

UNICORN

UNIVERSITY COMMUNITY LEARNING

LIVING CATALOGUE OF UNICORN PROJECTS



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UNICORN PROJECTS IN ITALY

Reflecting Diversity 1

CODING OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	98039 LABORATORI – SERVICE LEARNING (ERASMUS) Psicologia scolastica di comunità 98040 LABORATORI I – SERVICE LEARNING (ERASMUS) Psicologia Clinica
COUNTRY	IT
ECTS	4
DISCIPLINARY AREA (ISCED) OF THE MODULE/ COURSE ACCORDING TO THE COURSE CATALOGUE	031 Social and behavioural sciences
LEVEL OF STUDY OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	Master
REQUIREMENTS FOR INCOMING STUDENTS	<ul style="list-style-type: none"> • Disciplinary background: 031 Social and Behavioural Sciences (+021 Arts and Humanities 092 Welfare) • Master level students • A2 Italian • B1 English (French welcome)

LOCATION OF CLASSES	Cesena
LOCATION OF SERVICE-LEARNING ACTIVITIES	Cesena
SEMESTER / FULL YEAR	First semester (1 October – 31 January)
DURATION	14 weeks and total of hours (20 onsite service, 10 class, 70 individual work)
CONTENTS / ACTIVITIES	<p>This lab foresees three main phases, which can be adapted on the basis of the specific interests and academic backgrounds of the students and the current needs of the Services involved. Students will have the opportunity to experience and apply the methods and tools of social work and community psychology (including the intervention/ action-research approach).</p> <p>I PHASE – WELCOME, ORIENTATION AND BASIC TRAINING</p> <ul style="list-style-type: none"> • Preliminary knowledge and understanding of the local context; welcoming tour around Cesena to explore the significant places and provide a map of the relevant Services of the city. • Students team building to create a group in which national students will support international students, introducing them to the Italian culture relevant aspects and the local peculiarities. • Presentation of ASP services (activities directly managed by ASP) and networks of collaboration at the local level). Illustration of their methodological approach and tools (Immigration and Social and Housing Mediation Services).



**CONTENTS /
ACTIVITIES**

II PHASE – DIRECT COLLABORATION WITH THE PROFESSIONALS OF THE SERVICES INVOLVED (LEARNING BY DOING)

- Participation to the working groups and their activities; sharing working tools, methodologies, strategies and recipients; vulnerability assessment and specific assistance.
- Participation in the daily activities of the Services, with the guidance and supervision of the professionals (community workers) (job shadowing)
- Examples of activities in which students could be engaged:
 - Participation in International and Complementary Protection Seekers and Beneficiaries home visits for providing necessity goods and/or other kind of support required.
 - Participation in the need assessment phase – guided interviews with recipients.
 - Participation in interventions planning and implementation
 - Accompanying of the recipients to the Local Services (health services, job agencies, ...)
 - Organization of socialization activities for recipients.

III PHASE – REFLECTION

- Evaluation and reflection on the activities carried out (what students have learnt about social action and interventions in the field of Immigration and Social and Housing Mediation; what worked well and what didn't);
- Written reporting of the activities (sharing of suggestions and proposals to improve the quality and efficiency of the Services; identifying strategies for the reciprocal capitalization of the SL experience.
- Visual reporting for the final event

**EXPECTED
LEARNING
OUTCOMES**

This lab will allow students to apply the methods and tools of community psychology and use them in the design (and possibly implementation) of a project in ASP Services. Students will work on a concrete problem identified by ASP on the following issues (health promotion, accommodation system for international and complementary protection seekers and beneficiaries, social and housing mediation)

**LANGUAGE
SUPPORT
OFFERED TO
UNICORN
STUDENTS, IF
ANY**

Language support offered, if necessary, by the group of local students or by community tutors

**ASSESSMENT
METHOD**

Continuous assessment (pre-post questionnaire; reflective journals, final written report, visual report)

**NUMBER OF
PLACES FOR
UNICORN
STUDENTS**

3 places are reserved for the UNICORN students (the lab is for 6 students altogether)

**ADDITIONAL
PROCEDURES/
DEADLINES TO
ENROLL IN THE
COURSE (IN
ADDITION TO
THE REGULAR
PROCEDURES OF
MOBILITY)**

None



Reflecting Diversity 2

CODING OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE 91850 - SERVICE LEARNING AND COMMUNITY ENGAGEMENT LAB

COUNTRY IT

ECTS 3

DISCIPLINARY AREA (ISCED) OF THE MODULE/ COURSE ACCORDING TO THE COURSE CATALOGUE 031 Social and behavioural sciences

LEVEL OF STUDY OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE Any

REQUIREMENTS FOR INCOMING STUDENTS

- Level of study: Bachelor/ Master degree
- Language: Italian (A2) or English (B1); French (A1)
- Disciplinary background of the students: any disciplines

LOCATION OF CLASSES Cesena / Bologna

LOCATION OF SERVICE-LEARNING ACTIVITIES Cesena / Bologna

SEMESTER / FULL YEAR Second semester: March - May/June

DURATION 14 weeks and total of 100 hours (20 onsite service, 10 class, 45 individual work)

CONTENTS / ACTIVITIES

Students will have the opportunity to develop and enhance transferable skills like empathy, flexibility and adaptability, cooperation spirit, intercultural and gender-oriented communication. Adopting a learning by doing method and approach, students will increase their knowledge and critical understanding of different cultures and welfare policies at national and local level, facilitating the development of an attitude of openness and wide worldview. The project consists of three main phases, which can be adapted on the basis of the specific interests and academic backgrounds of the students and the current needs of the Services involved.

I PHASE – WELCOME, ORIENTATION AND BASIC TRAINING

- Preliminary knowledge and understanding of the local context; welcoming tour around Cesena to explore the significant places and to create a map of the relevant Services of the city.
- Students team building among national students and international students to welcome and introduce them to the Italian culture and local context.
- Presentation of ASP services (activities directly managed by ASP) and networks of collaboration at the local level). Illustration of their methodological approach and tools (Immigration and Social and Housing Mediation Services).



**CONTENTS /
ACTIVITIES**

II PHASE – DIRECT COLLABORATION WITH THE PROFESSIONALS OF THE SERVICES INVOLVED (LEARNING BY DOING)

- Participation in the working groups and their activities; sharing working tools, methodologies, strategies and recipients; vulnerability assessment and specific assistance.
- Participation in the daily activities of the Services, with the guidance and supervision of the professionals (community workers) (job shadowing)
- Examples of activities in which students could be engaged:
 - Participation in International and Complementary Protection Seekers and Beneficiaries home visits for providing necessity goods and/or other kind of support required.
 - Participation in the need assessment phase – guided interviews with recipients.
 - Participation in interventions planning and implementation
 - Accompanying of the recipients to the Local Services (health services, job agencies, ...)
 - Organization of socialization activities for recipients.

III PHASE – REFLECTION

- Evaluation and reflection on the activities carried out: individual journals, monitoring meetings with academics and organizational tutors;
- Sharing of suggestions and proposals to improve the quality and efficiency of the Services: written and/or visual report;
- Identifying strategies for the improvement of the SL experience: final event, celebration, policy making.

**EXPECTED
LEARNING
OUTCOMES**

The laboratory offers an opportunity of experiential learning and active engagement (service) in a service that works with marginalized groups. At the end of the activity the students will be able to understand problems of marginalized groups in the Italian context, and to reflect on the challenges and opportunities of community work and of active engagement in this specific field of intervention. They will have experienced group work, have practiced their communication and relational skills and will be able to document their engagement experience and discuss it critically.

