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RefTeCp

Refugee Teaching Certification
Programme for Egyptian and
Refugee Teachers Enabled by
Blended Learning



FREDERICK UNIVERSITY

RefTeCp TOOLKIT

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CHAPTER 1

INTRODUCTION

The Refugee Quality Education Challenges

In recent years, the Middle East Region has faced one of the most critical refugee crises, with global consequences, especially for EU. Refugee children are a unique learner group due to their prior traumatic and extraordinary experiences. There is need of a refugee teaching that most teachers, even refugee teachers, do not possess. Refugee teachers in Egypt estimated to 4000 face considerable constraints in accessing certified in-service training. 500 refugee teachers are working in the Syrian community schools. NGOs and other organizations have gone some way to addressing refugee children's schooling, but their interventions are not tied to educational pathways that lead to certified lasting programs.

Our needs analysis, based on policy documents and discussions with key stakeholders reveals that in order to tackle the above, consideration should be given to engaging both Egyptian and refugee teachers in different capacities to provide learning support for refugee children. Both Egyptian and refugee teachers should undergo training to gain awareness of the refugee experience as well as the cultural backgrounds of refugee learners so that they can be responsive to refugee needs and be sensitive to trauma reactions. The transmission style of teaching that is prevalent in Egyptian schools needs to shift towards a pedagogy that focuses on learning and the needs learners bring in the classroom. There is also an urgent need to provide language support to refugee children so that they can understand the Egyptian dialect in public schools.

Given the current situation in the partner institutions and widely in Egypt, there is lack of effective, job-embedded professional development for teachers to address refugee children's education. While the partner universities are situated in geographical areas with high refugee population, none of refugee teachers can have access to any professional development program. Similarly, neither Egyptian pre-service and in-service teachers have opportunities to get knowledge and skills related to the needs of the refugee children. This has a negative impact on the refugee children's choice to attend public schools. Thus, the great majority of refugee children attend community schools run by the refugees themselves, providing inadequate education to refugee children. Besides that, teachers inadequate skills to cope with the problems faced by refugee children, there is lack of effective, job-embedded professional development opportunities for both Egyptian and refugee teachers.

These problems and challenges could be tackled through the development of an innovative in-service teacher certification program enabled through blended learning, established in the faculties of education in the partner universities. Using a blended-learning setting – face-to-face-instruction connected by the experiences gained “on the job” – can be one way to meet the needs of quality teaching.

The RefTeCp Interdisciplinary Programme

The project adopts an inter/multidisciplinary, holistic and systemic approach that at a wider level aims to build and strengthen the capacities of students, faculty, educators and teachers, including refugee teachers to respond to the educational needs of children and youth from conflict and displaced countries. Specific objectives, within the aforementioned wider are to:

- Develop a blended in-service teacher training program leading to a post-graduate diploma of 60 ECTS in the partner HEIs focusing on refugee children education accessible for both Egyptian and refugee teachers.
- Support the development of the faculties of education in partner universities to align curriculum, teaching, learning and research in the area of refugee children education
- Build capacity of academic staff at the faculties of education in order to contribute to the development, implementation and evaluation of the in-service teacher training program accessible to both Egyptian and refugee teachers.
- Develop innovative teaching, learning and curriculum materials in the form of an e-Tool Kit addressing refugee children education.
- Develop a Euro-Arab Network of Refugee Teachers to link up teachers teaching refugee children in host countries in Europe, in Middle East and North Africa as well as globally.

The Structure the RefTeCp Project

The proposed project addresses two crucial needs. First, the unsatisfying structures of teacher education in relation to preparing pre-service and in-service teachers to respond to the pedagogical challenges raised by the policy to integrate refugee children in public schools in Egypt. Second, the need to develop an innovative in-service training program driven by a refugee teaching needed by teachers involved in refugee children's education. These are in line with national and regional priorities. More specifically, the proposed project responds to a cross-cutting priority by giving access to refugee teachers to the Egyptian Higher Education through a post-graduate diploma focusing on refugee pedagogy. It is also consistent with the subject of teacher training and education science, one of the subject priorities as well as in integrating innovative learning tools, teaching methodologies and pedagogies, including flexible learning paths, blended learning. The project addresses the development strategies for higher education in Egypt which aims, amongst other things, to modernize curricula by developing new innovative courses and methodologies.

Methodology

To reach the objectives set, we have developed a methodological framework that integrates four stages: 1) design, 2) develop, 3) implement, 4) monitor and evaluate through a cyclical and interlinked process.

Design (Jan 2019- September 2019)

To reach objectives 1 & 2, at the design phase, situational analysis tools will be formulated in cooperation with all partners and external stakeholders to be administered at the beginning, in the middle and by the end of the three-year program to: 1) nearly 150 professionals/academics working in the field of refugee crisis and displacement affected contexts; 2) 1000 pre-service students among the involved teacher education departments and 500 refugee teachers in order to identify gaps/barriers/drivers, knowledge, skills and action competences related to refugee education and care. In each partner university, a small design team will be set up and lead 3 working groups (WG); reflecting the three concentration areas: 1) Education in refugee crisis and displacement contexts; 2) Education and psycho-social care of refugee school children; and 3) Managing education in refugee crisis and displacement contexts. The WGs will be charged with: i) mapping of courses that could be reviewed and modified appropriately for the pre/in-service program; ii) identify new courses for the in-service professional development program; iii) brainstorming ideas for courses and content; and iv) identifying competences for teaching refugee children and developing the pedagogical principles that will guide development of syllabi and course modules. A Refugee Teaching Standards and Competences Framework will come out of the previous actions. Based on it, a train-the-trainer workshop will be designed targeting teacher educators (N= 40-50) from the PCs. It will consist of three National Training Workshops of four days duration each (12 days in total) spread in three periods. This cohort will constitute the teacher trainers team who will carry out both the infusion of refugee teaching pedagogies within the preservice teacher education curricula, the development and implementation of the refugee teacher in-service professional development program leading to a post-graduate diploma will weight of 60 ECTS. The courses for the in-service professional development diploma will be modified from the ones developed at the pre-service undergraduate level, linking undergraduate level with continuous professional development.

Development (Oct. 2019-Sept 2020)

In this stage, each partner university will proceed to the revision and development of about 6-8 courses at each faculty of teacher education in the partners universities (40-50 in total) to infuse refugee education into them on the basis of stakeholders' inputs (Objective 3). The methodological approach will be based on modularity, participatory/negotiated curriculum and the SMART method (specific, measurable, achievable, realistic, timed). For course revision we will apply the DeCoRe methodology that draws on constructivist and transformative pedagogy. The revised course for preservice teachers infused with refugee education principles in accordance to the competence framework and the three concentration areas will be further assessed to formulate the professional development program leading to a post-graduate diploma weighted to 60 ECTS (30 ECTS course course and 30 ECTS on-the-job practice). The course modules developed will go through validation and accreditation by stakeholders and external evaluators. As the post-graduate diploma program for in-service teachers is not an academic degree, validation & accreditation will go through each institution's accreditation committee. A number of courses (2-3) will be also developed by applying the MOOCs approach for wider dissemination. The infrastructure for the MOODLE LMS based online program will be setup along with

the development of the e-Toolkit. We will also go through the selection of the first cohort of in-service teachers (600-700) from schools having refugee children, both public and refugee community.

Implementation of the program (Aug. 2020-Jan 2022)

The in-service refugee teacher professional development program enabled by blended learning will include two innovative strategies: peer coaching and mobile mentoring. Peer Coaches and Mobile Mentors are experienced teachers on refugee teaching and learning selected among the in-service teachers. Those selected to function as peer coaches and mobile mentors will go via a 3-4 day training on peer learning, positive leadership, supportive communication, and goal setting. Peer coaching will merge off-the-job and on-the-job training through Teacher Learning Circles (TLC), creating a professional community of teachers who support and encourage one another. Mobile Mentors will be using WhatsApp and a private Facebook page on a regular basis, offering experiences and providing tips. In addition to the small-group WhatsApp chats, teachers will also participate in a WhatsApp group with all members from their training cohort, which serves as a platform for teachers to exchange information and ideas with a larger group of approximately 30 teachers. The merging of theory to practice will be organized in the 13 education centers and refugee schools running by P11 together with the public schools in the refugee population density areas whose teachers participate in the inservice professional development diploma.

