

# **Social Work & Education and Learning in Childhood**

## **- Courses in English -**

- Community Work and Community Research for Social Justice
- Developmental Psychology: The Waking & Making of Self
- Discrimination against our future selves: Ageism as a global challenge
- Diversity Training for Education, Social Work and Health Care
- Education & social system – a comparison of Belgium and Germany
- Global Social Policy
- Pediatric Psychology & Family-Centred Care
- Philosophical Storytelling
- Strengths-based interventions with children and families

### **Faculty exchange classes** (summer semester only):

- Intercultural Learning in Theory & Practice
- Exploring the Hamburg Metropolitan Region\*

\* not for English native speakers.

## Course Name: Community Work and Community Research for Social Justice

Degree programmes:

**Social Work / Education & Learning in Childhood (Bachelor)**

Responsible Lecturer: Prof. Dr. Silke Betscher

**Work load: 58** (90 in total)

**Lecture hours per week: 2 SWS** (32)

**ECTS Credits: 3**

**Course objectives:** To learn about the history, current developments of community work and community based research in the context of social justice, to learn about theoretical framework of Social Justice as underlying principles for the practice of transformative social work. Specific focus on community health & social determinants of health, health in all policies-approach (WHO).

**Contents:** According to the Global Social Work Statement of Ethical Principles "Social workers work against institutionalized discrimination and oppression in all its forms (...), Social workers actively work in communities and with their colleagues, within and outside of the profession, to build networks of solidarity to work towards transformational change and inclusive and responsible societies" (IASW 2018). But: How do we do it? And isn't this too much to ask from social workers who usually have too much on their plates anyway? This course examines the theories, analytical tools and practice methods that social workers utilize(d) to challenge injustice and privilege, and to support liberation and social change. Main references are theoretical concepts of macro and structural social work, and the practice of community work/organizing. The course considers approaches, concepts, and definitions of oppression and privilege, of community, collective efficacy and the roles of social work in change efforts, especially those in diverse, low-income urban communities. Included are discussions of historic and modern examples of community action practice in Hamburg, our Sister City Chicago and Los Angeles.

### About didactics and work load distribution:

guided discussion, team activities, lectures and field visit

### Requirements for participation:

Students are expected to attend and participate in all class meetings and do the required readings

### Course language:

English

### Type of exam:

Presentation and facilitating a group discussion

### Requirements for credit point allocation:

- prepare a 15- 20 minutes presentation and a hand-out (team work), to develop discussion questions and facilitate/lead a 15-20 minute discussion of the assigned topic/ text  
or - written reflection on a selected issue, 5 pages (summary and discussion). Hand out: outline, abstract, discussion questions and literature

### Literature:

- Jane Addams. Twenty years at Hull House. <https://digital.library.upenn.edu/women/addams/hullhouse/hullhouse.html>
- Saul Alinsky. 1945. Reveille for Radicals. University of Chicago Press. Chicago Illinois [https://historyofsocialwork.org/1946\\_Alinsky/1946%20-%20Saul%20Alinsky%20-%20Reveille%20for%20Radicals.pdf](https://historyofsocialwork.org/1946_Alinsky/1946%20-%20Saul%20Alinsky%20-%20Reveille%20for%20Radicals.pdf)
- Saul Alinsky. Rules for Radicals. 1971. [https://archive.org/stream/RulesForRadicals/RulesForRadicals\\_djvu.txt](https://archive.org/stream/RulesForRadicals/RulesForRadicals_djvu.txt)
- Dave Beckwith, with Cristina Lopez. Community Organizing People Power from the Grassroots, <https://comm-org.wisc.edu/papers97/beckwith.htm>
- Steve Burghardt. 2014. Macro Practice in Social Work for the 21st Century : Bridging the Macro-Micro Divide. 2nd edition. Thousand Oaks. Sage.
- Minkler, Meredith and Wallerstein, Nina. "3. Improving Health through Community Organization and Community Building: Perspectives from Health Education and Social Work". Community Organizing and Community Building for Health and Welfare, edited by Meredith Minkler, Ithaca, NY: Rutgers University Press, 2012.
- Shannon R. Lane, Suzanne Pritzker. 2018. Political Social Work : Using Power to Create Social Change. Cham; Springer
- Bob Mullaly and Juliana West. 2017. Challenging Oppression and Confronting Privilege. A Critical Approach to Anti-Oppressive and Anti-Privilege Theory and Practice. Third Edition. Oxford University Press
- Bob Mullaly. 2019. The new structural social work : Ideology, theory, and practice. 4th ed. Don Mills, Ont: Oxford University Press
- Alan Twelvetrees. 2017. Community Development, Social Action and Social Planning (Practical Social Work Series) 5 th edition. Palgrave
- Marie Weil, Editor, Michael Reisch, Mary L. Ohmer, Associate Editors. 2013. The handbook of community practice. 2nd ed. Thousand Oaks. Sage.
- Use-It!: Community based Participatory Research: <https://useitua.co.uk/>
- The Community Toolbox, <https://ctb.ku.edu/en/table-of-contents>
- University of Denver.2014. CCESL Community Organizing Handbook. 3rd ed. Denver. <https://www.iacdglobel.org/practice-insights-magazine/>