**LANGUAGE
SUPPORT
OFFERED TO
UNICORN
STUDENTS, IF
ANY**

Local national students and community tutors

**ASSESSMENT
METHOD**

- Individual diaries/visual narratives
- Monitoring meetings
- Pre and post service evaluation questionnaires
- Final report

**NUMBER OF
PLACES FOR
UNICORN
STUDENTS**

The course has a limited number of places. 3 places are reserved for UNICORN students.

**ADDITIONAL
PROCEDURES/
DEADLINES TO
ENROLL IN THE
COURSE (IN
ADDITION TO
THE REGULAR
PROCEDURES OF
MOBILITY)**

The names of the UNICORN students must be transmitted by October



Chemistry meets the city

**CODING OF
THE MODULE/
COURSE UNIT
IN THE COURSE
CATALOGUE**

91684 - LA CHIMICA INCONTRA LA CITTA'

COUNTRY IT**ECTS** 3**DISCIPLINARY
AREA (ISCED) OF
THE MODULE/
COURSE
ACCORDING TO
THE COURSE
CATALOGUE**

053 PHYSICAL SCIENCES

**LEVEL OF STUDY
OF THE MODULE/
COURSE UNIT
IN THE COURSE
CATALOGUE**

Bachelor

**REQUIREMENTS
FOR INCOMING
STUDENTS**

- Level and disciplinary areas of students: potentially any discipline and level of study
- Language: Knowledge of Italian (basic level) is preferred but not strictly necessary.

**LOCATION OF
CLASSES**

Bologna

**LOCATION
OF SERVICE-
LEARNING
ACTIVITIES**

Bologna - Different areas of the city

**SEMESTER /
FULL YEAR**

Second semester: March-June

DURATION

30 hours

**CONTENTS /
ACTIVITIES**

The Service-Learning project is implemented in collaboration with the CAV "Centri Anni Verdi", i.e. Youth Centers for children/teenagers aged 11-18 located in different areas of the city. The course objective is to improve the support the learning of scientific subjects, often perceived by children/teenagers as abstract and too complicated. In CAV centers, educators themselves often have problems to offer their help in subjects such as science, mathematics and physics. Although focused mainly on scientific subjects, however, students from potentially any discipline may be involved in the service.

The 30 hours of the course are divided as follows:

- 6 introductory hours: Information about the CAV centers: organization and educational proposal (2 hrs), basic on science communication (2 hrs); basic on coach learning (2 hrs)
- 20 hours at CAV. This period is divided into three stages: 1) meeting with the educator to train the student, 2) getting to know the children/teenagers through homework help or similar, 3) planning and carrying out ad hoc activities with the children/teenagers (workshop or DIY experiments in small groups, 1-2 students with 2-3 children/teenagers max). The activity and/or experiment project will be chosen according to the interests of the children/teenagers at the center



CONTENTS / ACTIVITIES	<ul style="list-style-type: none"> 4 final hours for a concluding occasion/event when the student shares the results of his/her experience with the community and final reflections.
EXPECTED LEARNING OUTCOMES	<p>In this course the students will acquire the skills and competencies that are necessary to plan scientific dissemination activities, they will experience the collaboration with community actors and they will gain a better understanding of the social responsibility of their profession – especially of the responsibility towards the non-scientific community.</p> <p>The Service-Learning approach adopted will require students to actively engage in a “service” to the community and to concretely address a “problem/challenge” of “scientific nature” identified by the community partner in collaboration with the course teacher.</p>
LANGUAGE SUPPORT OFFERED TO UNICORN STUDENTS, IF ANY	<p>Provided by UNIBO students and/or CAV staff. Also, the language gap may be further reduced by the fact that teenagers learn some English at school.</p>
ASSESSMENT METHOD	<p>The students have to keep a record of carried out activities with critical reflections on the Service-Learning experience. The students should shoot a 3-5 minutes video with the young people of the centre on the project/workshop done.</p>
NUMBER OF PLACES FOR UNICORN STUDENTS	<p>Out of max 20 students, 2-3 places are reserved for UNICORN students</p>

ADDITIONAL PROCEDURES/ DEADLINES TO ENROLL IN THE COURSE (IN ADDITION TO THE REGULAR PROCEDURES OF MOBILITY)	None
ARRANGEMENTS IN CASE OF PANDEMICS	In case of severe lockdown all the CAV services are provided virtually; in case of medium lockdown the service is regularly provided in presence.
WEB LINK TO COURSE CATALOGUE	https://www.unibo.it/en/teaching/course-unit-catalogue/course-unit/2020/447897
MODULE/COURSE UNIT LEADER(S)/ LECTURER(S)	Prof. Lucia Maini, Prof. Giovanni Valenti
COMMUNITY PARTNER(S)	Mario Nicoletti - Centri Anni Verdi CAV
SOCIETAL CHALLENGES ADDRESSED (REF. TO SDGS)	4. Education; 10. Inequality



TaS – Translation as Service

CODING OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	97280 - SERVICE LEARNING LABORATORY
COUNTRY	IT
ECTS	3
DISCIPLINARY AREA (ISCED) OF THE MODULE/ COURSE ACCORDING TO THE COURSE CATALOGUE	023 Languages
LEVEL OF STUDY OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	Master
REQUIREMENTS FOR INCOMING STUDENTS	For English native speakers we require at least a B2 language proficiency level in a foreign language of the student's choice. For non-English native speakers we require at least a B2 language proficiency level in English.

LOCATION OF CLASSES	Forlì
LOCATION OF SERVICE-LEARNING ACTIVITIES	Forlì - virtual service
SEMESTER / FULL YEAR	Second semester – From February 21st to May 18th
DURATION	11 weeks - 30 hours
CONTENTS / ACTIVITIES	<p>Students will be responsible for setting up and running a pro bono language service provider under the supervision of the lecturer in charge of TaS. The choice of the assignments, the relationship with the “client” and all phases of the provision of the language services are the responsibility of the team, which will be organised by assigning each student a specific professional role (project manager, translator, reviser).</p> <p>The main partner of the project is Still I Rise, a nonprofit organization (NPO), though other collaborations are foreseen.</p> <p>Still I Rise is an international nonprofit organization (NPO) whose main aim is to provide education and protection to refugee and vulnerable children in the corners of the world that have become crossroads of major migration routes. Still I Rise opens education centres and international schools in emergency contexts. Its emergency education is based on an adaptable curriculum and it also provides a response to basic needs such as nutrition, hygiene, child protection as well as psychosocial support. Through its International Schools for Refugee and Disadvantaged Children, Still I Rise guarantees a 7-year education which will lead students to get the IB diploma (International Baccalaureate) totally free of charge.</p>



CONTENTS / ACTIVITIES

Students will collaborate with the NPO on translation and education. Concerning the first aspect, students will help the NPO disseminate its activities and its students' stories through translation, thus breaking language barriers and letting a wider audience access their world. Concerning the second aspect, students will introduce Still I Rise students to translation skills and knowledge through translation courses specifically developed for their reality. Most students speak marginalized languages or dialects, for which professional translators are often lacking. If language skills are combined with translation skills, they could act as translators and help their community or family with the translation of information material (i.e. leaflets, posters) allowing access to important information even if they do not speak the main local language or English. At the same time, they might consider the practice of translation as a future career option.