Monitoring and Evaluation (whole period of the project)

Monitoring & evaluation will be integrated before, during and after implementation in the following way: Before project implementation includes the activities performed in all stages, capturing stakeholders' expectations, competences needed and aversions as well as validating/accrediting the course/training modules. During implementation (formative evaluation), evaluation will be based on four key processes: 1) record; 2) reflect; 3) react and 4) review, including methods such as self-assessment, peer/external review, questionnaires etc. Evaluation after project implementation (summative evaluation) involves teaching staff and students as well as other stakeholders.

Measuring the Reconstructed Undergraduate Courses with ECTS

Depending on the partner university, the courses will range between 3-5 ECTS, but in some universities it may reach up to 10 ECTS.

- 2 Credit Hours per week = 3 ECTS
- 3 Credit Hours per week = 5 ECTS

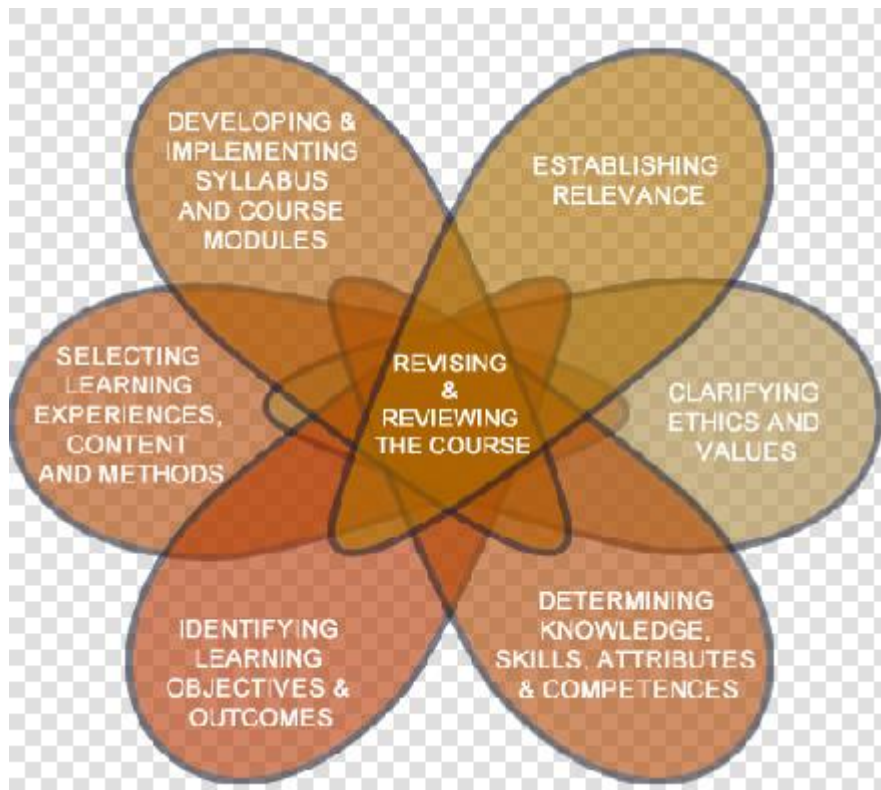
- 3 ECTS Course (75-90 Student Learning Hours): 20-30 hours of class sessions; 45-70 hours of learning activities outside of class.
- 5 ECTS Course (125-150 Student Learning Hours): 30-40 hours of class sessions; 85-120 hours of learning activities outside of class.

CHAPTER 2

THE RefTeCp APPROACH TO COURSE REVISION

Establishing Relevance

Students frequently ask questions, such as: “Why are we doing this? Why do I need to know this? Why are we spending so much time on this? Why do we have to do this assignment? How does this assignment relate to the course outcomes?”



Relevance is a key component to motivating student learning and establishing both personal and real-world connection. If students are not provided with an opportunity to relate their courses to the real world, then they probably find no strong motivation to reach the maximum from the course

Relevance can be established both at the level of designing a course and during the implementation of the course. Through our review we have formulated six essential strategies for establishing relevance.

1. Using real life examples (RefTeCp issues) drawn from the local environment and applying theory to practice, especially through problem-based learning and service-learning methods (contextualisation).
2. Balancing, weighing and accommodating a variety of disciplinary perspectives (Curriculum integration/interdisciplinarity).

3. Involving students in the process of setting objectives and learning outcomes (Student-centred learning).
4. Aligning the instructional requirements/methods and curriculum standards with goals/objectives, students' learning styles, personal interests and experiences (Aligning teaching, learning and curriculum).
5. Perceiving students as agents of change through enhancing their abilities to make a difference in their community and take a full role in society, locally and globally (Active citizenship).
6. Involving key stakeholders in curriculum design, development and evaluation (Participatory curriculum design).

Contextualising teaching and learning

Curriculum is an ongoing social process comprised of interactions among students, instructors, and with the environment where they live. The consideration of context in curriculum revision is related to using real life examples, drawing cases from current refugee issues and local materials/examples. Contextualising learning may help to break down the barriers between the different learning environments (university-community) and thus create a context more conducive to learning.

Exploring current case studies, and discussing local refugee issues and refugee policy events through peer interaction, debate and dialogue is of critical importance to contextualising teaching and learning towards RefTeCp. Such a practice can bring theory to real world, and provide the motivation necessary to inspire deep learning.

Curriculum integration

A clear characteristic of a disciplinary-oriented curriculum is the focus on a strict interpretation of the concerned discipline and that no attempts are made for integrating other perspectives from different disciplines. On the contrary an interdisciplinary-oriented curriculum deliberately brings together perspectives from a range of disciplines. Educational experiences are more authentic and of greater value to students when the curricula reflect real life, which is multi-faceted rather than being compartmentalized into neat subject-matter packages." In their view, real-world problems are complex, so no single discipline can adequately describe and resolve these issues. Inter-disciplinary analysis – examines an issue from multiple perspectives, leading to a systematic effort to integrate the alternative perspectives into a unified or coherent framework of analysis.

A suggested strategy for curriculum integration in the case of the RefTeCp project is to adopt a 'theme-based-approach units' as a vehicle for teaching a range of skills and content by integrating curriculum areas around a theme/topic. This method of teaching links curriculum strands and capitalizes on student's interests and life experiences, young people's attitudes, skills and knowledge are developed in meaningful ways.

Inter/cross disciplinary approaches are adopted in planning the integrated curriculum giving more emphasis to the processes involved rather than the outcomes. Interdisciplinary instruction helps students understand that there are ethical dimensions to most refugee issues of concern. Ethical considerations entail moral

concerns which means accounting for perceptions of right vs. wrong, good vs. bad, and the provision of justice. This strategy necessitates the transition from teacher directed to more student directed learning.

Making a place for RefTeCp in your course

Bringing refugee issues and into your course and teaching offers a wide range of benefits to student learning, such as establishing relevance, bridging course content to current refugee issues themes, and connecting the course to other disciplines. The theme or topic of a course is of the most critical importance in the process to incorporate refugee issues and refugee as well as the suitable pedagogies to deliver instruction.

There are certain courses that naturally deal with refugee issues and refugee concepts, so tying the threads together into a coherent theme is more easily done. There are also courses that provide more of a challenge to incorporating refugee issues enabled by ICTs and refugee concepts and topics. Integrating refugee issues and refugee into courses from academic fields such as education, economics, engineering, social sciences, applied sciences may take additional planning and can involve reshaping the approach to the course. Regardless, giving students the opportunity to encounter refugee issues and refugee concepts across the whole study programme or curriculum of a discipline is a powerful way of giving them the knowledge and skills they will need to tackle the challenges of refugee issues.

Build interdisciplinary perspectives into the course

Refugee issues and refugee is an inherently interdisciplinary concept covering the interplay of various kinds of systems. Getting students to understand the extent of that interdisciplinarity requires that they be exposed to the various perspectives involved and building interdisciplinary teaching into the course is of paramount importance. Try incorporating interdisciplinary and suitable to refugee teaching strategies, such as Problem-based learning and Service learning. Use the Griffith Graduate Attributes Interdisciplinary Perspective Toolkit accessed at which focuses on how you can help students to think about “the same” issue/s from multiple disciplinary perspectives, in a way that tries to integrate or make holistic sense of the various explanations.

For example, in the course "Curriculum and Hypermedia" offered at the Dept. of Education at the University of Crete, students are engaged in collaborative projects, dealing with a wide range of local issues, such as: waste, energy saving, recycling, bullying, fair trade, deforestation, over-fishing, racism, social exclusion, active citizenship, etc.