**Course Name: Developmental Psychology: The Waking & Making of the Self**

Degree programmes:

**Education & Learning in Childhood (Bachelor)**

Responsible Lecturer: Prof. Dr. Julia Quitmann

**Workload:** 90 hours**Lecture hours per week:** 2**ECTS Credits:** 3**Course objectives:**

Upon successful completion of this module, students will be able to:

1. Understand and critically evaluate major theoretical frameworks in developmental psychology, including psychoanalytic, cognitive, behavioral, and ecological systems theories.
2. Analyze the role of nature and nurture in shaping human development.
3. Examine developmental milestones and challenges across various domains from prenatal stages through adulthood.
4. Appreciate developmental pathways and outcomes across different cultural contexts.
5. Assess the impact of family, peers, education, media, and sociocultural factors on identity formation and life trajectories.
6. Develop an understanding of research methods and ethical considerations in developmental psychology studies.

**Contents:**

This course explores the fascinating journey of how we develop from infancy into the unique individuals we become. Through an examination of major theories and research in developmental psychology, students will gain insights into the complex interplay of biological, psychological, social, and cultural factors that shape human development across the lifespan.

It adopts a cross-cultural perspective, highlighting both universal patterns and cultural variations in development. Students will critically analyze how factors such as attachment, cognitive abilities, gender, family dynamics, peer relationships, education, and societal influences contribute to the emergence of our personalities, values, and worldviews.

**About didactics and workload distribution:**

The module will be delivered through lectures, interactive seminars, case studies, and multimedia resources.

**Requirements for participation:**

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**Course language:**

English

**Type of exam:**

Assessment methods include oral presentations and group assignments with handouts.

**Requirements for credit point allocation:**

Upon weekly attendance, students will engage in discussions, group activities, and critical analysis of research findings.

**Literature:**

Recommended Reading

- Berk, L. E. (2020). *Development Through the Lifespan* (7th ed.). Pearson.
- Arnett, J. J. (2019). *Human Development: A Cultural Approach* (3rd ed.). Pearson.
- Lerner, R. M., & Overton, W. F. (Eds.). (2017). *Handbook of Child Psychology and Developmental Science* (7th ed.). Wiley.
- Sroufe, L. A., Egeland, B., Carlson, E., & Collins, W. A. (2005). *The Development of the Person: The Minnesota Study of Risk and Adaptation from Birth to Adulthood*. Guilford Press.
- Sroufe, L. A. (1997). *Emotional Development: The Organization of Emotional Life in the Early Years*. Cambridge University Press.

Additional readings from scholarly journals and cultural perspectives will be provided

**Course Name: Discrimination against our future selves: ageism as a global challenge**

Degree programme:  
**Social Work** (Bachelor)

Responsible Lecturer: Prof. Dr. Dörte Naumann

**Work load: 90**

**Lecture hours per week: 2 SWS (32)**

**ECTS Credits: 3**

**Course objectives:**

Enable students to identify ageism in different institutions and sectors of society and evaluate critically current strategies to tackle this largely underestimated global phenomenon and its intersections with other forms of discrimination.

**Contents:**

Demographic change and ageing societies are a global phenomenon and the WHO and UN have just called out for global action against ageism, discrimination based on age. Ageism refers to the stereotypes (how we think), prejudice (how we feel) and discrimination (how we act) directed towards people on the basis of their age. It can be institutional, interpersonal or self-directed. Institutional ageism refers to the laws, rules, social norms, policies and practices of institutions that unfairly restrict opportunities and systematically disadvantage individuals because of their age. Interpersonal ageism arises in interactions and communication language between two or more individuals, while self-directed ageism occurs when ageism is internalized and turned against oneself.