EXPECTED LEARNING OUTCOMES

- Civic and cultural democratic competences to be improved and developed:
1. Values: valuing human rights as well as valuing cultural diversity.
 2. Attitudes: openness to cultural otherness, world views and practices, respect and civic-mindedness.
 3. Skills: Autonomous learning skills, analytical and critical thinking skills, flexibility and adaptability, linguistic, communicative and plurilingual skills, co-operation skills.
 4. Critical understanding: knowledge and critical understanding of the self, knowledge and critical understanding of language and communication.
 5. Disciplinary competences and skills: project management, information mining, translation, revision, proofreading, etc..
 6. Learning opportunities: teamwork, regular discussions with community supervisor.

LANGUAGE SUPPORT OFFERED TO UNICORN STUDENTS, IF ANY

Given the degree course in which the project is embedded, UNICORN students will find themselves in a multilingual environment in which there should be no language gap. However, if needed, language support will be offered by the tutors of the Master's degree, of the Service Learning project, and by students themselves.

ASSESSMENT METHOD

Formative assessment: will take place through regular meetings with the teaching tutor and the teacher(s) involved. The reflection and self-assessment journals drawn up by the students according to the Service-Learning principles will be examined and discussed. In addition, the results achieved following the work plan will be monitored and new intermediate goals will be set.

Summative assessment will be provided by the NPO's final evaluation through a specific satisfaction questionnaire concerning the whole team involved. Moreover, summative assessment will include a portfolio of the activities carried out and a final report where students will specify the role played in the team and critically reflect on the civic and professional skills acquired. Activities that can be evaluated by the community partner include: how students communicate with the partner and the project actors.

NUMBER OF PLACES FOR UNICORN STUDENTS

5 to 10 places are reserved for UNICORN students

ADDITIONAL PROCEDURES/ DEADLINES TO ENROLL IN THE COURSE (IN ADDITION TO THE REGULAR PROCEDURES OF MOBILITY)

The names of the UNICORN students should be transmitted by October of the relevant academic year.

ARRANGEMENTS IN CASE OF PANDEMICS

The course is guaranteed even in case of pandemic with a shift to virtual classes and service.

UNICORN PROJECTS IN BELGIUM

Community Service Learning

CODING OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	1003CPGCSL - Community Service Learning
COUNTRY	BE
ECTS	3
DISCIPLINARY AREA (ISCED) OF THE MODULE/ COURSE ACCORDING TO THE COURSE CATALOGUE	None (“transversal course”)
LEVEL OF STUDY OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	Any
REQUIREMENTS FOR INCOMING STUDENTS	Students applying for this course should have some previously acquired knowledge relevant for the activities that he/she will be carrying out in the community. This will be checked and evaluated during an interview at the beginning of the academic year.

LOCATION OF CLASSES	Antwerp, UA Stadscampus (City Campus)
LOCATION OF SERVICE-LEARNING ACTIVITIES	Antwerp Area (occasionally Brussels)
SEMESTER / FULL YEAR	Full year course; possibility to attend the 1st semester online (for exchange students who are going on the 2nd semester). Beginning of the course: week of 27/09/2021, end: week of 16 May 2022
DURATION	1st semester: 12 weeks + 2nd semester: 13 weeks. Total hours: 90 hours/year
CONTENTS / ACTIVITIES	<p>Students gain curricular credits by performing service that answers to the needs of some community organization. Students do not just perform some tasks/working activities, but in doing so they are actually supporting the organization in answering some current need/question of the organisation on the basis of academic input. On the basis of this need, a research question is formulated in co-creation with the organization. An answer is sought through practical research. This results in an end product (paper, creative work piece, etc.) that is useful and relevant for the organization and its target audience. In addition, students will keep a learning diary where they register the hours and activities (40hrs volunteering work) and reflect on their accomplishments, strengths, challenges and social role (video-diaries/ supervision/reflection sessions).</p> <p>We collaborate with various community (social) partners (who preferably support vulnerable individuals and groups). For example, with organizations who provide support to refugees and forced migrants in Belgium, organizations who organize sports- and cultural weeks for children from underprivileged neighborhoods in the City of Antwerp, etc.</p>

EXPECTED LEARNING OUTCOMES	Being able to make a connection between the academic component and the experiential learning in practice; Being able to make a critical analysis of a social theme; (More consciously) learning to deal with social and cultural diversity ; Gaining an understanding of the (potential) impact of social engagement; Being able to form a (substantiated) opinion on the basis of complex information and personal experience; Being able to interact with a social organization; Ability to collaborate positively and constructively with others; Being aware of the possibilities of group dynamics; Ability to dialogue from their own frame of reference ; Ability to reflect critically on social issues; Being able to indicate where personal strengths lie; Being able to indicate where there is room for growth (challenges); Being able to (co)steer their own learning process based on strengths and challenges; Developing empathy and social responsibility; Showing willingness to question stereotypical images and principles; Showing willingness to change stereotyped images and principles
LANGUAGE SUPPORT OFFERED TO UNICORN STUDENTS, IF ANY	International students are linked with Antwerp students (buddy system). Max. 3 students work together in one organization (1 community tutor per max. 3 students).
ASSESSMENT METHOD	Continuous assessment: portfolio/learning diary + academic research paper (or other end product)
NUMBER OF PLACES FOR UNICORN STUDENTS	5 places for UNICORN students are reserved Every student (local or international) has an intake interview in September with the course unit lecturer (choice of organization & link to academic course, see entry requirement)

ADDITIONAL PROCEDURES/ DEADLINES TO ENROLL IN THE COURSE (IN ADDITION TO THE REGULAR PROCEDURES OF MOBILITY)	The CSL course is a full year programme. Students who come only for the second semester can follow the first semester virtually. Physical presence in Antwerp during the second semester is a requirement. All students must apply by the deadline of the first semester (15 May). The course will start in the first week of the academic year (the week of 27 September in 2021).
ARRANGEMENTS IN CASE OF PANDEMICS	Shift to virtual classes and – in some cases- to virtual service possible
WEB LINK TO COURSE CATALOGUE	https://opleidingsarchief.uantwerpen.be/course/en/2020/1003CPGCSL
MODULE/COURSE UNIT LEADER(S)/ LECTURER(S)	Prof. Dr. Gerlinde Verbist: gerlinde.verbist@uantwerpen.be Dr. Eva Van Moer: eva.vanmoer@uantwerpen.be
COMMUNITY PARTNER(S)	Various, e.g. Jesuit Refugee Service Belgium, City of Antwerp, Oxfam-Wereldwinkels, etc.
SOCIETAL CHALLENGES ADDRESSED (REF. TO SDGS)	1. End poverty in all its forms; 3. Health; 4. Education; 10. Inequality; 11. Cities; 12. Sustainable consumption and production; 16. Peace, justice and strong institutions

UNICORN PROJECTS IN IRELAND

Sustainability, Environmental and Social Justice Issues in Youth and Community Work

CODING OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE SS3119 - Sustainability, Environmental and Social Justice Issues in Youth and Community Work

COUNTRY IE

ECTS 5

DISCIPLINARY AREA (ISCED) OF THE MODULE/ COURSE ACCORDING TO THE COURSE CATALOGUE 031 Social and behavioural sciences

LEVEL OF STUDY OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE Bachelor

REQUIREMENTS FOR INCOMING STUDENTS

- Competence in English, spoken and written
- Disciplinary background and level of study: potentially any discipline and any level of study.

LOCATION OF CLASSES

Cork

LOCATION OF SERVICE-LEARNING ACTIVITIES

Within Community Development organizations, CSOs, NGOs, Government Agencies in communities in and around Cork City

SEMESTER / FULL YEAR

Second semester (January-April)

DURATION

12 weeks; 8 x 2hr(s) Lectures; 2 x 4hr(s) Workshops/ Service-Learning

CONTENTS / ACTIVITIES

This community-engaged module partners with Cork City Council, UCC Civic and Community Engagement and the UCC International Office.

