Laura Trifan / Ioan Cristian Mustata
University/Company: University Politehnica of Bucharest (NUST)

13 Elements of conflict management. Developing conflict management skills based on common interest approach and non-violent communication.

Content:
- Understanding conflicts and a simple typology, assertiveness, elements of non-violent communication and common interest approach of disputes, explanation and examples.
  - Defining elements of a conflict towards an accepted definition
  - What are the factors involved in dealing with a conflict?
  - Types of conflicts
  - Willingness in solving disputes, signs and resistance
  - What is assertiveness? How to see, protect it and used to avoid passive and aggressive behaviors examples and skills to apply in different situations
  - Non-violent communication, meaning and types of structural verbal patterns.
  - Escalation of a conflict, stages, examples, ways to de-escalate for each stage.
  - Approaching disputes based on common interests, position vs. Interests, examples and how to move from position to interests.

Methods:
Learning methods are based on an interactive approach, they are diverse, balanced covering the themes and includes: presentations, role play, enquiries, tests, summarizing, exercises with debriefing and feedback, study cases, individual work and small groups.

Competences and skills to be acquired:
- To obtain a model of understanding conflicts with identifying causes and factors
- To use a recognized definition of a conflict and a simple typology with three major types
- To have knowledge about conflict escalation and specific ways to de-escalade with an illustrated model of representing it
- To learn about non-violent communication and be able to use different structural patterns for verbal communication
- To recognize elements of assertiveness, the limits and how to respond to passivity and aggressiveness
- To be able to utilize aspects of common interest based approach in dealing with conflicts

Prerequisites:
Students willing to learn open about conflicts, to discuss in a respectful manner with others about differences and able to communicate about their own disputes. Classroom as a an open space.

Language of instruction:
English

Lecturer: Daniel Vieru
University/Company: Daniel Vieru

14 Social Reintegration of people who suffer from Anxiety and Depression

Content:
- General data about anxiety and depression.
- Clinical definition and causes of anxiety and depression.
- Symptoms and social interference of anxiety and depression.
- Treatment in anxiety and depression.
- Recovery in anxiety and depression.
- Institutions that help in social reintegration.
- Study cases.

Methods:
- Face to face interaction.
- Group work.
- Personal research.
- Reading and study cases.

Competences and skills to be acquired:
- Obtaining general and specific information about anxiety and depression.
- Ability to diagnose people who suffer of anxiety and depression.
- Capacity to help people who suffer of anxiety and depression.

Prerequisites:
- Basic knowledge in social or medical field.
- Willingness to use the information for the benefit of society.
- Desire to develop new competences.

Language of instruction:
English

Lecturer: Daniel-Ovidiu Tanc
University/Company: RVE Oradea

15 Group work from a political perspective. Basket Beat: an artistic proposal to review our role as professionals

Content:

Community arts: arts as an educational and social action tool and strategy

- Historical references: social movements, evolution of art and the artist, new school, popular education, socio-cultural animation
- Context and potentialities of the artistic experience
- Community arts: a global, growing and complex reality

Group facilitation: developing content from group experience

- Systemic theory: Systemic pedagogy and orders of love
- The group as a space and strategy for socio-educational support
- Observation, silence, cognitive aids, feedback, unfreezing, question, change of place and celebration.
- Identification, visibility/negotiation and transfer.
- Non-action, scale of directivity and forms of participation

Questioning our role as professionals

- Educational directionality, positioning and "what for"
- Paradigm of complexity, back and forth movement and drift
- What I embody as a professional
- Criticism, joviality, vulnerability, heteronomy, ambiguity - Disconnection from the school-teacher institution

Methods:

Our methodology is based in making music in group and with basketball balls. We organize a set of ideas, resources, questions, and exercises around the ball, the pulse, and the group that allow us to develop our socio-educational learning processes. The socio-educational processes take place by observing and being confronted objectively with the things that happen in the "here and now", with their own behaviors and the effects they have on others.

Competences and skills to be acquired:

- Act with autonomy in making decisions and be responsible for one's actions
- Participate and collaborate to promote commitment and democratic attitudes
- Enjoy artistic experiences and creations as a source of personal and social enrichment
- Development of shared responsibility skills, active participation, creativity and critical analysis
- Incorporation of methodological strategies for group facilitation: observation, silence, cognitive aids, feedback, unfreezing, question, change of place, celebration, care, attribution of meanings, emotional stimulation, stop moments, transfers, identification and visualization.
- Ability to reflect and question one's own professional role

Prerequisites:

There are no specific prerequisites to take part in this project.

Language of instruction:

English

Lecturer:	Albert Casan Milla, Elena Xifre Bague
University/Company:	Basket Beat

16 Artificial intelligence versus social intelligence. Practising social work from the perspective of integrated person-centred care CANCELLED

17 Community and intergenerational participation project for rural regeneration

Content:
The purpose of this course is to train young people from different disciplines in strategies for social and cultural innovation in the rural environment, developed in a participatory way, with the collaboration of the local community and with the arts as a means for such intervention. The idea of rurality will be worked on as a collective construction that connects different individuals by sharing local traditions, behaviors and social and cultural experiences in a space of interaction and symbolic connections. In this way, the rural landscape has become increasingly interesting as a setting in which to recount local history and traditions through arts and cultural festivals, where community participation has become a powerful tool for rural regeneration. Artistic and cultural projects for the transformation of the territory need the contributions of older people and oral storytelling is an essential tool in any event that tries to analyze and transform the social environment.
For all these reasons, the following aspects will be worked on:
- Analysis of social and cultural reality: methodology for collecting information in the community.
- Design of the structure and organization of social and community participation projects (spaces, group dynamics, infrastructure, budget, etc.) in rural areas
- Strategies for the empowerment of citizens and their involvement in projects
- Artistic techniques (theater, music, plastic arts, etc.) applied to community development in rural areas
- Evaluation of community projects

Methods:
The aim is to give a practical orientation to the teaching work, promoting student participation, the study of real experiences through practical activities in the classroom and the development of intervention materials. This course is based on problem-based learning (PBL). We will use this learning technique to acquire certain expected competences, while learning how to use them.