Ageism pervades many institutions and sectors of society, including those providing health and social care, the workplace, the media and the legal system. Ageism often intersects with other forms of stereotypes, prejudice and discrimination such as classism, ableism, sexism and racism which aggravates the effects of ageism on individuals' health and well-being even more.

In this seminar we will use theoretical and empirical literature to explore this complex phenomenon and current strategies to deal with ageism on different levels and challenge common prejudices and stereotypes on ageing and older people.

Key themes of the seminar will be chosen together by the start of the term.

**About didactics and work load distribution:**

guided discussion, team activities, lectures and field visit

**Requirements for participation:**

Students are expected to attend and participate in all class meetings and do the required readings.

**Course language:**

English

**Type of exam:**

Presentation and facilitating a group discussion (team work) or short paper (5 pages)

**Requirements for credit point allocation:**

- prepare a 15-20 minute presentation and a hand-out (team work), to develop discussion questions and facilitate/lead a 15-20 minute discussion of the assigned topic/ text (Hand out: outline, abstract, discussion questions and literature) or

- written reflection on a selected issue, 5 pages (summary and discussion)

**Literature:**

- Bytheway, B. (1995): Ageism. Bristol: Open University Press.
- Nelson, T. (ed.) (2017): Ageism. Stereotyping and prejudice against older persons. Cambridge: MA: MIT Press. 2<sup>nd</sup> Revision.
- Ayalon, L.; Tesch-Römer, C. (eds.) (2017): Contemporary Perspectives on Ageism. Springer Open.
- Further literature will be provided in the seminar.

**Course Name: Diversity Training for Education, Social Work and Health Care**

Degree programme:

**Social work/Education and Learning in Childhood/Health care** (Bachelor)

Responsible Lecturer: Anna Franze

**Work load: 90 h****Lecture hours per week: 3****ECTS Credits: 3****Course objectives:**

The main course objective is to get to know and discuss some effective diversity exercises.

Other important objectives are to gain (or consolidate) some basic knowledge on diversity, to get to know each other, share experiences and thoughts, discuss questions and theories, to get better at diversity sensitive interaction and to help each other with communication in English and with understanding the course contents.

**Contents:**

Basic knowledge on diversity plus experiencing, discussing and assessing diversity exercises and other aspects of diversity trainings.

**About didactics and work load distribution:**

In Class: inputs, films, group tasks and exercises, discussions, excursions and others

At home: small tasks of reading or researching, watching films, self-reflection, journaling and others

**Requirements for participation:**

Interest in diversity trainings and willingness to actively participate in group exercises, self-reflection, discussions and homework.

**Course language:**

English

**Type of exam:**

Portfolio/Learning diary

**Requirements for credit point allocation:**

Active participation in class, doing homework and writing a learning diary at home.

**Literature:**

There won't be much course literature, as the focus is on experiencing and discussing exercises.

But I will provide literature on different aspects of diversity, diversity training and diversity exercises for everyone who wants to deepen their knowledge on certain aspects simultaneously or later on.

<b>Course Name: Education in Germany and Belgium – an International Comparison</b>		
Degree programmes: <b>Social work/Education and Learning in Childhood</b> (Bachelor)		Responsible Lecturer: Prof. Dr. Daniela Ulber
<b>Workload:</b> 90 hours	<b>Lecture hours per week:</b> 2	<b>ECTS Credits:</b> 3
<b>Course objectives:</b> Reflection about different contexts of early education, mindsets about successful education and advantages and disadvantages of different systems.		
<b>Content:</b> Structure and practice of early education, organizations of early education, comparison and analysis with focus on child welfare and education: <ul style="list-style-type: none"><li>- Flemish/German Children’s and Youth policy &amp; of the pedagogical program 0-6 years</li><li>- research about specific topics</li><li>- Preparation of study-visits scripts for the study-visit to Belgium which is planned for 3. – 7. June 2024 but the scheduling still needs to be confirmed.</li></ul>		
<b>About didactics and workload distribution: mainly teamwork in intercultural groups</b>		
<b>Requirements for participation:</b> -		<b>Course language:</b> English
<b>Type of exam:</b> Presentation/plan of field trips		
<b>Requirements for credit point allocation:</b>		
<b>Literature:</b> <ul style="list-style-type: none"><li>• tba</li></ul>		

**Course Name: Global Social Policy**

Degree programmes:

**Social work/ Education and Learning in Childhood** (Bachelor)

Responsible Lecturer: Prof. Dr. Simon Güntner

**Workload:** 75 hours**Lecture hours per week:** 2**ECTS Credits:** 3**Course objectives:**

The course aims at providing an overview of social policy institutions and measures at global and international levels. Students will also get a basic understanding of national and local social policies through comparison.