If, you see the title of this courses without giving any indication of its content description, you will probably assume that this course will focus on hypermedia technologies and how they can be integrated into the curriculum. This is a disciplinary interpretation of the title and its perceived interpretation. However, if you read the course description, you will find out that the course bridges a range of perspectives from different disciplines.

Curriculum and Hypermedia: Course Description

Education can be the catalyst for empowering students to become critical, reflective and active citizens. Teachers have the potential to be what Giroux and McLaren described as transformative intellectuals who combine scholarly reflection and practice in the service of educating students to be thoughtful, active citizens. What the course offers is a good introduction to the area of curriculum and hypermedia technology. It does so in a logical order divided into six sections. The first section addresses the perception of curriculum as product, process and praxis. The second section discusses the three curriculum types in the context of hypermedia as Transmissive, transactional and transformative learning technologies. The third section focuses on equipping students with the knowledge and skills to use participatory video and web-based social networking media as empowerment and transformative tools. Here, the course provides case studies, particularly related to refugee issues, showing how children and other marginalised community members can be "empowered" to make their voices heard in the process for building a more sustainable society. The fourth section concentrates on developing participatory video-clips dealing with refugee issues and local/global issues related to sustainable human development. Using participatory techniques, such as focus group discussions, individual interviews and writing scenarios students are involved in gathering evidence from the children and other community members involved in making the participatory videos. The fifth section examines the uploading of the participatory video clips produced into social networking media and then integrating them across the school curriculum. Finally, the sixth section engages participants in a self-reflective and reflexive process assessing the strengths and limitations of participatory video as a catalyst for transforming themselves and society.

On the one hand, hypermedia technology is used both as a context for explaining and perceiving curriculum theories and practices as well as a subject from which students must learn certain knowledge, skills and competences related to refugee issues and other sustainable development issues. On the other hand, curriculum is also used as context for explaining and perceiving hypermedia technologies' roles in different curriculum perspectives and how can enable learning of sustainable development issues. It also integrates social and ethics by integrating and contextualising concepts such as social justice, active citizenship and community-based learning. It thus brings perspectives from subjects such as , curriculum, technology, humanities, research methodology, education for refugee. The course also takes a multi-stakeholder perspective for a particular thematic unit, refugee issues, integrating, for example, local community, civic society, disadvantaged or marginalised social groups.

In this way, students are exploring connections among various disciplines and to talk critically but reasonably across these perspectives as well as they learn to comprehend and translate ways of knowing and methods, and integrate them.

Student-centred learning

Student-centred learning activities establish relevance through:

- Discussing how theory can be applied in practice
- Making a link to local cases
- Emphasising active rather than passive learning,
- Emphasising deep learning than surface learning
- Encouraging increased learner autonomy
- Applying reflective and reflexive teaching and learning processes

Learning and instruction is often presented through a dual approach of either student-centred learning or teacher-centred learning. In reality, however, these two are seen as a continuum where the direction depends on both the nature of the subject and instructor's epistemological conventions.

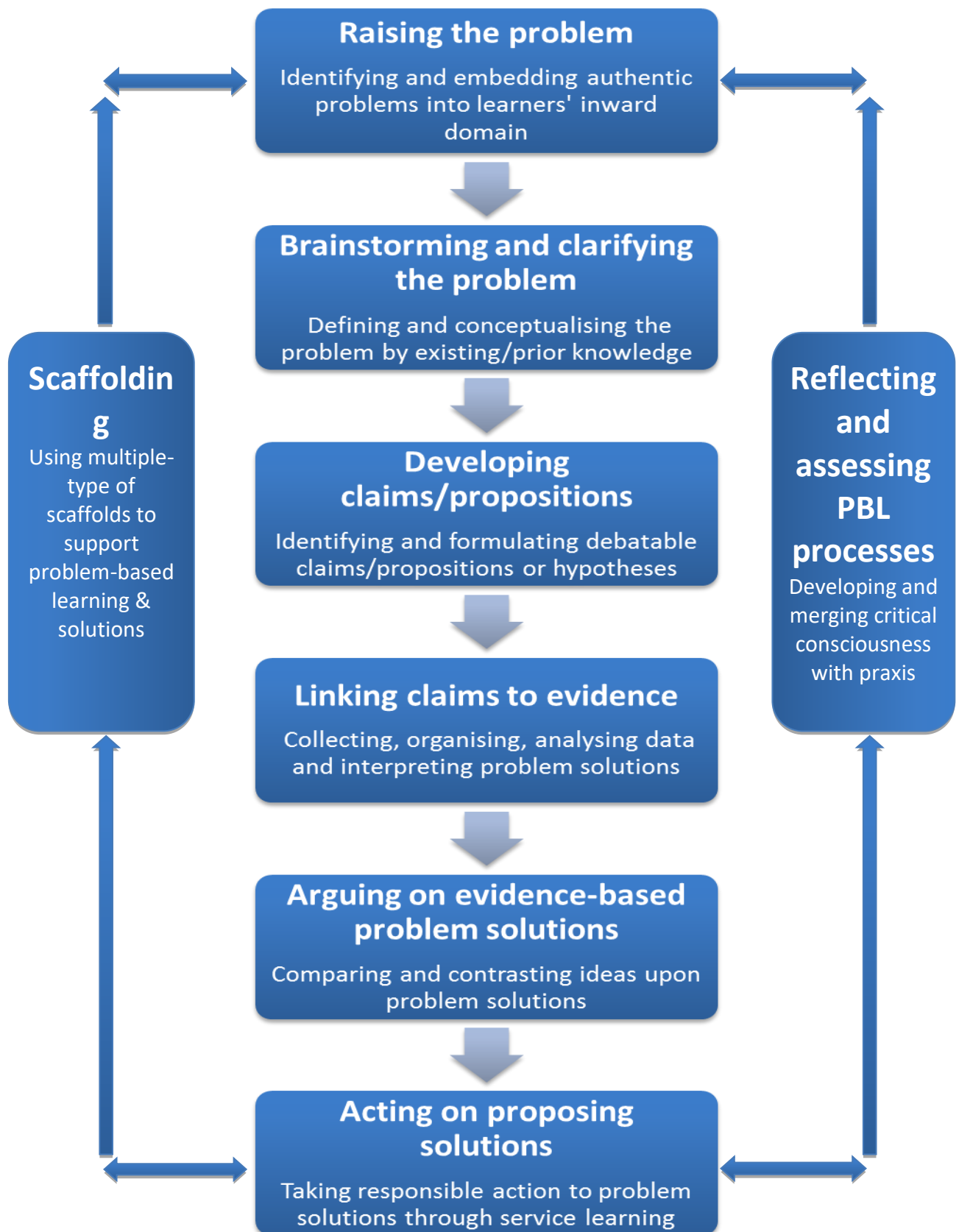
Again, Problem-Based Learning (PBL) and Service Learning allow students to set some of their own learning objectives/outcomes, and be active in the learning process.