This service learning based module aims to introduce students to the theory and principles of sustainable and environmental practice in community development and youth work. The module will cover the following content:

- Definitions, models and theories of sustainability and the environment.
- International debates surrounding sustainability and environmental issues.
- Application of the principles of sustainability and environment to youth and community work practice through service learning with local communities and intercultural learning with global partners.
- Application of community engagement through a 'Service-Learning' approach that will collaboratively address a module related problem or challenge identified by the community.

The module will include online connections with overseas students and staff on equivalent modules, including students at the University of Queensland, Australia and other countries. This will facilitate intercultural learning and sharing towards developing students' global citizenship competencies.

In collaboration with Cork City Council, students will also engage in 'service learning' with a community development and/or youth work agency engaging in environmental and sustainable activities. The module has a strong emphasis on learning from reflection and practice.

EXPECTED LEARNING OUTCOMES

The module emphasises the development of graduate attributes of social responsibility and effective global citizenship.

On successful completion of this module, students should be able to:

- Demonstrate an understanding of international theories and debates surrounding sustainable and environmental issues.
- Have an informed conversation about the impacts of the climate emergency and its effects on communities.
- Critically evaluate the role of youth and community work in promoting sustainable development and identify relevant sites of practice, both local and global.
- Apply sustainable and environmental principles to their professional youth and community work practice, in partnership with communities, agencies and service users.
- Apply a community engaged ‘Service-Learning’ approach to actively engage with a community partner(s) to collaboratively address a module related problem or challenge identified by the community.
- Demonstrate reflective practice and make connections across the academic and Service-Learning components of the module.
- Develop intercultural competencies and graduate attributes of social responsibility and effective global citizenship.

LANGUAGE SUPPORT OFFERED TO UNICORN STUDENTS, IF ANY

UCC peer-mentoring scheme (buddy system) is available for UNICORN students

ASSESSMENT METHOD

100% Continuous Assessment.
Total Marks 100.
1 x 5,000 word reflective e-portfolio.

NUMBER OF PLACES FOR UNICORN STUDENTS

Min 6; max 30. Up to 10 places will be reserved for UNICORN students.

ADDITIONAL PROCEDURES/ DEADLINES TO ENROLL IN THE COURSE (IN ADDITION TO THE REGULAR PROCEDURES OF MOBILITY)

None

ARRANGEMENTS IN CASE OF PANDEMICS

The course will be delivered online in the case of pandemics or other emergencies. A virtual service learning experience will be available

WEB LINK TO COURSE CATALOGUE

<https://www.ucc.ie/admin/registrar/modules/?mod=SS3119>

MODULE/COURSE UNIT LEADER(S)/ LECTURER(S)

Dr Catherine Forde

COMMUNITY PARTNER(S)

Cork City Council and linked community organizations such as Churchfield Community Trust, Green Spaces for Health and others

SOCIETAL CHALLENGES ADDRESSED (REF. TO SDGS)

10. Inequality; 11. Cities; 12. Sustainable consumption and production; 13. Climate Change; 15. Biodiversity, forests, desertification; 17. Partnerships

EXPECTED LEARNING OUTCOMES	<p>The module emphasises the development of graduate attributes of social responsibility and effective global citizenship.</p> <p>In detail, the expected learning outcomes are:</p> <ul style="list-style-type: none"> • Work on a research project independently as well as collaboratively. • Demonstrate an understanding of the parameters of a particular research project, and develop appropriate skills and implement them. • Demonstrate an understanding of the processes of editing and collating critical writing relating to learning process. • Apply a community engaged ‘Service-Learning’ approach to actively engage with the community partner to collaboratively address a module related problem or challenge identified by the community. • Demonstrate reflective practice and make connections across the academic and service-learning components of the module. • Develop graduate attributes of social responsibility and effective global citizenship.
LANGUAGE SUPPORT OFFERED TO UNICORN STUDENTS, IF ANY	UCC peer-mentoring scheme (buddy system) is available for UNICORN students
ASSESSMENT METHOD	Continuous Assessment – Learning Journal extract and Reflective Essay
NUMBER OF PLACES FOR UNICORN STUDENTS	Max 18 students –6 places can be reserved for UNICORN registered students

ADDITIONAL PROCEDURES/ DEADLINES TO ENROLL IN THE COURSE (IN ADDITION TO THE REGULAR PROCEDURES OF MOBILITY)	Garda Vetting required – registration with UCC services in advance of arrival to process – places confirmed by mid Oct 2021
ARRANGEMENTS IN CASE OF PANDEMICS	Virtual classes and virtual service learning – potential focus on research-based work
WEB LINK TO COURSE CATALOGUE	https://www.ucc.ie/admin/registrar/modules/?mod=DR3023
MODULE/COURSE UNIT LEADER(S)/ LECTURER(S)	Dr Fionn Woodhouse
COMMUNITY PARTNER(S)	Cork City Council and Graffiti Theatre Company
SOCIETAL CHALLENGES ADDRESSED (REF. TO SDGS)	4. Education; 10. Inequality; 11. Cities; 16. Peace, justice and strong institutions; 17. Partnerships

1989 Revolutions: Poland and East Central Europe Transition to Democracy

CODING OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	HI2048 - 1989 Revolutions: Poland and East Central Europe - Transition to Democracy
COUNTRY	IE
ECTS	5
DISCIPLINARY AREA (ISCED) OF THE MODULE/ COURSE ACCORDING TO THE COURSE CATALOGUE	022 Humanities (except languages)
LEVEL OF STUDY OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	Bachelor
REQUIREMENTS FOR INCOMING STUDENTS	<ul style="list-style-type: none"> Adequate level of English Disciplinary background and level of study: potentially any discipline and any level of study.

LOCATION OF CLASSES	Cork
LOCATION OF SERVICE-LEARNING ACTIVITIES	Cork
SEMESTER / FULL YEAR	Second semester
DURATION	Duration in weeks and total hours: 24 hours class based, 10 hours on site (CCC, local community), individual work
CONTENTS / ACTIVITIES	<p>This community-engaged module partners with Cork City Council, UCC Civic & Community Engagement and UCC International Office.</p> <p>Class-based The module will examine the process of transition from communism to democracy in East Central Europe and the global significance of the 1989 revolutions. It will provide analysis of the core issues that shaped the region's politics: regime change, creation of civil society, economic reforms, and the changing nature of the post-communist system. It will invite reflection on the nature of politics in ECE and the future of liberal values at the end of the 20th century. It will look as well at long-term impact of this transformation – emigration and local communities.</p> <p>Students apply and deepen their understanding of democratic concepts, learn about social justice, and examine the relevance of these topics in the real world as well as in the local community. They use course content as a basis for their analysis and understanding of the key theoretical, methodological, and applied issues at hand.</p>

**CONTENTS /
ACTIVITIES**

Service Learning Component

Students will participate in an organized service activity in partnership with Cork City Council that meets an identified community need. Students will reflect on the service activity in such a way as to gain further understanding of course content, a broader appreciation of the discipline, and an enhanced sense of civic responsibility. Students will engage with Polish local community organisations as well as Cork City Social Inclusion unit (under supervision of Mr Kieran O’Connell) to participate in the process of identifying needs and policies at a local level that facilitate social inclusion, diversity, integration, social capital, social enterprise, cultural expression, identity and community participation and empowerment. The student will enhance local Cork community development work, across practice, policy, strategies and ethics, drawing on their own international or home perspective (practice, policy, strategies and ethics in the home countries community development work).