**Contents:**

- a) basic foundations of social policy
- b) global and international frameworks and institutions relevant for social policy
- b) national and local social policies in a comparative perspective, based on the experiences of participants

**About didactics and workload distribution:**

Lectures and discussion, self-study phases and work in groups.

**Requirements for participation:**

Willingness to actively participate in the seminar, independent research of sources

**Course language:**

English

**Type of exam:**

term paper

**Requirements for credit point allocation:**

Credit points are allocated on basis of active participation, presentation and/or term paper

**Literature:**

Martens, Kerstin, Dennis Niemann, and Alexandra Kaasch (eds.) (2021). International Organizations in Global Social Governance. Springer Nature. Open Access: <https://doi.org/10.1007/978-3-030-65439-9>

**Course Name: Pediatric Psychology and Family-Centered Care**

Degree programmes:  
**Social Work (Bachelor)**

Responsible Lecturer: Prof. Dr. Julia Quitmann

**Workload:** 90 hours

**Lecture hours per week:** 2

**ECTS Credits:** 3

**Course objectives:**

Upon successful completion of this module, students will be able to:

1. Understand the theoretical foundations and principles of pediatric psychology and family-centered care.
2. Analyze the psychological and social factors that influence children's adjustment to illness, hospitalization, and medical procedures.
3. Evaluate the impact of chronic and acute medical conditions on child development, behavior, and family dynamics.
4. Develop skills in assessing and addressing the psychosocial needs of children and their families in healthcare settings.
5. Apply evidence-based interventions and techniques for promoting coping, adherence to treatment, and overall well-being.
6. Appreciate the cultural and ethical considerations in providing family-centered care to diverse populations.
7. Understand the roles and responsibilities of interdisciplinary healthcare teams in delivering comprehensive care to children and families.

**Contents:**

This module explores the vital role of psychology in promoting the well-being of children and families within healthcare settings. Students will gain a comprehensive understanding of the psychological, social, and developmental factors that influence children's experiences with illness, injury, and healthcare interventions. It emphasizes a family-centered care approach, recognizing the profound impact of a child's health condition on the entire family system. Students will learn evidence-based strategies for supporting families, enhancing coping mechanisms, and fostering resilience in the face of medical challenges.

**About didactics and workload distribution:**

The module will be delivered through a combination of lectures, case studies, interactive seminars, and practical exercises.

**Requirements for participation:**

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**Course language:**

English

**Type of exam:**

Assessment methods may include oral presentations and group work with handouts.

**Requirements for credit point allocation:**

Upon weekly attendance, students will engage in discussions, group activities, and critical analysis of research findings.

**Literature:**

Recommended Reading:

- Kazak, A. E., Rourke, M. T., Navsaria, N., Hamby, S., & Pai, A. L. (Eds.). (2021). *Pediatric Preventive Services: Comprehensive Care for Children and Families*. Oxford University Press.
- Palermo, T. M., & Eccleston, C. (Eds.). (2020). *Pediatric Pain: An Evidence-Based Biopsychosocial Approach*. Springer.
- Roberts, M. C., & Steele, R. G. (Eds.). (2017). *Handbook of Pediatric Psychology* (5th ed.). Guilford Press.
- Kazak, A. E., Rourke, M. T., & Crump, T. A. (2003). Families and Other Systems in Pediatric Psychology. In M. C. Roberts (Ed.), *Handbook of Pediatric Psychology* (3rd ed., pp. 159-175). Guilford Press.

Additional readings from scholarly journals and cultural perspectives will be provided