Aligning teaching, learning and curriculum

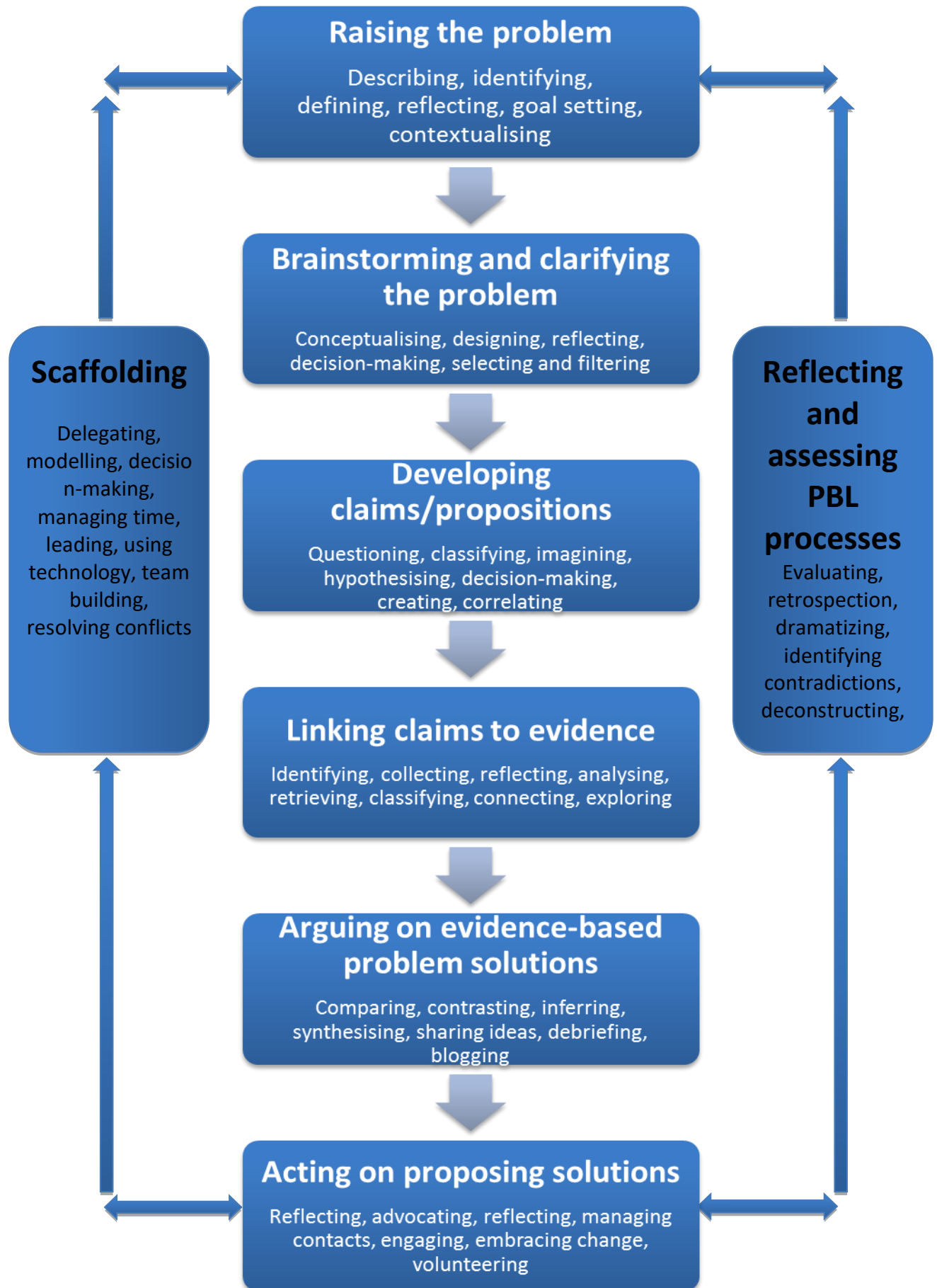
Alignment of teaching, learning and curriculum demands that: 1) learning activities are consistent with course goals, student learning styles, personal interests and experiences as well as the needs of society; 2) teaching methods used and the assessment tasks, are aligned to the learning activities assumed in the intended outcomes; 3) Problem-based learning (PBL) and Service Learning integration into the learning process.

The following questions will help you reach the desired consistency or alignment:

- Are the outcomes aligned with the goals and objectives, included the ethics and values inherent in them?
- Do the outcomes clearly define the expected knowledge, skills, attributes, values of the course?



Source: Makrakis & Kostoulas-Makrakis (2017c).



Source: Makrakis & Kostoulas-Makrakis (2017c).

Active Citizenship

Citizenship is about the relationship between an individual and the community in which he or she lives as well as with the global community. As such, the RefTeCp course revision process should take into consideration the following points:

- Develop assignments that encourage students to participate positively in community-based RefTeCp issues.
- Integrate Problem-based learning and Service Learning into the courses to be revised to address RefTeCp objectives.
- Encourage students to take greater individual and group responsibility for their learning.
- Provide opportunities for students to reflect on moral, ethical, spiritual, social and cultural dimensions related to RefTeCp.
- Develop learning assignments/activities that give students a greater sense of personal responsibility and capacity to play an active role in society at local and global level.
- Provide challenged opportunities for students to explore sustainable climate futures in their community.

Participatory curriculum design

Curriculum development benefits from a close involvement of key stakeholders, not just in evaluating the curriculum but taking part across all curriculum design processes. Of particular interest in the current climate is the involvement of students, instructors and other key stakeholders, internally (University) and externally (Community, Ministries, civic societies, employers and professional bodies). It becomes easier to work in partnership with a range of stakeholders, whose input to curriculum design and development may be of critical importance. Stakeholder engagement should make use of various mechanisms and methods. In the context of RefTeCp, specific methodologies and templates have been developed to identify key stakeholders, mapping their inputs to RefTeCp curriculum design as well as along all the subsequent stages.

CHAPTER 3

MAKING ETHICS AND VALUES EXPLICIT

Introduction

Refugee issues poses historically unprecedented challenges and profound ethical questions – but also new opportunities for global innovation and cooperation. Throughout the world, at all levels of government, decision makers are facing unprecedented challenges in developing appropriate education to refugee children. What constitutes a reasonable and ethically responsible refugee teaching and learning? Now and in future generations, who is responsible for responding to the refugee issues?

Refugee issues by itself raises a wide range of ethical issues. People are already losing their homes, their livelihoods, and even their lives as a result of the refugee issues we are causing. Any action on refugee issues confronts serious ethical issues of fairness and responsibility across individuals, nations, generations, and the rest of nature. In that sense, refugee without ethics is an empty husk. It thus, refugee issues sets an ‘ethical problem’ for humanity to respond.

Although, ethics is difficult to define precisely, in a general sense, it is the code of moral principles and values that governs people's behaviors with respect to what is right or wrong. Values related to sustainable development that are largely discussed in the international literature include:

- Equity – addressing the injustice of poverty and lack of opportunities afflicting so many people in the world
- Environmental justice – closely related to equity but defined as equal access to education, irrespective of race, income, class or any other differentiating feature of socio-economic status
- Intergenerational equity – being sure that what we do today leaves a world that is in a good state to support our children, and their children
- Stewardship – taking responsibility for the well-being of refugee children.

When revising a course or designing a new course for RefTeCp, you should start to think about ethics and values. Refugee issues raises the question of how one ought to live within the threefold relationship with current and future generations, and nature. What way of acting and living would adequately respect the rights of contemporaries, future generations, and nature? What would be just in this threefold relationship? What kind of responsibilities do we have? Etc.

Similarly, when you are going to implement the revised course, it is suggested to integrate the process of learning to clarify one's own ethics and values.

The students at the University of Crete taking the course "Curriculum and Hypermedia" undertake an exercise at the beginning of their course called "Envisioning Preferred Futures", based on the following questions:

- What would you like society to look like in the future?
- What do you want the course to do, to enable you to make a contribution to making that preferred future a reality?
- What are the values that we can incorporate into the way we teach this course that will enable us to achieve this goal?

An adequate recognition and analysis of the ethical meaning of the concept of refugee issues is necessary in order to generate encompassing and adequate analyses and solutions of refugee issues. In this context, culture has always played a role in informing human practices connected with refugee issues. When examining refugee issues through a 'cultural lens', rather than through an environmental, economic, social or political lens, a number of specific questions come to mind. Here are a few of them:

- How do values, including non-material values, affect decisions and actions about refugee issues?
- What role does culture play in strategies for adapting to refugee issues, and in overcoming barriers to change?
- How might refugee issues impact on aspects of cultural rights within the debate of the impact of refugee issues on broader human rights issues?
- What do the irreversible losses of cultural and natural heritage caused by refugee issues mean to societies?
- How does the impact of refugee issues on the culture of a society differ from other impacts and changes (technological, demographic, social)?
- What can cultural practitioners, such as artists, designers and architects, contribute to the search for creative solutions to the negative impacts of refugee issues?
- Can art offer a way of communicating more powerfully the effects of refugee issues, and is the role of art and artists wider than communication?
- What might alliances between scientists, political leaders, economists and artists achieve that none of these groups would be able to achieve individually?
- What are the opportunities for working across the boundaries of culture, education, identity and geography to create alliances and collaborations.

Identifying Objectives to Structure a Course

Goals and objectives are similar in that they describe the intended purposes and expected results of teaching activities and establish the foundation of course assessment. In particular, goals are statements about general aims or purposes of the course that are formulated broadly. Objectives are brief, clear statements that describe the desired learning outcomes, that is, the specific skills, values and attitudes students should exhibit that reflect the broader goals.

Learning outcomes are statements that describe significant and essential learning that learners have achieved by the end of the course. Learning outcomes identify what the learner will be able to do by the end of the course. There should be as many outcomes as needed to clearly reflect what the students will gain from the course. Also, each learning outcome can be subdivided into sub-outcomes to make it clear.

