



International Project Week
HOCHSCHULE NORDHAUSEN

28th International Project Week

18th – 22nd May 2026

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1 AI-Powered Communications CANCELLED



2 TinyML – Deploying Machine Learning Mechanisms on Embedded Devices



Content:

The requirement of machine learning (ML) mechanisms running on the edge is an upcoming area of study in the world of the Internet of Things (IoT). However, these algorithms are complex and difficult to implement. 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 easily possible to 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 I are participants.

Methods:

The course will utilize different strategies:

- 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 of IoT and applications.
- Introduction to sensors, embedded devices and connectivity for IoT.
- Fundamentals of machine learning algorithms.

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 How to Navigate 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 behaviour.

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 behaviour 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 behaviour and communication styles to diverse cultural contexts

Prerequisites:

A basic understanding of cultural diversity and an open-minded approach to learning and engaging with different cultures will be beneficial.

Language of instruction:

English

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

4 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)

5 Why and How Do We Buy?



Content:

The course helps to understand the secrets of, assumptions about and necessity for human-consumer purchasing behaviour. We will examine how conscious and unconscious aspects influence people's purchasing habits and behaviour. 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 behaviour. 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 behaviour
- Statistical analysis of the results

Competences and skills to be acquired:

At the end of the course, participants will:

- Understand the fundamentals of consumer behaviour
- Know and recognize the motives of conscious and unconscious purchasing behaviour
- Be able to recognize marketing techniques used to influence and guide consumers
- Be able to apply practical market research techniques to study consumer purchasing behaviour
- Gain an idea of how different practical and emotional purchasing motives work

Prerequisites:

- Knowledge of marketing fundamentals
- Knowledge of marketing methods

Language of instruction:

English

Lecturer:	Kristo Krumm
University/ Company:	Tallinna Tehnikaülikool

6 Strategic Planning within a Social Work Environment



Content:

The following are the steps that if followed will give you a strategic plan:

- Agree what the benefits to you are for drawing up a strategic plan;
- Identify the Strengths, Weaknesses, Opportunities, and Challenges;
- The goals must state the necessary actions that will need to be undertaken, so as to meet these goals. All of the actions to be undertaken will need to have a very clear deliverable outline (what it is that needs to be done so as to achieve the goals), with a target date to be achieved by and a clear line of who has responsibility to implement the action as well as the financial cost involved.
- Formulate your Mission (how it is you are going to do what it is you are going to do) and Vision (what it is you hope to have achieved at the end of the strategic plan being implemented) statements.
- There is a need to finish the process by reassessing the Strategic Planning Process you have just undertaken 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:

At the end of the IPW all the students will have the skills and knowledge to develop a strategic planning within a social work environment

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

7 Crash Course in Project Management



Content:

Crash Course in Project Management is designed to introduce students to the fundamentals of the discipline and equips students with practical skills for organizing work, managing time and resources, collaborating effectively, and delivering results – competences that are highly valued across almost any profession. This interdisciplinary course is valuable for both business and non-business students, as its content is applicable across various fields of study.

Methods:

The course is structured as a four-day workshop, blending theoretical foundations with practical exercises to help students develop key skills

Competences and skills to be acquired:

Students gain essential project management competences, including goal and scope definition, planning and time management, teamwork and leadership, stakeholder communication, risk awareness, and the ability to structure and deliver work effectively within given constraints.

Prerequisites:

Computer literacy

Language of instruction:

English

Lecturer:	Tatjana Nikitina
University/ Company:	Rīgas Tehniskā Universitāte

8 Building Employer Branding through ESG Values



Content:

- CSR and ESG - Why did the sudden change occur?
- ESG branding factors – trust, organisational culture, social responsibility, accountability, sustainability
- Labour Rights and Safety: An analysis of how an organisation’s formal commitment to the non-violation of labour legislation and the systematic implementation of occupational health protection policies constitutes a fundamental pillar of its employer branding.
- Gender Equality and Organizational Development: The branding effects of corporate policies that promote women’s access to leadership positions and systematically invest in continuous professional training for employees.
- Data Trust: Conduct an examination of the ways in which data security and confidentiality frameworks have become integral components of the contemporary employer–employee psychological contract, particularly in the context of increasingly prevalent remote and hybrid work arrangements.