<b>Course Name: Philosophical Storytelling</b>		
Degree programmes: <b>Social work/ Education and Learning in Childhood (Bachelor)</b>		Responsible Lecturer: Prof. Dr. Katrin Alt
<b>Work load:</b> 60 hours	<b>Lecture hours per week:</b> 2 (Block week and further dates during the semester)	<b>ECTS Credits:</b> 2
<b>Course objectives:</b> <ul style="list-style-type: none"> <li>• Learn about the concept of storytelling and what it means for children's narrative skills.</li> <li>• To get to know "Philosophizing with Children" as a didactic approach</li> <li>• Development and testing of an own philosophical story with the Japanese Kamishibai</li> </ul>		
<b>Contents:</b> <p>In the first step, we will learn how narrative skills of children aged 0-10 develop and how these can be supported in practice by the "Storytelling" approach. In the next step, the didactic principle of "philosophizing with children" is presented and possibilities for supporting children in the area of language through philosophical discussions are clarified. In the third step, the participants are introduced with the Japanese narrative theatre (Kamishibai) and then, in the final step, we develop our own philosophical stories together in small groups, evaluate them in practice and reflect on the results in the seminar. Lecturers and students from the GJU (German Jordanian University, Amman, Jordan) will take part in the seminar online as guest lectures and will enrich the seminar's content.</p>		
<b>About didactics and workload distribution:</b> <p>Guided discussions, team activities, lectures and field visit</p>		
<b>Requirements for participation:</b> <p>Students are expected to attend and participate in all class meetings.</p>		<b>Course language:</b> <p>English</p> <p>English skills can be practised and developed in the seminar, there is sufficient time to translate content.</p>
<b>Type of exam:</b> <p>Presentation of a self-developed Kamishibai story, evaluation and reflection with regard to the narrative and philosophical impulses (referring to theoretical background).</p> <p>As part of the completion of the module M 19, a small paper on reflection of the working process is expected to be integrated into the portfolio.</p>		
<b>Requirements for credit point allocation:</b> <p>See above</p>		
<b>Literature:</b> <ul style="list-style-type: none"> <li>• Alt (2019): Philosophizing with Children as language promoting principle. In: Childhood and Philosophy. DOI:10.12957/CHILDPHILO.2019.42556, pp. 01 – 20</li> <li>• Conrad/Winter/Michalak (2021): A Case Study on Interactive Wordless Picturebooks and their Potentials within a Multilingual Classroom. In: Journal of Literary Education n. 5, DOI: 10.7203/JLE.5.20811</li> <li>• Chen&amp; Chen (2022): An Innovative Practice of Storytelling with Kamishibai: A Preschool Teacher's Educational Journey around Taiwan, P 353-356</li> </ul>		

**Course Name: Strengths-based interventions with children and families****Degree programmes: Social work/ Education and Learning in Childhood (Bachelor)**Responsible Lecturer: Dr. Nancy Meyer-Adams  
(Guest lecturer California State U. Long Beach)**Work load: 50****Lecture hours per week: 2 days (block seminar)****ECTS Credits: 3****Course objectives:**

Students will be able to identify terminology, methods, ethical principles, values and skills consistent with an ecological systems perspective with an emphasis on strengths-based and empowering approaches in working with children and families. Students will be able to integrate interventions effective as strength-based interventions including group work practice with children and families.

**Contents:**

This course provides skills for intervention with children and families. Emphasis is on evidenced-based interventions in a variety of social work settings. Social work roles, ethics, and values will be explored.

**About didactics and work load distribution:**

2-day block seminar. Sessions will include interactive lectures with exercises, small group activities, and role play simulations.

**Requirements for participation:**

English Language skills; willingness to participate in active discussions and simulations

**Course language:**

English

**Type of exam:**

Combination of activities, role plays and reflective essay

**Requirements for credit point allocation:**

Students are expected to attend and engage with the course sessions and prepare for set tasks as appropriate. Examples of activities and tasks include: active group discussions, mock group interventions, and role play simulations.

**Literature:**

- Fong, R. Lubben, J.E. & Barth, R.P. (Eds.) (2018). *Grand challenges for social work and society*. New York, NY: Oxford University Press.
- International Association of Social Work with Groups. (2010). *Standards for Social Work Practice with Groups*, (2<sup>nd</sup> ed.) Retrieved from <https://aaswg.org>.
- Miley, K.K., O'Melia, M.W. & DuBois, B.L. (2016). *Generalist social work practice*, (8<sup>th</sup> ed.) Boston, MA: Pearson Education.
- Pighini, M. J., Goelman, H., Buchanan, M., Schonert-Reichl, K., & Brynelsen, D. (2014). Learning from parents' stories about what works in early intervention. *International Journal of Psychology*, 49(4), 263-270.
- Saleebey, D. (2012). *The strengths perspective in social work practice*, (6<sup>th</sup> ed.) Boston, MA: Allyn & Bacon.
- Stahl, B & Goldstein, E. (2010). *A mindfulness-based stress reduction workbook*. Oakland, CA: New Harbinger Publications.
- Toseland, R. & Rivas, R. (2017). *An introduction to group work practice* (8<sup>th</sup> ed.). Boston, MA: Pearson Allyn and Bacon.