To structure learning outcomes there is need of: 1) an action word that identifies the performance to be demonstrated; 2) a learning statement that specifies what learning will be demonstrated in the performance and 3) a broad statement of the criterion or standard for accepted performance. Accordingly, the learning outcomes are the competences to be achieved in a course.

Selecting learning experiences, content and methods

After identifying and formulating the goals/objectives and learning outcomes of the course under revision, the next step is to select learning experiences, activities and methods that are likely to attain the objectives and learning outcomes set up. Think about the key themes in your courses and how they might be linked with RefTeCp.

After identifying the key RefTeCp themes related to the course under revision, start reflecting over of the objectives generated previously. You have to look what your course and subject can offer to RefTeCp, what is special about your subject and how it can be used to further the goals and principles of a sustainable society.

To begin, you have to look at the objectives for teaching your course. Reflect on your current objectives in the courses you want to revise and identify what is missing in light of the themes chosen and the definition of refugee you have contextualised previously. Needless to argue that you have to get a deeper understanding of the RefTeCp themes you identified as suitable to your courses and discipline.

You can develop a matrix that displays the refugee issues identified, what is included in your current objectives and what is missing. Then, reformulate your objectives to address the new refugee themes that you identified suitable to your courses and discipline.

In this process, it is suggested to work together with other colleagues from different subjects in order to fulfil the interdisciplinary perspective that is extremely needed in the field of refugee education. Such an approach will serve as a basis for matching better objectives and content and at the same time build collaborative tasks.

Traditional classroom activities typically consist of lecture/discussion mixes or lectures coupled with laboratory demonstrations, yet a variety of other methods exist for the delivery of instruction. The lecture is one of the weakest types of teaching methods, especially when dealing with refugee issues. Instructional design usually tends to adopt a mixed or eclectic approach that integrates elements of various instructional design models with contrasting philosophical assumptions. Indeed, some learning problems may require prescriptive solutions, whereas others may need more flexibility to accommodate different learning styles and roles of education. Although it might be practical to use a mixed instructional design, it is of critical importance to consider the philosophical orientations inherent in your instructional design

preferences since every decision concerning instructional design is driven consciously or unconsciously by a certain human interest. The following are highly recommended:

Learning to clarify one's own values
Learning to think critically
Learning to reflect on own practices
Learning to think systemically
Learning to envision
Learning to merge the head, the heart and the hand.

All these learning processes are inherent within an experiential, constructivist and transformative learning paradigm abbreviated as ExConTra (Makrakis & Kostoulas-Makrakis, 2012).

The RefTeCp learning activities should be flexible, allowing students self-direction to guide their learning. They have to be structured to guide and help students to focus on what-to-do rather than how-to-do.

- Select active teaching techniques that are designed to get students more involved in learning.
- Analyze learning objectives to determine course content.
- Use course objectives to develop learning activities and methods of assessing student performance.
- Use media to support learning activities and their intended outcomes.
- Choose cases that connect to real-world problems so that students grapple with issues that they would likely encounter in the field or profession. Service-learning is another powerful way for students to appreciate the relevance of your material. In service-learning, students volunteer in the community at sites that relate to the class and then make connections between their field work and coursework through reflection assignments.

In matching strategies and methods, the following questions should be considered:

- Is the activity you plan cooperative rather than competitive?
- Does it provide opportunities for getting students actively involved?
- Does it connect global with local?
- Does it examine root causes?
- Does it examine the historical context of a situation?
- Does it examine power issues?
- Is it experiential, constructivist and transformative and does it address various learning styles?
- Does it address the whole student (intellectual, social, psychological, spiritual) and encourages connection with personal experience?
- Does it include a futures orientation?
- Does it allow to record processes related to head, heart and hand?

Developing & Implementing Syllabus & Course Modules

The syllabus

A syllabus can be seen as a “learning contract” between the instructor and the students that sets the basic rules and commitments regarding the course goals, objectives, as well as road map to monitor and assess the teaching and learning process. In the RefTeCp project we will use the following template that has been used in RUCAS, CLIMASP and CCSAFS projects. It also serves as a planning tool for structuring the course modules, course implementation and assessment.

Structuring the course modules

After you have developed your syllabus for the revised course, you need to develop a list of the modules composed in the course, taking into consideration: a) the weekly structure of topics in the syllabus and b) the supported literature listed in the syllabus. Structuring the course modules is a process that turns university instructors to clarify more the syllabus. It implies first a re-organisation of the weekly topics in the syllabus and second aligning the course goals/objectives and learning outcomes to course modules structure. Regarding the first, it does not necessarily imply that there must be a module for every week elaborated in the syllabus. It could be that a module can run for more than one week, depending on the topics of the course. As the weekly topics are placed in a logic sequence, this should also be reflected in the modules. The revised course content could be broken into manageable and meaningful modules. The general practice is that a 14 weeks syllabus can be composed of 5-10 modules. However, exceptions are allowed depending on the demands of a course.

Reviewing learning resources

Review the readings that are provided in the syllabus of the course you are involved and prepare the supporting readings and resources in each module. More specifically, you should provide the corresponding pages of readings, tools and other resources necessary for each module. In the context of books, you must be clear about the chapter title and/or pages to be read.

Setting-up module units

Break-up each module on a set of units. Think of a unit as a chapter in a textbook. Using the same metaphor, all units of each module and all modules should reflect the course aims and learning outcomes. For the development of each module aims and learning outcomes, take also into consideration the course aims and learning outcomes provided in the syllabus for the whole course. Write 1-3 aims for each module and no more than 6 learning outcomes for each module. As you write the learning outcomes, begin to think of the learning activities that will allow students to achieve them as well as the assessment techniques you’ll use to measure success.

Following-up, the course modules template developed for RUCAS/CLIMASP/CCSAFS, formulate the module overview, aims, objectives, learning outcomes, and key concepts. An overview is a general introduction to the course, basically in a narrative form (between 100-150 words), perhaps supplemented

by an outline and/or mind map. It may also include video and/or audio clips as well as graphics, slides or other images. The key concept is usually the main idea that you want to explore in the module. Select the most important concepts that every module in the course will deal with.

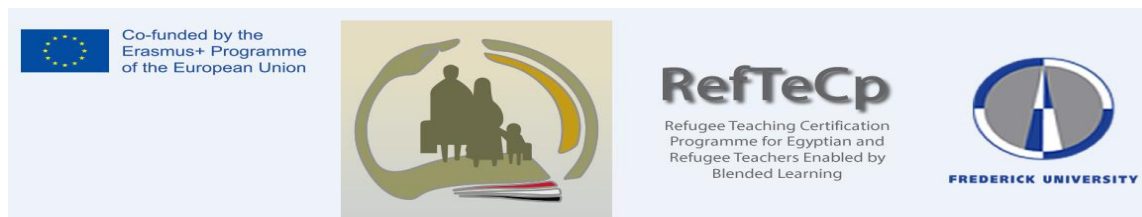
Developing learning activities/assignments

Learning activities are designed for each module in the course. They provide opportunities for the learners to immediately apply new knowledge that they gained from the learning. You can identify which activities are required for each module. Points to keep in mind when planning learning activities include: It is important to make sure that a learning activity/assignment addresses one or more than one learning outcomes of the module. If an important activity does not relate to a module learning outcome, consider writing an additional learning outcome. Take into consideration the tools, methods that can be used and can be combined in learning activities.

Give clear and appropriate instructions

For every activity/assignment you must write: 1) an overview; 2) students instructions and 3) explanation. The overview refers to the content of the activity/assignment, the length, the date of completion and what it includes. The activity/assignment – student instruction refers to a more detailed description of the activity/assignment and what must be done. Last, the explanation shows the meaning of the activity/assignment.

