International Project Week
HOCHSCHULE NORDHAUSEN

27th International Project Week
19th – 23rd May 2025

List of courses

1 AI-powered communications

Content:
Developing digital communication tools and optimizing them thanks to AI.
- Understanding communication target audiences
- Structure of a communication campaign
- Websites
- SEO/SEA
- Social media & influence marketing
- Mass media - Augmented reality in advertising

Methods:
 Projects and exercises

Competences and skills to be acquired:
Understanding the role of communication in the digital world and the impact of AI on humans and marketing

Prerequisites:
Marketing basics, but not mandatory as first sessions could be focused on content

Language of instruction:
English

Lecturer: Daphnée Boizard

University/Company: Ecole Pratique des Hautes Etudes Commerciales

2 TinyML − Deploying Machine Learning Mechanisms on Embedded Devices

Content:
The requirement of machine learning (ML) mechanisms running on the edge is an 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 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 − TinyML edu (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

3 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 on subjects of their choice during the week and will be given feedback sheets. Final presentations on public speaking 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.

Prerequisites:
No previous experience of public speaking required. This project is aimed at students with a background in social work/social management but all students welcome. Also suitable for university staff.

Language of instruction:
English

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

4 Navigating Global Cultural Differences

Content:

Day 1: 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 behavior.

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

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

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

Day 5: Students present their presentations on a chosen cross-cultural topic.

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 behavior and communication styles to diverse cultural contexts

Prerequisites:
Fluency in English

Language of instruction:
English

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

6 Why and how do we buy?

Content:
The course helps to understand the secrets, assumptions and necessity of human-consumer purchasing behavior. We will examine how conscious and unconscious aspects influence people's purchasing habits and behavior. Through practical research, we will gain an overview of the purchasing motives of local consumers and we will also explore the secrets of how subconscious, or sensory perceptions, guide our purchasing behavior. We will focus on local consumers and study local retail.

Methods:
- Lectures to understand the theory
- Group work and brainstorming in the classroom to assess consumers
- Practical market research to study local consumer behavior
- statistical analysis of the results

Competences and skills to be acquired:
At the end of the course, participants will:
- Understand the fundamentals of consumer behavior
- Know and recognize the motives of conscious and unconscious purchasing behavior
- Be able to recognize marketing techniques used to influence and guide consumers
- Be able to apply practical market research techniques to study consumer purchasing behavior
- Gain an idea of how different practical and emotional purchasing motives work

Prerequisites:
- Knowledge of marketing fundamentals
- Knowledge of marketing methods
- Skills in using social media

Language of instruction:
English

Lecturer: Kristo Krumm

University/ Company: Tallinna Tehnikaúlikool

7 The Six Traits of Self Leadership within a Social Work Context

Content:
The following will be looked at and dealt with in coming to know and understand The Six Traits of Self Leadership within a Social Work Context:
- Determination - to be the best that you can be
- Getting creativity so as to allow you to grow and develop as a person in the best way possible
- Playing to your strengths so as to achieve all you want to achieve in your work and life
- Having a vision for your work and life
- Knowing your mission
- Staying focused

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 expertise and skills to be a self-leader within a social work context.

Prerequisites:
That the student comes with an open mind and is 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

8 Bilingualism and Multilingualism in Early Education

Content:
This module aims to equip students or participants in a course with the thinking, reflection and expertise necessary to design activities, which promote an inclusive approach to home languages and multilingualism in early learning environments.

Methods:
- Lectures
- Presentations
- Group-work
- Reflections

Competences and skills to be acquired:
- Competence 1: Reflection to develop and simulate activities which promote multicultural and multilinguistic inclusion in early learning environments
- Competence 2: Ability to analyze and apply theories of bilingualism and multilingualism to design developmentally appropriate multilingual activities in the classroom
- Skill 1: Developing an inclusive language policy for an ECEC environment
- Skill 2: Appraisal of research methodologies into multilingualism in early education settings

Prerequisites:
- Background in research to undergraduate level
- Competence in academic English
- Familiarity with early education policy and practices

Language of instruction:
English

Lecturer:	Muiris Ó Laoire
University/ Company:	Munster Technological University

9 Crash Course in Project Management

Content:
Crash Course in Project Management is designed to introduce students to the fundamentals of Project Management (PM) and display how the discipline can benefit the implementation of ideas. The course is structured as a 3 to 4 day workshop, blending theoretical foundations with practical exercises to help students develop key skills. These include defining project goals, planning work and resources, team building, and mastering techniques for project control and budgeting. During the training, students will explore both traditional (Waterfall) and modern (Agile) project management methodologies. This interdisciplinary course is valuable for both business and non-business students, as its content is applicable across various fields of study.