Methods:

- Case Study - Students will be given an anonymous ESG report and must “score” the company’s potential employer brand
- Stakeholder Role-Play – students will analyse how important ESG actions are when deciding to buy a product or service.
- Creative Branding Lab: ESG Storytelling - Students will translate technical ESG policies into a compelling narrative

Competences and skills to be acquired:

- Students are trained to classify complex corporate activities systematically into distinct environmental, social, and governance (ESG) dimensions, including, for example, air pollution control, sustainable energy use, protection of human and labour rights in the workplace, and ethical corporate governance.
- They develop analytical skills to assess which corporate policies—ranging from gender diversity in leadership positions to adherence to labour regulations—exert the greatest influence on a firm’s competitive advantage.
- Furthermore, students practice conceptualizing and empirically relating “internal” initiatives, such as employee training and occupational health protection, to “external” outcomes, particularly corporate image and brand reputation.

Prerequisites:

None

Language of instruction:

English

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

9 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:

- First, practicing the art of listening and the science behind silence
- Second, 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, which 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.
- Learning 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 better able to deal with difficult situations within your own practice in the social field, helped by:

- Questioning and understanding the ultimate research on mindfulness and gratitude
- Having a basic understanding of what it means to listen, how and why
- Practicing yourself gratitude
- Developing skills in being mindful and practice mindfulness

Prerequisites:

A desire to be more aware of yourself and your environment, to challenge the curiosity for questioning, the willingness to work on your own self and having an open-mind to whatever you feel and think.

Language of instruction:

English

Lecturer: Laurentiu Nicolae Costrut
University/ Company: Mind Renew

10 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 the 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, tapping 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 of 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 analysis.
- Pitching disruptive film ideas using the collective

Competences and skills to be acquired:

- Facilitating thinking and problem-solving
- Collaborative working within a diverse and inclusive environment
- Leadership development
- Collaborating in a high-pressure work environment

Prerequisites:

Curiosity for filmmaking

Language of instruction:

English

Lecturer: Paul Visser

University/ Company: Valentijn Studios

11 Energy and Climate Changes



Content:

- Economic sectors which generate greenhouse gases: energy; industry; transportation
- Energy and CO2 emissions
- Present state of energy production and perspectives
- Nuclear energy as a solution for climate changes; risks incurred by the expansion of nuclear energy (nuclear proliferation and nuclear accidents)
- Electrification of the economy, promotion of new and green energy sources in energy mix
- Electricity and transportation: ways to reduce oil consumption in transportation
- Water, dams and green energy
- Practical instruments employed in fighting climate changes
- Education and climate changes

Methods:

- Face-to-face interaction in the classroom
- Presentation of content and interactive discussions on subjects mentioned in the "Content" section
- Daily evaluation of activities of previous day/days

Competences and skills to be acquired:

- Understanding the perils which loom over humankind because of climate changes
- Understanding the geopolitics of energy resources
- Understanding dams and their use in water management and energy production
- Understanding nuclear energy, and its perils
- Understanding advantages of wind and solar energy expansion, and the vulnerabilities incurred by them

Prerequisites:

Be students From Economic studies, Engineering studies, Social Sciences studies.

Language of instruction:

English

Lecturer: Ciprian Beniamin Benea
University/ Company: Radio Vocea evangheliei

12 Social Reintegration of People who Suffer from Depression and Anxiety



Content:

- Defining depression and anxiety.
- Depression and anxiety in modern society, roots, causes, general information.
- Medical aspects.
- Treatment in depression and anxiety
- Institutions that help in social reintegration.
- Case studies.
- Contemporary research.

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 depression and anxiety in oneself and in others
- To be able to help people who suffer from 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 with depression and anxiety.

Language of instruction:

English

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

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 Competences
- Communication Competences
- Intercultural Competences

Prerequisites:

A certain affinity for intercultural learning and exchange.