APENDIX I: The RefTeCp Course Syllabus Template Example



RefTeCp COURSE SYLLABUS TEMPLATE

Course Syllabus

Course Number:

Curriculum and Hypermedia

***University of Crete, Faculty of Education, Department of
Primary Teachers Education,
Spring Semester, 2015-2016***

Instructor Information

Instructor: Prof.Dr. Vassilios Makrakis
Office Location: Gallos University Campus
Telephone: Office – +30 28310 77625
Office Hours: Tuesday 14.30- 17.00, Wednesday 14.00 – 16.00
E-mail: makrakis@edc.uoc.gr
Website:

Course Identification

Course Number: Γ0
Course Name: Curriculum and Hypermedia
Course Location: University Campus
Class Times: Wednesday 8:30pm – 11:30am
Prerequisites: ICT literacy
Faculty Web Page: <http://www.edc.uoc.gr>

Course Description/Overview

Education can be the catalyst for empowering students to become critical, reflective and active citizens. Teachers have the potential to be what Giroux and McLaren described as transformative intellectuals who combine scholarly reflection and practice in the service of educating students to be thoughtful, active citizens. What the course offers is a good introduction to the area of curriculum and hypermedia

technology. It does so in a logical order divided into six sections. The first section addresses the perception of curriculum as product, process and praxis. The second section discusses the three curriculum types in the context of hypermedia as transmissive, transactual and transformative learning technologies. The third section focuses on equipping students with the knowledge and skills to use participatory video and web-based social networking media as empowerment and transformative tools. Here, the course provides case studies, particularly related to refugee issues, showing how children and other marginalised community members can be "empowered" to make their voices heard in the process for building a more sustainable society. The fourth section concentrates on developing participatory video-clips dealing with refugee issues and local/global issues related to sustainable human development. Using participatory techniques, such as focus group discussions, individual interviews and writing scenarios students are involved in gathering evidence from the children and other community members involved in making the participatory videos. The fifth section examines the uploading of the participatory video clips produced into social networking media and then integrating them across the school curriculum. Finally, the sixth section engages participants in a self-reflective and reflexive process assessing the strengths and limitations of participatory video as a catalyst for transforming themselves and society.

Course Learning Objectives

The overarching goals of this course are: a) to provide a critical approach to curriculum supported by new advanced technologies in the context of education for refugee; b) raise awareness of the role of some technologies in enabling learners to reflect critically on the rights, roles and responsibilities of an active citizen in preparing for a sustainable future for all; and c) use participatory video and social networking technologies as tools to help the community, including children, identify risks and develop refugee issues adaptation strategies.

Course Content Learning Outcomes

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

1. Discuss the various epistemologies of curricula addressing issues of education for refugee
2. Connect curriculum theories with hypermedia-based learning and education for refugee.
3. Produce a 5-10minute digital video (including storyboarding, lighting, shooting, editing sound tracks and graphics).
4. Use social media to raise awareness for action and advocacy from the bottom up.
5. Develop a lesson plan that integrates the produced digital artifact.
6. Apply principles of transformative learning design.
7. Demonstrate awareness and ability to discourse on ethical issues in using social media and social networking tools.

Course Resources

Course Website(s)

Required Course Texts and Materials

Hands-out prepared by the instructor for the class

Melliadou, E. et al., (2011). Digital storytelling, learning and education. Proceedings of the 6th International Conference in Open & Distance Learning - November 2011, Loutraki, Greece.

Chapter 3: Curriculum Theory. Available at [http://www.sagepub.com/upm-data/6042_Chapter_3_Glatthorn_\(Sage\)_I_Proof_2.pdf](http://www.sagepub.com/upm-data/6042_Chapter_3_Glatthorn_(Sage)_I_Proof_2.pdf)

Watson, D. (2001). Pedagogy before technology: Re-thinking the relationship between ICT and teaching. *Education and Information Technologies* 6:4, 251–266.

Available at

http://cursa.ihmc.us/rid=1129290598718_1343349371_1835/watson_pedagogy_bef_t_echnol_2001.pdf

Hargreaves, LG (2008). The whole-school approach to education for sustainable development: From pilot projects to systemic change' in *Policy & Practice: A Development Education Review*, Vol. 6, Spring 2008, pp. 69-74, available: <http://www.developmenteducationreview.com/issue6-perspectives2>.

Windows Movie Maker free online video [tutorials](#) from Atomic Learning available at <http://www.atomiclearning.com/moviemaker2>.

Lunch, N. and Lunch C. (2006). *Insights into Participatory Video*: Published by InsightShare. Available at <http://www.insightshare.org/resources/pv-handbook>

Henderson, K and Tilbury, D. (2004) *Whole-School Approaches to Refugee: An International Review of Sustainable School Programs*. Report Prepared by the Australian Research Institute in Education for Refugee (ARIES) for the Department of the Environment and Heritage, Australian Government. Available at http://aries.mq.edu.au/projects/whole_school/files/international_review.pdf

Ferreira, J., Ryan, L. and Tilbury, D. (2006) *Whole-School Approaches to Refugee: A review of models for professional development in pre-service teacher education*. Canberra: Australian Government Department of the Environment and Heritage and the Australian Research Institute in Education for Refugee (ARIES). Available at <http://aries.mq.edu.au/projects/preservice/files/TeacherEduDec06.pdf>

Shallcross, T. *Whole school approaches to education for sustainable development through school-focused professional development (The SEEPS Project)*. Available at <http://www.ceeindia.org/esf/download/paper51.pdf>

Getting started on a whole of school approach to Education for Refugee (EfS). Available at <http://www.decd.sa.gov.au/efs/pages/default/20754/?reFlag=1>

Grundy, S. (1987). *Curriculum: Product or Praxis*. Lewes: Falmer

Aristotle (1976). *The Nicomachean Ethics ('Ethics')*. Harmondsworth: Penguin.

Optional Course Texts and Materials

Assignments and Grading Scheme

Grading System

0 to 10 (where 5 is the least pass mark)

Grading Policy

Grades can be based on the following: (Example)

Assignments	80%
Exams	
Class attendance/participation	20%
Total Points	100

Course Policies

Late Assignments

It is essential that papers and other assignments be completed and submitted on time. Once the due date is past, without notice and justification, the submission is not accepted.

Classroom Protocol

This is a seminar type of course, which means that students are expected to come to ALL classes. You cannot pass the class under any circumstances if you miss more than three classes. Students are expected to arrive on time and stay until the class period ends. If you know that you have to leave early, you should notify me before class starts. You are expected to treat faculty and other students with respect. During class students are obliged to not disrupt class by making noise and/or leaving and re-entering during class. Students who violate these minimal expectations will be asked to leave and counted as absent. You are expected to have read and thought about the assigned material before you come to class. I expect active class participation, which counts for 20% of the grade.

Dissability

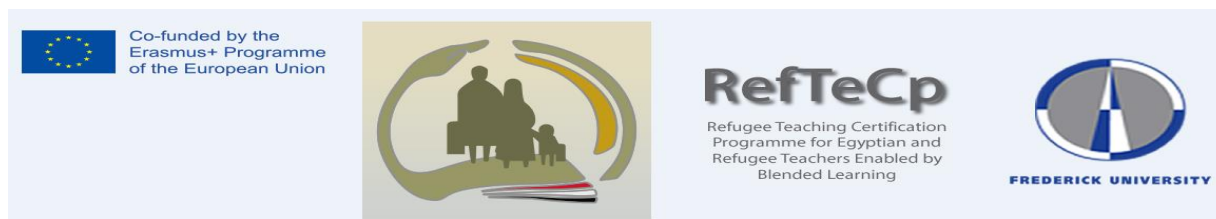
Students who have disabilities should have a confidential appointment to discuss their need for accommodations. Establishing reasonable accommodations should be considered on a case-by-case basis.

Important Dates to Remember

Course Schedule

Week	Date	Topics, Reading, Assignments and Deadlines (Details on assignments and more bibliography are available in the course modules)
1	15/2/2016	Course Overview Discussion of syllabus and assignments, course requirements and prerequisites; Criteria for student selection
2	22/2	Curriculum theories and epistemologies
3	29/2	Curriculum and whole-school approaches to ESD
4	7/3	Cross0curriculum approaches to teaching and learning for refugee
5	14/3	Digital storytelling, participatory video (PV) and social media
6	21/3	Examples of participatory video clips and educational digital storytelling
7	28/3	Setting up a PV project addressing an ESD-related local issue
8	4/4	The planning & design process for video clip/s production
9	25/4	Using scenarios in PV design and creating a storyboard
10	2/5	Participatory video clip production
11	9/5	Participatory video clip production
12	16/5	Integrating participatory video clip in lesson planning
13	23/5	Integrating participatory video clip in lesson planning
14-16		Video clip uploading and posting along with other resources planning for action. Final assessment Reflections on participatory video and social media as catalysts for personal and social change