Individual work

Students apply and deepen their understanding of democratic concepts, learn about social justice, and examine the relevance of these topics in the real world as well as in the local community. They use course content as a basis for their analysis and understanding of the key theoretical, methodological, and applied issues at hand. The module has a strong emphasis on learning from reflection and practice.

Students will participate in two diverse service-learning experiences: in the community and in a local authority based working environment (Covid-19 permitting).

**EXPECTED
LEARNING
OUTCOMES**

The module emphasises the development of graduate attributes of social responsibility and effective global citizenship.

The module emphasizes:

- Diversity and inclusion
- Engagement in local governance
- Concept of democracy
- Social and civic mobility
- Language and communication
- Advocacy
- Greater involvement in community service after graduation
- Recognition of cultural diversity and civic engagement as the outcome of search and working together with Polish and ECE community, Cork City Council and UCC

Discipline specific outcomes:

- Demonstrate an ability to critically examine the process of transformation from communism to democracy in Poland and ECE.
- Explain different trajectories or paths to democracy.
- Critically analyse the power and diversity of cultural traditions in the countries of ECE.
- Present a warranted interpretation of selected primary source material, including Cork City LECP document.
- Demonstrate the ability to work independently under the constraints imposed by the components of assessment.

SL specific outcomes:

- Apply a community engaged ‘Service-Learning’ approach to actively engage with a community partner(s) to collaboratively address a module related problem or a challenge identified by the community.
- Analyse how higher-level Local Authority plans and strategies (LECP) permeate out into actions in the community (of study).
- Demonstrate reflective practice, making connections across the academic and Service-Learning components of the module.

EXPECTED LEARNING OUTCOMES	<ul style="list-style-type: none"> • Participate in appropriate local community activities to facilitate understanding of their needs. • Demonstrate a greater sense of personal efficacy, personal identity, self-knowledge of own privileges and responsibilities. • Demonstrate openness to cultural otherness by identifying stereotypes and facilitate greater inter-cultural understanding. • Develop graduate attributes of social responsibility and effective global citizenship • Students reflect on their activities to learn curricular concepts and to practice problem solving, evaluative and analytical skills as well as critical and reflective thinking.
LANGUAGE SUPPORT OFFERED TO UNICORN STUDENTS, IF ANY	UCC peer-mentoring scheme (buddy system) is available for UNICORN students
ASSESSMENT METHOD	Continuous Assessment: 3,000-word essay 2,000-word document analysis Reflective portfolio – based on engagement with local communities
NUMBER OF PLACES FOR UNICORN STUDENTS	Minimum 6- maximum 80 students; open to Erasmus, visiting students; up to 10 UNICORN students.

ADDITIONAL PROCEDURES/ DEADLINES TO ENROLL IN THE COURSE (IN ADDITION TO THE REGULAR PROCEDURES OF MOBILITY)	None
ARRANGEMENTS IN CASE OF PANDEMICS	Alternative arrangements – live online classes via MS Teams as per timetable. Face to face consultations on Teams. Virtual Service-Learning experience.
WEB LINK TO COURSE CATALOGUE	https://www.ucc.ie/admin/registrar/modules/?mod=HI2048
MODULE/COURSE UNIT LEADER(S)/ LECTURER(S)	Dr Bozena Cierlik
COMMUNITY PARTNER(S)	Cork City Council
SOCIETAL CHALLENGES ADDRESSED (REF. TO SDGS)	10. Inequality; 11. Cities; 16. Peace, justice and strong institutions; 17. Partnerships

CARL Community/Academic Research Links

CODING OF THE MODULE/COURSE UNIT IN THE COURSE CATALOGUE

N.A. (Research project)

COUNTRY

IE

ECTS CREDITS

Depending on the discipline/research project usually 10-20

DISCIPLINARY AREA (ISCED) OF THE MODULE/COURSE ACCORDING TO THE COURSE CATALOGUE

Generic; 031 Social and behavioural sciences

LEVEL OF STUDY OF THE MODULE/COURSE UNIT IN THE COURSE CATALOGUE

Any

REQUIREMENTS FOR INCOMING STUDENTS

- Disciplinary background and level of study: potentially any discipline and any level of study.
- Entry requirements are decided by each course coordinator; if the research partner is only speaking English, for example, students should have sufficient knowledge in English.
- The participating student must have achieved a certain level of academic competency and have an academic reference prior to the research partnership.

LOCATION OF CLASSES

Cork

LOCATION OF SERVICE-LEARNING ACTIVITIES

Cork City and County

SEMESTER / FULL YEAR

Flexible

DURATION

Flexible

CONTENTS / ACTIVITIES

The student undertakes a piece of research proposed by a Civil Society Organisation (CSO) and works alongside a liaison person from the community group. The student could be interviewing community members, or groups, or undertake any other piece of research depending on the research question

EXPECTED LEARNING OUTCOMES

The learning outcomes depend on the disciplinary area and are set by the research criteria in that course.

LANGUAGE SUPPORT OFFERED TO UNICORN STUDENTS, IF ANY

UCC peer-mentoring scheme (buddy system) is available for UNICORN students.

ASSESSMENT METHOD

The final research report is part of the examination process and will be marked at internal and external exam boards.

UNICORN PROJECTS IN SPAIN

Ancient History and knowledge transfer through Service Learning

CODING OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	801797 - MÉTODOS Y TENDENCIAS HISTORIOGRÁFICAS (HISTORIA ANTIGUA)
COUNTRY	ES
ECTS	6
DISCIPLINARY AREA (ISCED) OF THE MODULE/ COURSE ACCORDING TO THE COURSE CATALOGUE	0222 History & Archaeology
LEVEL OF STUDY OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	Bachelor
REQUIREMENTS FOR INCOMING STUDENTS	<ul style="list-style-type: none"> • Open to students with Disciplinary Background in History; Humanities; or Social Sciences (such as Anthropology or Sociology). • Good command of Spanish (speaking skills) imperative.

LOCATION OF CLASSES	Location of classes Madrid, Complutense University (Faculty of Geography & History)
LOCATION OF SERVICE-LEARNING ACTIVITIES	Mainly at UCM. Guided tour in National Archeological Museum (Central Madrid). Some activities may occasionally take place in other parts of the Madrid area, such as Coslada (High School Miguel Catalán) or S. Fernando Henares.
SEMESTER / FULL YEAR	First semester (September/January)
DURATION	15 weeks, 3 hours/week (total: 45 h. approx.)
CONTENTS / ACTIVITIES	In cooperation with the Department of Ancient Greek at High School Miguel Catalán (Coslada), the students will design and perform a complete guided tour of the National Archaeological Museum, specially designed for elderly people and/or people with serious disabilities (such as Alzheimer). The Guide is complemented with activities and games particularly designed for the elderly, which will help them to get a better knowledge about ancient societies, while promoting collaborative principles with a social purpose.
EXPECTED LEARNING OUTCOMES	<ol style="list-style-type: none"> 1. Knowing and understanding the main historiographical methods and trends related to Ancient History; 2. Developing the capacity for critical analysis and interpretative skills in History; 3. Transmitting knowledge at a didactic level in a Service-Learning environment; 4. Building intergenerational relations with the local community; 5. To be able to teamwork; 6. Introducing elderly population, with or without degrees of dependence, into the history and culture of the Classical world; 7. Promoting collaborative principles between secondary students and university students with a social purpose; 8. Emphasizing the social value of History in a practical way.