Competences and skills to be acquired:
- Skills for group and interdisciplinary work
- Capacity for psychosocial analysis of community contexts
- Ability to develop creative proposals
- Skills to lead social innovation projects and initiatives
- Incorporation of art and culture as a work methodology

Prerequisites:
Creative and interdisciplinary capacity

Language of instruction:
English

Lecturer: José Antonio Labra/ Alejandro García
University/Company: "Breaking Distances" Program at Cider Region Commonwealth/ Asociación Los Glayus

18 The Art of Public Speaking – How to Give a Successful Presentation in English

Content:
This project looks at the key aspects of public speaking, including preparation, rehearsal, delivery, eye contact, coping with nerves, and the use of humour. Other areas of focus will include chairing a session of presentations, i.e. introducing the speakers and leading the discussion, and audience participation. We will also cover presenting online.

Methods:
Students will be provided with handouts and audio-visual material. They will be expected to make short presentations during the week and will be given feedback sheets. A final presentation at the end of the week will also be part of the project.

Competences and skills to be acquired:
This project will give students tips for and practice in making oral presentations as well as showing them how to respond to questions and comments from their peers succinctly and assertively. In addition to focusing on presentation and delivery, content and language, the course aims to build student confidence in public speaking and discussion. The subject of the presentations will be the students' own personal choices.

Prerequisites:
No previous experience of public speaking is required. This project is aimed at students with a background in social work/social management.

Language of instruction:
English

Lecturer: Linda Turner
University/Company: Linda Turner, BA, MSc (translator and editor)

19 How to Navigate Global Cultural Differences

Content:

<u>Day 1:</u> Introduction to Global Cultural Differences Understanding the importance of global cultural differences in personal and professional interactions and exploring cultural dimensions, values, and their impact on communication and behaviour.

<u>Day 2:</u> Developing Cultural Awareness and Sensitivity Cultivating cultural awareness and sensitivity towards diverse cultural perspectives and identifying and addressing personal biases and stereotypes that hinder intercultural understanding.

<u>Day 3:</u> Effective Intercultural Communication Building essential intercultural communication skills, including active listening and empathy and adapting communication styles to different cultural contexts for enhanced understanding

<u>Day 4:</u> Navigating Cultural Etiquette and Adaptation Learning about cultural etiquette, customs, and norms in various regions worldwide and developing the ability to adapt behaviour and practices to different cultural settings.

<u>Day 5:</u> Student Presentations

Methods:
- Lectures followed by Q&A
- Group discussions
- Role-Playing
- Case studies
- Student-led presentations

Competences and skills to be acquired:
- Increased cultural awareness and understanding of global cultural differences.
- Enhanced intercultural communication skills for effective interactions.
- Heightened sensitivity towards cultural nuances and practices
- Ability to adapt behaviour and communication styles to diverse cultural contexts.

Prerequisites:
There are no specific prerequisites for this course. However, an understanding of cultural diversity and an open-minded approach to learning and engaging with different cultures would be beneficial.

Language of instruction:
English

Lecturer: Robin Finesilver
University/Company: Linda Turner, BA, MSc (translator and editor)

20 Developing a virtual exchange program in an innovative format

Content:
In recent years, there has been a large number of Vietnamese students having exchange semesters at German universities. It is well acknowledged that the exchange program brings about excellent opportunities for students' lives. However, it also comes along with lots of challenges for example financial difficulties, homesickness, and flight carbon emissions. Given these considerations, the project aims to design a virtual exchange program to make the exchange program possible for more students. Within this project, students will analyze the key benefits and challenges of the exchange program from different stakeholders' perspectives. A review of different formats of student exchange programs shall be provided. Also, cultural differences between Vietnam and Germany will be discussed. The creativity of students is emphasized in this project. Students shall design a virtual exchange program with no boundaries or constraints of imagination to optimize the interaction with local students, the sharing of experiences of exchange students, and the respect of diversity values.

Methods:
- Panel discussions: General topics are discussed in a panel format.
- Group discussions: The instructor shall discuss with each group on their own initiatives
- Peer reviews: Different groups exchange their first drafts for comments and feedback from their peers
- Final presentations: The final presentations are provided at the end of the project.
-

Competences and skills to be acquired:
- Innovation: Through the project, students have the chance to investigate the challenges toward exchange programs and search for a virtual format where none existed before.
- Communication and collaboration: In group discussion, students can practice articulating their thoughts, debating their reasoning and sharing ideas with others to reach a common goal for the group. Particularly, students can improve their foreign language skills
- Global Citizenship: students and lecturer actively engage with a cultural, environmental, political, and economic system different from the home country. Thereby, we develop global perspective together.
-

Prerequisites:
English proficiency, Willingness to engage in group works

Language of instruction:
English

Lecturer: Minh Hanh Le
University/Company: Vietnamese German University