**Course Name: Intercultural Learning in Theory and Practice**

Degree programme: Faculty Exchange Class

Responsible Lecturer: Christian von Baumbach

**Work load: 150 h****Lecture hours per week:** Block seminar**ECTS Credits: 5****Course objectives:**

- increase student's level of cultural awareness, knowledge and sensitivity enabling them to work effectively with people from different cultural and linguistic backgrounds in general and in cross-cultural teams in particular, and
- to equip them with knowledge and skills needed for adapting to new social and working environments

**Contents:**

- Intercultural communication and competence, theoretical considerations
- Developing intercultural competence, approaches, methods and assessment tools
- Theories of and approaches to cultural analysis and comparison
- Cultural values and their influence on working practices in different contexts
- Working effectively and efficiently in cross-cultural teams
- Communication patterns and styles and its impact on social and business relations
- Tools and strategies for leveraging cultural differences and dealing with miscommunications and conflicts
- Sojourners, expats, international adjustment and acculturation strategies

**About didactics and work load distribution:**

The seminar will take place in two separate blocks both equivalent to 32 teaching units. (2 weekends)

**Requirements for participation:**

Good level of English

**Course language:**

English

**Type of exam:**

Presentation and written report

**Requirements for credit point allocation:**

Regular participation and fulfilment of the course requirements (exam)

**Literature:**

- General reading list (A compulsory reading list with articles and case studies is being provided at the beginning of each term):
- Miller, Katherine 2012. Organizational Communication: Approaches and Processes. Wadsworth: Cengage Learning (International Edition).
- Schneider, Susan C. & Jean-Louis Barsoux 2003. Managing Across Cultures. Harlow: Pearson Education Limited.
- Steers, Richard M., Luciana Nardon & Carlos J. Sanchez-Runde 2013. Management Across Cultures: Developing Global Competencies. Cambridge: Cambridge University Press
- Thomas, David & Mark F. Peterson. 2018. Cross-cultural Management: Essential Concepts. London-Sage

<b>Course Name: Exploring the Hamburg Metropolitan Region</b>		
Degree programme: Faculty Exchange Class		Responsible Lecturer: Erika Kullmann
<b>Workload:</b> 150 hours	<b>Lecture hours per week:</b> 4	<b>ECTS Credits:</b> 5
<p><b>Course objectives:</b></p> <p>To make the students aware of and familiar with social issues, education, business etc. in their host city, Hamburg, and its surroundings.</p> <p>To further develop the student's</p> <ul style="list-style-type: none"> <li>• linguistic (Special English) competence</li> <li>• methodology for acquiring and developing Special-English language knowledge and skills</li> <li>• autonomy as a learner,</li> <li>• academic reading skills,</li> <li>• research skills,</li> <li>• presentation skills.</li> </ul>		
<p><b>Contents:</b> We will study (some of) the Hamburg Metropolitan Region's (HMR) social, educational and cultural institutions as well as health care, the leisure industry and the like. Course work will also include the region's business opportunities from its ports and global players to small businesses and start-ups. We will take our findings as the starting point for further reading and (linguistic) research. Students are invited to take part in choosing topics of interest at the start of the course.</p>		
<p><b>About didactics and workload distribution:</b></p> <ul style="list-style-type: none"> <li>• Teaching methods: <ol style="list-style-type: none"> <li>1. short lectures</li> <li>2. group work</li> <li>3. plenary and group discussions</li> <li>4. simulations</li> <li>5. impromptu presentations</li> <li>6. field trips</li> </ol> </li> <li>• Independent study: <ol style="list-style-type: none"> <li>1. reading</li> <li>2. studying audio and visual material</li> <li>3. researching</li> <li>4. studying texts and audio and visual material for their linguistic content and relevance</li> <li>5. exploring places of interest</li> </ol> </li> </ul>		
<p><b>Requirements for participation:</b></p> <p>English at Level B2 – preferably C1 – of the Common European Framework of Reference for Languages (CEFR)</p> <p>German (reading comprehension only) at CEFR Level B1 desirable, but not compulsory.</p> <p>Native speakers of English are not eligible for this course.</p>		<p><b>Course language:</b></p> <p>English</p>
<p><b>Type of exam / Assessment:</b></p> <p>Presentation and/or research report in class <b>plus</b> a piece of writing done at home <b>or</b> oral exam</p>		
<p><b>Literature:</b></p> <p>Research topics and required reading to be announced and discussed in the first two sessions</p>		