LANGUAGE SUPPORT OFFERED TO UNICORN STUDENTS, IF ANY	Course of Spanish for Erasmus students at the beginning of the semester (like any other Erasmus incoming student). Although colleagues and/or tutors may help, UNICORN students must be fluent in Spanish to communicate with elderly people and students.
ASSESSMENT METHOD	Continuous assessment
NUMBER OF PLACES FOR UNICORN STUDENTS	No limits to the number of incoming UNICORN students
ADDITIONAL PROCEDURES/ DEADLINES TO ENROLL IN THE COURSE (IN ADDITION TO THE REGULAR PROCEDURES OF MOBILITY)	None
ARRANGEMENTS IN CASE OF PANDEMICS	All activities can be shifted to virtual (videos, online conferences, presentations)

WEB LINK TO COURSE CATALOGUE	https://geografiaehistoria.ucm.es/data/cont/media/www/pag-70394/FICHAS%202016-2017/SEPTIEMBRE%202016/801797_A-B-C-D-E-F-G%20METODOS%20Y%20TENDENCIAS%20Historia%20antigua.pdf
MODULE/COURSE UNIT LEADER(S)/ LECTURER(S)	M ^a Cruz Cardete: mcardete@ghis.ucm.es Diego Chapinal: diegochapinalheras@ucm.es
COMMUNITY PARTNER(S)	High School Miguel Catalán, Coslada (Madrid) Other Associations and NGOS in S.Fernando de Henares (Madrid)
SOCIETAL CHALLENGES ADDRESSED (REF. TO SDGS)	4. Education; 10. Inequality; 11. Cities

Miradas que Migran / Looks that migrate

CODING OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	<p>Incoming students can access the SL Miradas que Migran/Looks that Migrate through any of the following course units:</p> <ul style="list-style-type: none"> • 804091 Teoría de la Imagen (2nd year) (1st semester) • 804094 Maquetas y prototipos (3rd year) (available either in 1st semester or in 2nd semester) • 804099 Materiales y procesos de Fabricación (3rd year) (available either in 1st semester or in 2nd semester) • 804101 Diseño de Producto (4th year) ((available either in 1st semester or in 2nd semester)
COUNTRY	ES
ECTS	6
DISCIPLINARY AREA (ISCED) OF THE MODULE/ COURSE ACCORDING TO THE COURSE CATALOGUE	021 Arts
LEVEL OF STUDY OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	Bachelor

REQUIREMENTS FOR INCOMING STUDENTS	<ul style="list-style-type: none"> • Disciplinary background in Fine arts (*excluding Music & performing arts) • Good level of Spanish (B1minimum)
LOCATION OF CLASSES	Madrid, Complutense University, Faculty of Fine Arts
LOCATION OF SERVICE-LEARNING ACTIVITIES	
SEMESTER / FULL YEAR	First semester (September-January) or second semester (February-May);
DURATION	14 weeks / total: 30 hours (approx.)
CONTENTS / ACTIVITIES	<p>In cooperation with NGO “Entreculturas”, the project “Miradas que Migran (Looks that migrate)” would like to raise awareness and consciousness about the problems related with migrations and forced mobility in the world.</p> <p>Students are asked to foster a culture of welcome, equality, diversity, and inclusion of people in situations of vulnerability, forcibly displaced, migrants and refugees, through their artistic and professional design actions.</p> <p>The general idea is to create awareness about the responsibility of designers to generate positive changes in their environment through the good exercise of their profession.</p>

EXPECTED LEARNING OUTCOMES	<p>Specific:</p> <ul style="list-style-type: none"> • Knowledge & usage of both traditional and digital design tools and techniques. • Knowledge of materials: classification, properties, obtention, preparation • Production criteria <p>Transversal:</p> <ul style="list-style-type: none"> • problem solving • decision making • research as a basis for design development • strategic role of design as an instrument for cultural transformation • Group work
LANGUAGE SUPPORT OFFERED TO UNICORN STUDENTS, IF ANY	<p>Course of Spanish for Erasmus students at the beginning of the semester (like any other Erasmus incoming student). Although eventually colleagues and/or tutors may help, UNICORN students need to have very good level of Spanish prior to arrival.</p>
ASSESSMENT METHOD	<p>Continuous assessment</p>
NUMBER OF PLACES FOR UNICORN STUDENTS	<p>No limits to the number of incoming UNICORN students</p>

ADDITIONAL PROCEDURES/ DEADLINES TO ENROLL IN THE COURSE (IN ADDITION TO THE REGULAR PROCEDURES OF MOBILITY)	<p>None</p>
ARRANGEMENTS IN CASE OF PANDEMICS	
WEB LINK TO COURSE CATALOGUE	<p>https://bellasartes.ucm.es/guias-docentes-grado-en-diseno</p>
MODULE/COURSE UNIT LEADER(S)/ LECTURER(S)	<p>Juanita Bagés Villaneda (Leader): jbages@cm.es Ángel Sesma Herrera: angelses@ucm.es Claudia Sánchez Orozco: clasan10@ucm.es</p>
COMMUNITY PARTNER(S)	<p>Entreculturas (NGO)</p>
SOCIETAL CHALLENGES ADDRESSED (REF. TO SDGS)	<p>4. Education; 10. Inequality; 12. Sustainable consumption and production; 16. Peace, justice and strong institutions</p>

Learning to care

CODING OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	806038 APRENDER A CUIDAR SIRVIENDO A LA COMUNIDAD (LEARNING TO CARE WHILE SERVING THE COMMUNITY)
COUNTRY	ES
ECTS	3
DISCIPLINARY AREA (ISCED) OF THE MODULE/ COURSE ACCORDING TO THE COURSE CATALOGUE	091 Health
LEVEL OF STUDY OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	Bachelor
REQUIREMENTS FOR INCOMING STUDENTS	<ul style="list-style-type: none"> To be a 3rd year student in either BA Nursing, or BA Therapy & Rehabilitation, or BA Podiatry. Interested students from other medical studies such as Medicine, Odontology or Pharmacy might also be accepted, provided they are 3rd year, and pending on Faculty decision. Good command of Spanish imperative.

LOCATION OF CLASSES	Madrid (Complutense University) Faculty of Nursing, Podiatry & Therapy
LOCATION OF SERVICE-LEARNING ACTIVITIES	Coslada (Madrid) - about 45 minutes from UCM by public transport.
SEMESTER / FULL YEAR	First semester (September-January)
DURATION	14 weeks Total hours: 75 (approx.)
CONTENTS / ACTIVITIES	<p>Students will participate in projects developed in cooperation with Secondary Education Schools in Coslada, in areas related to Education in healthcare.</p> <p>Activities include:</p> <ul style="list-style-type: none"> Interviews and meetings with population groups Seminars/Workshops/ discussions Problem solving, decisions on intervention Group work Theoretical & methodological lectures Intervention planning Design of intervention plans Individual work Final report
EXPECTED LEARNING OUTCOMES	<p>Instrumental:</p> <ul style="list-style-type: none"> Analysis/synthesis Organization & Planning oral & written communication Problem solving Decision making

EXPECTED LEARNING OUTCOMES	<p>Interpersonal:</p> <ul style="list-style-type: none"> • Group work • Interpersonal relational skills • Awareness of multicultural & diverse environments • Critical thinking • Ethical commitment <p>Systemic:</p> <ul style="list-style-type: none"> • Autonomous learning • Creativity • Adaptations to new situations • Leadership
LANGUAGE SUPPORT OFFERED TO UNICORN STUDENTS, IF ANY	Although colleagues and/or tutors may help, UNICORN students must be fluent and confident in Spanish prior to arrival. Course in Spanish available for all incoming students.
ASSESSMENT METHOD	Continuous Assessment + Final report
NUMBER OF PLACES FOR UNICORN STUDENTS	2-3 UNICORN students can be received
ADDITIONAL PROCEDURES/ DEADLINES TO ENROLL IN THE COURSE (IN ADDITION TO THE REGULAR PROCEDURES OF MOBILITY)	None