Methods:
- Lecturing
- Seminar
- Practical exercises

Competences and skills to be acquired:
- Project Planning
- Project estimation
- Stakeholders assessment
- Presentation skills

Prerequisites:
- Basics in accounting would be nice to have, but not mandatory
- Computer literacy

Language of instruction:
English

Lecturer: Tatjana Nikitina

University/ Company: Rīgas Tehniskā Universitāte

10 Psychological well-being: an experiential compassion-based training in listening, mindfulness and gratitude

Content:
We will explore together the 3 pillars of our psychological well-being:
- Firstly, practicing the art of listening and the science behind silence
- Secondly, understanding the benefits of living in the present
- Most importantly, learning how to be grateful and use resilience as a strength

In this short experiential training, we will approach each of these elements step-by-step, helped by:
- Evidence-based therapies that support mindfulness and gratitude will offer us a theoretical insight into the new research on the topic.
- Exploring listening in the therapeutic relationship and other circumstances.
- Experiential activities that will reinforce our practice and teach us how to do it ourselves (how to be mindful, how to be grateful and how to listen).
- Space for short meditation sessions, mindfulness and gratitude exercises.
- Learn to communicate these three tools further on in your profession and during your studies in the social field.

Methods:
- Media presentations
- Video illustrations
- Role-play
- Individual self-reflection tasks
- Group discussions
- Experiential activities

Competences and skills to be acquired:
By the end of this training you will be able to better deal with difficult situations within your own practice in the social field, helped by:
- Question and understand the ultimate research on mindfulness and gratitude
- Have a basic understanding of what it means to listen, how and why
- Practice yourself gratitude
- Develop skills in being mindful and practice mindfulness

Prerequisites:
Wish to be more aware of yourself and your environment. Challenge the curiosity for questioning. The willingness to work on your own self. An open-mind to whatever you feel and think.

Language of instruction:
English

Lecturer:	Laurentiu Nicolae Costrut
University/ Company:	Mind Renew

11 Exploring Collective Creativity using film

Content:
In this course, we use an approach of creative activity that emerges from the collaboration and contribution of the group of students. The aim of this collaboration is to encourage creation of new forms of innovative and expressive art forms produced collectively by the students connected through its creative network. We will explore together creative work fields in filmmaking, to tap into the collective creativity that exists within the group. During examination of the creative fields, the group will learn to produce ideas through creative thinking ideas using the following three concepts:
- Creative abrasion- the intellectual friction that hones ideas into their most-perfect versions through vigorous debate of diverse perspectives.
- Creative agility- the ability to test and refine ideas through quick pursuit, reflection, and adjustment.
- Creative resolution- the ability to do integrative decision-making so that diverse ideas, even opposable ones, can be combined or reconfigured to create a new solution.

Together, we will examine complex social topics to trigger discussion and therefore bring different viewpoints to the surface. The focus of this course will be the celebration of the individuals' viewpoints that strengthen the outcome for a strongly rooted film idea.

Methods:
- Analysing film and documentary content to trigger creative critical thinking
- Transforming latent creativity into active creativity by using tools such as storyboard drawing and music analyzation
- Pitching disruptive film ideas using the collective
- Creating film shorts to visualise concepts and/or ideas

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

12 Energy and Climate Changes

Content:
- Climate changes: causes and consequences
- Energy mix and Emissions
- Non-Renewables energy resources - coal, gas and oil - their uses and origins
- Renewable energy resources: wind, solar and water Dams, hydro-politics, energy and climate changes
- Nuclear energy, pros and cons
- Nuclear program: peace versus war
- Nuclear potential for the future: politics of nuclear energy

Methods:
- Dialog and debate in classroom
- Direct presentation by lecturer of the subject
- Essay creation and presentation

Competences and skills to be acquired:
- To understand what energy mix
- What triggers climate changes
- What is the role of water in energy mix in present and future
- What means a developed nuclear program for energy independence and future

Prerequisites:
No

Language of instruction:
English

Lecturer: Ciprian Beniamin Benea

University/ Company: Radio Vocea evangheliei

13 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

                                        Cristian Mustata

University/ Company: NUST Politehnica Bucharest

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

Content:

The major topics of the training are:
- 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 causes a conflict and different examples
- 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, explanations with illustration on few 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:

The training is interactive with a focus on experiential learning, valorizing participant's knowledge and offering constructive feedback/coaching to students in order to achieve a new approach of accepting and working with conflicts. For the final presentations, a major topic of the training will be chosen, and each group will demonstrate that they have learned and can share the knowledge to others.