Language of instruction:

English

Lecturer:

Cristian Mustata

University/ Company:

NUST Politehnica Bucharest

14 Elements of Conflict Management: Developing Conflict Management Skills for Participants Based on Common Interest Approaches 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 approaches to disputes, explanations and examples
- Defining elements of a conflict to establish 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 use it to avoid passive and aggressive behaviours., including examples and learning skills to apply in different situations
- Non-violent communication, meaning and types of structural verbal patterns
- Escalation of a conflict, stages, explanations with illustration based on a 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 participants' knowledge and offering constructive feedback/coaching to students to achieve a new approach to 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 through identifying causes and factors
- To use a recognized definition of a conflict and a simple typology with three major types
- To gain knowledge about conflict escalation and specific ways to de-escalate with an illustrated model to represent it
- To learn about non-violent communication and be able to use different structural patterns for verbal communication
- To recognize elements of assertiveness, its limits, and how to respond to passivity and aggressiveness
- To be able to utilize aspects of common interest-based approaches 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 Managing Projects and Risks in AI-Driven Environments



Content:

This course enables students to develop knowledge and practical skills in project management, teamwork, risk management, and artificial intelligence (AI), with a particular emphasis on the intersections among these domains. The course begins by introducing fundamental terminology and core concepts in project management and risk management. It then progresses to contemporary challenges, focusing on how project and risk management practices are evolving in response to technological change, particularly the increasing use of AI-based tools and systems.

A central component of the course is project-based learning. Students will work in pairs on a concrete, practice-oriented project, case study, or applied analysis situated at the intersection of project management, team processes, or risk management in AI-driven environments. Each project must be clearly grounded in one of the following thematic areas: project management in AI-driven environments, risk management in AI-driven environments, or team processes in AI-driven environments. Each project must include a clearly defined AI component, focusing on the actual practical use, implications, or governance of AI tools.

Prior to the start of the course, students will form pairs and prepare a project proposal outlining the selected case or topic, objectives, and preliminary methodological approach. Once the proposal is approved, students will work on their projects throughout the course. The final outcome will be a written assignment and an oral presentation presenting a concrete case study, applied project, or focused analytical topic, both prepared in accordance with academic standards.

In addition to technical and managerial aspects, the course explicitly addresses ethical considerations and the responsible use of AI.

Throughout the course, students will progressively develop their projects and regularly report on their progress during class sessions. In doing so, they will also strengthen their communication and presentation skills through structured discussions, interim project updates, and peer feedback.

Methods:

Teaching is primarily based on project-based learning, combining theoretical input with practical application. Classroom activities include lectures, interactive workshops, discussions, and project consultations, which are integrated with independent project work conducted by students in pairs. Assessment is continuous and based on active participation in class activities, completion of prior and interim assignments and project milestones, and the final written assignment and presentation.

Competences and skills to be acquired:

Upon successful completion of the course, students will be able to:

- Understand the project management process, team processes, and risk management process.
- Apply theoretical concepts to a concrete, specific, and practice-oriented project, case study, or analytical task in AI-driven environments.
- Critically reflect on the opportunities, limitations, and risks of using AI in project and risk management practices.
- Critically evaluate the ethical implications and responsible use of AI in project and risk management.
- Work effectively in pairs, demonstrating teamwork, communication, and presentation skills.

Prerequisites:

Basic interest in project management and emerging technologies, especially AI, is expected.

Language of instruction:

English

Lecturer:

Laura Fink

University/ Company:

GEA College, Faculty of entrepreneurship

16 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, behaviours and social and cultural experiences in a space of interaction and symbolic connections. In this respect, 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 (theatre, 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 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:

Creative and interdisciplinary capacity, no prerequisites.

Languages of instruction:

English, Spanish

Lecturer: José Antonio Labra Pérez & Anacelia Alvarez

University/ Company: Cider Region Commonwealth

17 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 the manifold potentials of 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, questioning, 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 on 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 emphasis on participants' own behaviours 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, questioning, 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 for taking part in this project.

Language of instruction:

English

Lecturer:

Basket Beat

University/ Company:

Basket Beat: esport, art, educació i acció social