ARRANGEMENTS IN CASE OF PANDEMICS	In case of pandemics all the activities are shifted to virtual
WEB LINK TO COURSE CATALOGUE	file:///C:/Users/user/Downloads/guia-aprender-a-cuidar-sirviendo-a-la-comunidad.pdf
MODULE/COURSE UNIT LEADER(S)/ LECTURER(S)	Teresa Angulo Carrere (anguloca@enf.ucm.es) Ana Álvarez Méndez (anaalvarez@enf.ucm.es) Carmen Martínez Rincón (nutrias@ucm.es)
COMMUNITY PARTNER(S)	Coslada City Council
SOCIETAL CHALLENGES ADDRESSED (REF. TO SDGS)	3. Health; 4. Education; 10. Inequality; 16. Peace, justice and strong institutions

Intervention in addictions. Towards a person-centered intervention from Service-Learning

**CODING OF THE MODULE/
COURSE UNIT
IN THE COURSE
CATALOGUE**

804149 INTERVENCIÓN EN ADICCIONES

COUNTRY ES

ECTS 6

**DISCIPLINARY AREA (ISCED) OF THE MODULE/
COURSE
ACCORDING TO THE COURSE
CATALOGUE**

102 Hygiene and occupational health services

**LEVEL OF STUDY OF THE MODULE/
COURSE UNIT
IN THE COURSE
CATALOGUE**

Bachelor

REQUIREMENTS FOR INCOMING STUDENTS

- To be a 3rd year student BA Occupational Therapy
- Good level of Spanish imperative

LOCATION OF CLASSES

Madrid, Complutense University (Faculty of Medicine)

LOCATION OF SERVICE-LEARNING ACTIVITIES

- Coslada (Madrid) - about 45 minutes from UCM by public transport
- Madrid (several locations)

SEMESTER / FULL YEAR

Second semester (February/May)

DURATION

14 weeks, 2 hours/week approx. Total: 30 h approx. (circumstances permitting, weekly hours may increase)

CONTENTS / ACTIVITIES

Multi-disciplinary, Inclusive and person-centered therapeutic groups for people aged over 50 with a background of active substance consumption and a profile of possible cognitive deterioration.

EXPECTED LEARNING OUTCOMES

- Socio-sanitary contexts of the elderly population (>50 years) with active substance use and profile of possible cognitive deterioration as well as of general population exposed or at risk.
- Appropriate terminology to be used when attending drug users.
- Social, educational and medical implications of substance addictions.
- Be able to plan and implement assistance and / or preventive strategies in addictions
- Therapeutic resources based on the specific users' profiles

LANGUAGE SUPPORT OFFERED TO UNICORN STUDENTS, IF ANY

Although lecturers and/or tutors may help, UNICORN students must be fluent and confident in both oral and written Spanish prior to their arrival. Course of Spanish for Erasmus incoming students.



ASSESSMENT METHOD	Final exam
NUMBER OF PLACES FOR UNICORN STUDENTS	No limits to number of students
ADDITIONAL PROCEDURES/ DEADLINES TO ENROLL IN THE COURSE (IN ADDITION TO THE REGULAR PROCEDURES OF MOBILITY)	None
ARRANGEMENTS IN CASE OF PANDEMICS	
WEB LINK TO COURSE CATALOGUE	https://medicina.ucm.es/data/cont/media/www/pag-70605/INTERVENCION%20EN%20ADICCIONES%202018.pdf
MODULE/COURSE UNIT LEADER(S)/ LECTURER(S)	José Luis Muñoz Madrigal (Faculty of Medicine) Gabriel Rubio (Faculty of Medicine) Sara Pérez Martínez (Faculty of Psychology) sarperez@pdi.ucm.es



COMMUNITY PARTNER(S)	Coslada City Council (Ayuntamiento de Coslada) CAID Coslada (Center for Attention to Drug Addicts)
SOCIETAL CHALLENGES ADDRESSED (REF. TO SDGS)	3: Health and Well-being

Biodiversity Monitoring Program

CODING OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	The SL Module Biodiversity Monitoring Program is accessible through any of the following course units: <ul style="list-style-type: none"> • 801404 Iniciación a la investigación • 805786-TFG Trabajo Fin de Grado (Final BA Dissertation) • Divulgación y Transferencia social de la Biodiversidad (3 ECTS) (Pending authorization for academic year 21-22)
COUNTRY	ES
ECTS	3
DISCIPLINARY AREA (ISCED) OF THE MODULE/ COURSE ACCORDING TO THE COURSE CATALOGUE	051 Biological and related sciences
LEVEL OF STUDY OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	Bachelor
REQUIREMENTS FOR INCOMING STUDENTS	<ul style="list-style-type: none"> • No specific requirements. Biodiversity program is open to any student in any discipline, provided his/her genuine interest in biodiversity, environmental education, and design, implementation, coordination and analysis of city science projects. • Spanish is desirable, but not critical.

LOCATION OF CLASSES	Madrid, Complutense University (Faculty of Biological Sciences)
LOCATION OF SERVICE-LEARNING ACTIVITIES	<ul style="list-style-type: none"> • Madrid, Complutense University -Campus Moncloa (central Madrid) • Pozuelo de Alarcón, Complutense University (Campus Somosaguas) - about 10 minutes from central Madrid by public transport.
SEMESTER / FULL YEAR	Second semester (February /May)
DURATION	15 weeks, 2 hours /week approx. (total: 30 hours approx.)
CONTENTS / ACTIVITIES	<p>The students will participate in structured Biodiversity monitoring projects. Most of the activities are fieldwork and happen outdoors.</p> <p>The projects focus on:</p> <ul style="list-style-type: none"> • studying Flora and Fauna (specifically butterflies, ants, birds, micromammals, bats) in both Complutense's campuses. • Multidisciplinary approach. • Transference of scientific knowledge between academic areas and disciplines. • Transference of knowledge through general education.
EXPECTED LEARNING OUTCOMES	<p>Discipline-specific: Biodiversity knowledge and outreach, development of environmental awareness and environmental projects related to all education levels and population. Awareness and biodiversity conservation. Environmental issues and interactions between natural and human interventions evaluation.</p> <p>Transversal/soft competences: Development of individual and group working skills under multidisciplinary approaches. Planning and organization skills in relation to human resources. Management of scientific information. Critical analysis, synthesis and problem solving. Oral communication in Spanish and English using multimedia resources.</p>

LANGUAGE SUPPORT OFFERED TO UNICORN STUDENTS, IF ANY	Formal support: Course of Spanish for Erasmus students at the beginning of the semester (like any other Erasmus incoming student)
ASSESSMENT METHOD	Continuous assessment + Evaluation of a Learning Project
NUMBER OF PLACES FOR UNICORN STUDENTS	No limits to the number of students
ADDITIONAL PROCEDURES/ DEADLINES TO ENROLL IN THE COURSE (IN ADDITION TO THE REGULAR PROCEDURES OF MOBILITY)	None
ARRANGEMENTS IN CASE OF PANDEMICS	Because most of the activities are done outdoors (fieldwork), the project is not affected by restrictions or cancellations due to pandemics. Obviously, reasonable caution measures would be adopted, such as working in smaller groups than usual. Shifting to virtual activities is not an option for this kind of project.