APENDIX II: The RefTeCp Course Modules Template Example



Course Curriculum and Hypermedia	
Module 1 Curriculum: Different Types and Functions	
Key Concepts	Curriculum theory and types, technology,
Overview	When I ask my students what curriculum means to them, they always indicate that it means the hidden or written curriculum. However, the word "curriculum" means more things. Melding theory and the reality of school curriculum is also another issue often ignored in the educational process. It is therefore essential for students to develop a fundamental understanding of curriculum theory by providing the tools necessary for that. Questions to be addressed in this module include the following: What is the nature and function of curriculum theory? Why is it important to meld the theory and reality of school curriculum? What are the major classifications of curriculum theory? How has technology been a catalyst for curriculum change?
Aim	The overriding aim of this module is to turn students able to discourse on curriculum theories, types and functions and the impact technology can exert on curriculum change.
Learning Outcomes	At the end of this module learners will be able to: <ul style="list-style-type: none"> • Identify and discuss the different types and functions of curriculum • Discuss how technology can contribute to curriculum change
Units	Unit 1.1 Curriculum as a Body of Knowledge/Product Unit 1.2: Curriculum as Process Unit 1.3: Curriculum as Praxis (practice) Unit 1.4: Curriculum as Context
Readings	Fulya Damla Kentli (2009). Comparison of hidden curriculum theories. <i>European Journal of Educational Studies</i> 1 (2) 83-88. Grundy, S. (1987) <i>Curriculum: Product or Praxis</i> , Lewes: Falmer Aristotle (1976) <i>The Nicomachean Ethics</i> ('Ethics'), Harmondsworth: Penguin. Chapter 3: Curriculum Theory. http://www.sagepub.com/upm-data/6042_Chapter_3_Glatthorn_(Sage)_I_Proof_2.pdf Watson, D. (2001). Pedagogy before technology: Re-thinking the relationship between ICT and teaching. <i>Education and Information Technologies</i> 6:4, 251–266
Activity	Overview Assignment 1.1: Reflecting Upon Curriculum 1. Which theories and approaches to learning fit with your current attitude towards and/or method of teaching? (3-4 paragraphs) 2. Which theories and approaches to learning do you disagree with in part or

	<p>whole? Describe your reasons.</p> <p>3. "Role play" – Set up four characters in a short play. Have each of the four characters represent a different theory/type of curriculum. Ask each character to convince the other. Through that character's words in this role play, we will come to know of each of these curriculum types and their functions.</p> <p>Assignment 1.2: Applying Theory</p> <p>Which education theory are you most attracted to? Why?</p> <p>Which theory are you able to apply to your classroom? Why?</p> <p>What challenges or obstacles do you face in applying the chosen theory in your classroom?</p> <p>What kind of help do you need to overcome these obstacles?</p> <p>What is the Design Studio?</p> <p>Access and explore the following dynamic Web-based toolkit entitled Design Studio(http://jiscdesignstudio.pbworks.com/w/page/45526271/technologies%20for%20curriculum%20change) which draws together a range of existing and emerging resources around curriculum design and delivery and the role technology plays in supporting these processes and practices.</p>
Module 2 Curriculum and a Whole School Approaches to ESD	
Key Concepts	Holism, whole school approach, ESD
Overview	<p>Education for Sustainable Development (ESD) consistently advocates a holistic and integrated approach to the infusion of ESD in the formal education system. This module will outline a whole-school approach, to ESD that includes examples where such an approach has been successfully implemented and highlights some of the key challenges that must be addressed to make the widespread adoption of the whole-school approach to ESD a reality. Questions to be addressed in this module are:</p> <p>A whole-school approach to refugee addresses the concern that the day-to-day practices of the school, evident in the non-formal or hidden curricula, ought to be consistent with the teaching espoused within the classroom. Schools that employ whole-school approaches practice what they preach and also reinforce their espoused refugee values with action. What is a “whole-school” approach to education for refugee (EfS)? Is there more than one kind of whole-school approach? Does your school have a whole-school approach? If yes, how can you describe it? If not, how could you design a whole-school approach? How would be implemented?</p>
Aim	The overriding aim of this module is to Enhances understandings of the processes and practices that advance a whole school approach to EfS.
Learning Outcomes	<ul style="list-style-type: none"> • At the end of this module learners will be able to: • Identify examples of whole school • Understand the processes to initiate a whole school approach to EfS
Units	<p>Unit 2.1: Clarifying the concept of “whole school approaches” to EfS.</p> <p>Unit 2.2: The processes to initiate a whole school approach to EfS.</p> <p>Unit 2.3: The means to implement a whole-school approach</p> <p>Unit 2.3: Examples of whole-school approaches to EfS</p>
Readings	Hargreaves, LG (2008) 'The whole-school approach to education for sustainable

development: From pilot projects to systemic change' in Policy & Practice: A Development Education Review, Vol. 6, Spring 2008, pp. 69-74, available: <http://www.developmenteducationreview.com/issue6-perspectives2>.

Henderson, K and Tilbury, D. (2004) Whole-School Approaches to Refugee: An International Review of Sustainable School Programs. Report Prepared by the

Australian Research Institute in Education for Refugee (ARIES) for The Department of the Environment and Heritage, Australian Government.

Ferreira, J., Ryan, L. and Tilbury, D. (2006) Whole-School Approaches to Refugee: A review of models for professional development in pre-service teacher education. Canberra: Australian Government Department of the Environment and Heritage and the Australian Research Institute in Education for Refugee (ARIES).

Whole School Approaches To Education For Sustainable Development Through School-Focused Professional Development (The SEEPS Project)

Tony Shallcross <http://www.cceindia.org/esf/download/paper51.pdf>

Getting started on a whole of school approach to Education for Refugee (EfS) <http://www.decd.sa.gov.au/efs/pages/default/20754/?reFlag=1>

Kay-Barr, S. (2011). Green schools that teach: identifying attributes of whole-school refugee. M.A. Thesis. Colorado State University http://www.ibe.colostate.edu/thesis/Barr_Thesis%20Final.pdf

Gough, A. (2005). Sustainable Schools: Renovating Educational Processes. Applied Environmental Education and Communication, 4:339–351 Birney, A.

and Reed, J. (2009) Refugee and Renewal: Findings from the Leading Sustainable Schools research project, Nottingham: National College for Leadership of Schools and Children's Services. Available at: www.nationalcollege.org.uk/docinfo?id=33296&filename=refugee-and-renewal-full-report.pdf.

Department for Children, Schools and Families (2010) National Framework for Sustainable Schools. Available at: www.rm.com/_RMVirtual/Media/Downloads/National_Framework_Sustainable_Schools_poster.pdf.

D Department for Children, Schools and Families (2010) Planning a Sustainable School. Available at: www.education.gov.uk/publications/eOrderingDownload/planning_a_sustainable_school.pdf.

Government Office for London (2008) Towards Whole School Refugee: A view from London schools. London: GOL. Available at: http://lssf.co.uk/Documents/Towards_Whole_School_Sustai1.pdf.

H Hicks, D. (2012) A sustainable future: four challenges for geographers, Teaching Geography, 36 (1): 9-11

Ofsted (2009) Education for sustainable development: Improving schools, improving lives. Available at: www.ofsted.gov.uk/resources/education-for-sustainable-development-improving-schools-improving-lives.

A framework for developing whole-school approaches to EfS. http://www.tlri.org.nz/sites/default/files/projects/9245_Appendix%20A.pdf

Prain, V. & Hand, B. (2003). Using new technologies for learning: A case study

	of a whole school approach. Journal of Research on Technology in Education. 35, 4 pp.441-458. .
Activity	Overview Design a plan taking into consideration the rubrick found in the readings. This framework has been developed by a team of researchers who worked on a project funded by the Teaching and Learning Research Initiative: Investigating the Impact of Whole-school Approaches to Education for Refugee on Student Learning.
Module 3 Curriculum and Thematic Learning addressing Refugee Themes	
Key Concepts	Curriculum, thematic instruction, ESD
Overview	As the world becomes more interlinked by human activities our problems become more complex - and their solutions more difficult to grasp. This has to be reflected in curricula. Interdisciplinary thematic units are a powerful tool for guiding learners in “seeing” the connections between the disciplines they study. Aiding learners in recognizing the patterns that weave facts, ideas, generalizations together across time and space helps them better understand themselves and the larger world. ESD-oriented thematic instruction is the organization of a curriculum around "themes that integrates basic disciplines like reading, writing, math, and science with the exploration of a broad subject such as communities, rain forests, river basins, the use of energy, etc. In other words, thematic instruction organizes activities or lessons around a general idea or theme meaningful to the learner. Thematic instruction can be a powerful tool for reintegrating the curriculum and eliminating the isolated, reductionist nature of teaching that is centered around disciplines rather than experience.
Aim	This module aims at examining the relationship of curriculum with theme-based learning focussing on refugee issues.
Learning Outcomes	At the end of this module learners will be able to: <ul style="list-style-type: none"> • Demonstrate knowledge on the principles and practices for thematic instruction • Plan a lesson based on thematic instruction
Units	Unit 3.1: Models of refugee curriculum integration Unit 3.2: Choosing a refugee theme Unit 3.3: Designing the integrated refugee curriculum Unit 3.4: Developing the thematic instruction Unit 3.5: Assessing the thematic instruction
Readings	Apar1, J.M., Argumedo, A. & Allen, W. (...). Building Transdisciplinarity for Managing Complexity: Lessons from Indigenous Practice http://learningforrefugee.net/pubs/BuildingTransdisciplinarityforManagingComplexity.pdf UNESCO: Teaching and Learning for a Sustainable Future: A Multimedia Teacher Education Programme. WWF (2008). Learning for refugee: from the pupils' perspective