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 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:	BMDV

15 Social reintegration of people who suffer of depression and anxiety

Content:
- Depression and Anxiety
    - Definitions and statistics
    - Causes and social context in depression and anxiety
    - Symptoms and treatment in depression and anxiety
    - Prevention and lifestyle
    - Avoiding and coping with depression and anxiety
- Social reintegration
- Study cases

Methods:
- Information delivery in face-to-face interaction and by handouts
- Dialogue and debates
- Group work
- Individual study
- Project work

Competences and skills to be acquired:
- To get general information about depression and anxiety
- To be able to identify in oneself and in others depression and anxiety
- To be able to help people who suffer of depression and anxiety
- To be able to help people in social reintegration

Prerequisites:
Basic knowledge about depression and anxiety. Willingness to offer help or get help in depression and anxiety.

Language of instruction:
English

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

16 Business Ethics

Content:
- Fundaments of Ethics
- Ethics in Communication
- Financial Ethics
- Ethics and the distribution of strategic resources

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
- Ethical competencies

Prerequisites:
A certain affinity for ethical aspects

Language of instruction:
English

Lecturer: Ioana Mustata

                            Oana Mionel

                            Viorel Mionel

University/ Company: Mustață I. Ioana PFA

                            NUST Politehnica Bucharest

                            Academia de Studii Economice din Bucurest

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 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 skills, while learning to use them in order to put them into practice in future professional practice.

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:
None.

Language of instruction:
English, Spanish

Lecturer:	José Antonio Labra Peréz &
	Claudia Lera Garcia
University/ Company:	Cider Region Commonwealth

18 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
- Caregiving, attribution of meaning, executive functions and emotional stimulation
- 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"
- Critical pedagogies, feminist pedagogies, decolonial pedagogies, anti-pedagogy
- Paradigm of complexity, back and forth movement and drift
- What I embody as a professional
- Institutionalization of criticism, oversizing power, oversizing kindness, infantilization-instrumentalization of people, continuous justification and shared obscenity
- Criticism, joviality, vulnerability, heteronomy, ambiguity

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. We follow the precepts of the "Training Group". 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:	Basket Beat
University/ Company:	Basket Beat: esport, art, educació i acció social

19 Multidisciplinary collaboration in a Glocal context – A Learning perspective on Societal Challenges

Content:
This presentation depart from the assumption that collaborative learning processes involve both cognitive, emotional, and social dimensions out of a local and global (Local) context. It argue that a Challenge Based Learning (CBL) approach in combination with contextual teaching and learning (CTL) could lead to development of reflective capacities in profession. This include and emphasizes the involvement of actors/stakeholders from outside academia to integrate multiple perspectives on knowing, acting, and being. The makes the meaning making of Communities of learning and practice (CoP) supporting such processes in which social ecological models could be integrated as a key to support professional development and education. The presentation include ongoing and selected finalized applied research based projects where border crossing meetings is a part. It´s an attempt to raise awareness about the meaning making of acting locally, thinking globally when developing contemporary sustainability research and education practice. Challenged Based Learning tasks are given as part of independent learning, where the students work out which stakeholders are needed in relation to a societal challenge/problem and how it can be developed. The poster for the final presentation include a representation of the solution process for the societal challenge, but also a reflection on it. A small team focusing challenge-based exercise will initiate the first day, where the students work individually and group based in order to gain reflective knowledge from a local to global context. Each day will be thematized and integrate collaboration on societal challenges as part of the pedagogical structure.

Methods:
Mixed methods will be used including workshop sessions, lectures and reflective exercises. This also include Peer based exercises

Competences and skills to be acquired:
Collaborative skills and awareness about the meaning making in multidisciplinary collaboration in solving/facing societal challenges. Theoretical and methodological applied skills will be acquired in relation to this; Holistic understanding, Challenge Based Learning, Social ecology.

Prerequisites:
Active engagement and participation, open-mindfulness and willing to learn and acquire knowledge in innovative/new ways.

Language of instruction:
English

Lecturer: Jonas Christensen

University/Company: Malmö University