WEB LINK TO COURSE CATALOGUE	http://web.bioucm.es/guiasdocentes
MODULE/COURSE UNIT LEADER(S)/ LECTURER(S)	José I. Aguirre: jaguirre@ucm.es José A. Cabrero: fjcabrero@bio.ucm.es
COMMUNITY PARTNER(S)	Madrid City Council Coslada City Council
SOCIETAL CHALLENGES ADDRESSED (REF. TO SDGS)	11. Cities; 15. Biodiversity, forests, desertification

UNICORN PROJECTS IN GERMANY

Key Qualification: International Online Marketing

CODING OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	03-SQM-54 Internationales Online Marketing
COUNTRY	DE
ECTS	5
DISCIPLINARY AREA (ISCED) OF THE MODULE/ COURSE ACCORDING TO THE COURSE CATALOGUE	041 Business and administration
LEVEL OF STUDY OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE	Bachelor
REQUIREMENTS FOR INCOMING STUDENTS	<ul style="list-style-type: none"> • Open to all students from all fields of study. • Language: knowledge of German on B2 level recommended (for B1 a special approval is necessary). The course is taught in German.

LOCATION OF CLASSES	Leipzig
LOCATION OF SERVICE-LEARNING ACTIVITIES	Leipzig or neighboring cities in the Federal State of Saxony
SEMESTER / FULL YEAR	First semester (October-February)
DURATION	14 weeks/2 hours per week/ = 28 contact hours
CONTENTS / ACTIVITIES	<p>Students will work in groups for one community project given by NGOs, social enterprises or associations in the context of international development or international marketing.</p> <p>Students will learn about the challenges that NGOs and associations working in international development contexts face on daily basis. These organisations need to keep their base of members or donors well informed; this is even more necessary since associations often need to raise funds for projects and activities. Our SL project will put students in the shoes of these NGOs that are struggling in developing marketing strategies. Our partner organizations will provide a real case that students will try to solve in a strategic approach.</p>
EXPECTED LEARNING OUTCOMES	<p>Acquire online marketing and communication skills.</p> <p>Apply and master marketing tools to create societal change.</p> <p>Understand the special needs of NGOs regarding their promotion and marketing strategies.</p>



LANGUAGE SUPPORT OFFERED TO UNICORN STUDENTS, IF ANY Academics are very supportive in case the German level is not very high

ASSESSMENT METHOD Project presentation and paper of max. 12 pages in group work. Evaluation by the academic staff and the partner organization.

NUMBER OF PLACES FOR UNICORN STUDENTS There are 24 places available every year. UNICORN students are welcome. It is open to all students.

ADDITIONAL PROCEDURES/ DEADLINES TO ENROLL IN THE COURSE (IN ADDITION TO THE REGULAR PROCEDURES OF MOBILITY) Students interested in this course should get in touch with the course unit leaders until the 15th of March.

ARRANGEMENTS IN CASE OF PANDEMICS In case of restrictions due to the pandemic, the course and the assessment can shift to virtual.



WEB LINK TO COURSE CATALOGUE <https://almaweb.uni-leipzig.de/vvz>

- choose the corresponding semester / year
- choose „Fakultätsübergreifende Schlüsselqualifikationen (SQ)“ – cross faculty key qualifications
- choose „Module mit 5 Leistungspunkten“ – modules with 5 credits
- choose 03-SQM-54 Internationales Online Marketing

MODULE/COURSE UNIT LEADER(S)/ LECTURER(S) Steve Uhlig (<https://www.sept.uni-leipzig.de/about-sept/team/steve-uhlig/>) steve.uhlig@uni-leipzig.de

COMMUNITY PARTNER(S) Forikolo (<https://www.forikolo.de/>)
Wasser ohne Grenzen/ Water without Borders (<http://verein.wasser-ohne-grenzen.de>).
May vary

SOCIETAL CHALLENGES ADDRESSED (REF. TO SDGS) 1. End poverty in all its forms; 4. Education; 6. Water and Sanitation; 8. Economic Growth

Online Marketing Challenge

CODING OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE

The course unit is not included in the Course Catalogue but a document certifying 5 ECTS will be provided to the incoming students to have the ECTS recognized.

COUNTRY

DE

ECTS

5; a document certifying 5 ECTS will be provided

DISCIPLINARY AREA (ISCED) OF THE MODULE/ COURSE ACCORDING TO THE COURSE CATALOGUE

041 Business and administration

LEVEL OF STUDY OF THE MODULE/ COURSE UNIT IN THE COURSE CATALOGUE

Master

REQUIREMENTS FOR INCOMING STUDENTS

Students of any disciplinary background on a Master or Doctorate Level

LOCATION OF CLASSES

Leipzig

LOCATION OF SERVICE-LEARNING ACTIVITIES

Location of Service-Learning activities in various cities in the Federal State of Saxony

SEMESTER / FULL YEAR

Second semester (April - July)

DURATION

10 weeks/2 hours per week = 20 contact hours

CONTENTS / ACTIVITIES

Students will work in groups for one community project given by NGOs, associations or social entrepreneurs in the context of internationalization.

Getting in touch with international clients, donors or beneficiaries is often a challenge for small organizations. The skills aimed at go beyond the language skills needed for international communication. Our course combines selected marketing tools and academic management approaches with project-based implementation. Our students will act as marketing managers of our partner organizations and conduct an entire online based marketing campaign for them. This activity is organized in a competition style that all groups and their partner organization try to develop and implement the best online marketing campaign during the duration of the Online Marketing Challenge.

EXPECTED LEARNING OUTCOMES

- Acquire online marketing and communication skills
- Apply and master online marketing tools to create societal change
- Understand the special needs of NGOs regarding their promotion and marketing strategies



LANGUAGE SUPPORT OFFERED TO UNICORN STUDENTS, IF ANY The course is held in English language. Knowledge of German is beneficial, but it is not a mandatory requirement.

ASSESSMENT METHOD Project presentation. Evaluation by the partner organization (it might be carried out alternatively by a jury through an online-based presentation event). Assessment will only be pass or fail, no specific grades will be given.

NUMBER OF PLACES FOR UNICORN STUDENTS There are 30 places available every year. UNICORN students are welcome. It is open to all students with a special focus on international students.

ADDITIONAL PROCEDURES/ DEADLINES TO ENROLL IN THE COURSE (IN ADDITION TO THE REGULAR PROCEDURES OF MOBILITY) The period for applications starts in February. Students interested in this course should get in touch with the course unit Leaders in advance.

ARRANGEMENTS IN CASE OF PANDEMICS In case of restrictions due to the pandemic, the course and the assessment will be provided online.

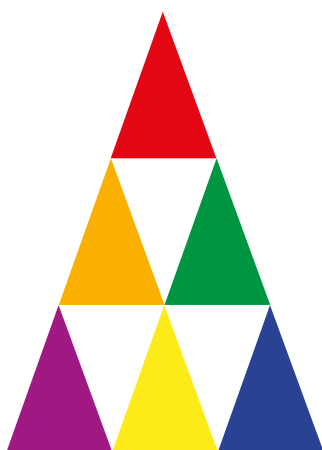


WEB LINK TO COURSE CATALOGUE This activity is organized outside of the regular class schedule. Please contact the person in charge directly (see contact details below).

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COMMUNITY PARTNER(S) Forikolo (<https://www.forikolo.de/>)
Wasser ohne Grenzen/ Water without Borders (<http://verein.wasser-ohne-grenzen.de>);
Social entrepreneurs in Saxony

SOCIETAL CHALLENGES ADDRESSED (REF. TO SDGS) 1. End poverty in all its forms; 4. Education; 6. Water and Sanitation; 8. Economic Growth



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