	<p>A report of a three-year longitudinal study of 15 schools from June 2005 to June 2008 http://assets.wwf.org.uk/downloads/wwf_report_final_web.pdf</p> <p>Kennelly, J. & Taylor, N. (2007). Education for Refugee for the K-6 Curriculum: A Unit of Work for Pre-Service. Australian Journal of Environmental Education, vol. 23, 3-12</p> <p>Scott, W. Refugee and learning: what role for the curriculum? Council for Environmental Education in association with the Centre for Research in Education and the Environment, University of Bath http://www.bath.ac.uk/cree/resources/scott.pdf</p> <p>Educating for a sustainable future: A national environmental Education Statement for Australian Schools Commonwealth of Australia 2005 http://www.environment.gov.au/education/publications/pubs/sustainable-future.pdf</p>
Activity	<p>Overview</p> <p><i>Assignment 1: Generating Themes</i></p> <ol style="list-style-type: none"> 1. Think of 5 possible themes dealing with refugee 2. Next consider whether these themes are important in your community 3. Look at your list, and choose one. Write 3-4 sentences telling more about it. Why might it be a useful theme? How does it fit into your community's and personal interest? <p>Find Sample Thematic Units</p> <p>Using the World Wide Web, locate at least three units (lesson plans) related to the theme you have chosen. Start your search for lesson plans using both lesson plans sites and/or writing key words describing your theme. Explain why a thematic approach is applied in the three chosen lesson plan?</p> <p>Plan Your Own Thematic Unit</p> <p>You will develop the unit for a class of your choice. This unit plan will be described in a paper (maximum 4 pages) comprised of five interlinked sections (Activation, Teaching/Learning Tasks, Learning Processes, Reflective Feedback and Cross-curriculum Extensions) that are explained in class.</p>
Module 4 Digital Video Design for Advocacy, Empowerment and Change	
Key Concepts	Video, advocacy, rights and equality , empowerment
Overview	The rapid development of multimedia and hypermedia technologies has provided new avenues for merging images, sound, movies and animation together with texts. Digital video production could offer possibilities for advocacy, empowerment and change. An empowering process is where video itself plays an emancipating role and advocacy for “lobbying,” “campaigning,” and “activism”. In this way technology becomes a means to bring about social justice and environmental protection.
Aim	The overriding aim of this module is first to explore the potentialities of

	hypermedia technology through digital participatory video for advocacy, empowerment and capacity building and second to learn design digital video-clips to serve the first aim.
Learning Outcomes	At the end of this module learners will be able to: <ul style="list-style-type: none"> • Demonstrate knowledge on the concept of participatory video (PV) • Plan, develop and assess a participatory video product addressing ESD themes
Units	Unit 3.1: Conceptualising PV project idea Unit 3.2: Developing PV project proposal Unit 3.3: Doing PV research Unit 3.4: Writing/revising script/storyboard
Readings	Manual on Movie Maker 2 and other software Mackay, W. E. Video Techniques for Participatory Design: Observation, Brainstorming & Prototyping. CHI 2000 Tutorial http://www.daimi.au.dk/~mackay Lynagh, M. (2010). Using video in community health advocacy: Critical review of a participatory workshop with Breastfeeding Patrol, Mandaluyong City, Manila. Submitted in partial fulfilment of the MA degree in Development and Emergency Practice Oxford Brookes University Fab, S. & Kay, S. Using communication media as a tool for campaigning: Air France In-flight Video Evaluation of the Austria In-flight Video. ECPAT International
Activity	<p>Overview</p> <p>Assignment: Good video production begins with good planning and storyboarding. Go to KidzOnline, select the Guest Login link and register for this free resource. Then select the Tech Training tab and check out the Technology Units available. Select the Digital Video Unit and Stream the following selections: #2 Digital Video: Getting Started and #4 Digital Video: Storyboard.</p> <p>Assignment : Using the WWW search for participatory video clips addressing ESD themes with particular to your own theme chosen.</p> <p>Assignment:</p> <p>Prepare a research proposal</p> <p>Do research</p> <p>Storyboarding Exercise</p> <p>For your object description assignment, you'll need to create a storyboard as part of the planning and development process. As storyboarding practice, this exercise asks you to take a TV commercial and construct a storyboard for it, the reverse of the normal storyboarding process. In assessing your Storyboarding Assignment, consider the rubrick provided.</p>
Module 5 Video Clips Production	

Key Concepts	Production processes, techniques
Overview	<p>Digital Video Production is the filming that brings your video storyboard to life. The actual filming "on location" is known as production, while the editing process is known as post-Production. Like, the planning (pre-production) process, some tasks, such as research for post-production narration or sound, may take place both in the planning and production phases. Here are just a few of the issues that must be considered throughout the shot.</p> <p style="padding-left: 40px;">Where to focus the lens How the light is striking the subject Does the iris or white balance need to be set for the light conditions Will the camera have to be moved during the shot Is the background appropriate How to frame the shot Whether to move the zoom or change the focus during the shot Is the mike picking up the sound at the right level Is there distracting background sound or noise</p>
Aim	The overriding aim of this module is to equip students with the capacity to actualise their storyboards.
Learning Outcomes	<p>At the end of this module learners will be able to:</p> <ul style="list-style-type: none"> • Shooting video • Work with others in groups • Use video equipment • Logging and capturing footage
Units	<p>Unit 5.1: Filming Unit 5.2: Logging and capturing footage</p>
Readings	<p>Windows Movie Maker free online video tutorials from Atomic Learning are available at http://www.atomiclearning.com/moviemaker2. These tutorials are very helpful in learning the various features of Movie Maker. (You will need the QuickTime video player to view the Atomic Learning tutorials. If needed, click on QuickTime to download the latest version.)</p>
Activity	Overview
	Start the production process
Module 6 Video-clip Post-Production	
Key Concepts	Editing, narrating, exporting
Overview	<p>Once the footage has been captured, it needs to be put together in a meaningful way based on the story and storyboards. This process is called editing. Clips may need to be trimmed to make them shorter, and in some cases a shot may need to be redone because of lack of media or bad lighting etc. Students can creatively determine which shots best tell the story. Sometimes a simple change in camera angles makes one shot better than another. During editing, students also may add a soundtrack or narration. This may require hooking up a microphone so the "voice talent" can narrate based on the footage being used</p>

	for the project. Students can experiment with transitions between clips, as well. Remember it is really easy to overuse transitions. In most cases, simple cuts work well to tell a story. Titles, Text, Credits - Although this may be part of the editing step, this can also be done during post-production as well. Make sure every project participant is in the credits since it may eventually appear in the student's portfolio. Any other graphics or enhancements can also be added at this time. Print to tape/export for web - Once the project is complete, it's ready to be printed back to tape via Firewire or to be exported as a movie for use on the web or CD.
Aim	The overriding aim of this module is to learn the processes for editing and finalising the video clip assigned
Learning Outcomes	At the end of this module learners will be able to: <ul style="list-style-type: none"> Apply all techniques for editing and exporting the video clip assigned
Units	Unit 6.3: Editing Unit 6.4: Titles, Text, Credits Unit 6.5: Print to tape/export for web
Readings	A compilation of hands-out
Activity	Overview
	Implementing the production
Module 7 Integrating the video clip into the thematic unit	
Key Concepts	Lesson planning, thematic integration
Overview	Planning, developing and producing a video clip dealing with a sustainable development issue should be seen in the context of teaching and learning process. Accordingly, the video clip should be integrated into a lesson plan.
Aim	The overriding aim of this module is to help students integrate the video clip into the curriculum
Learning Outcomes	At the end of this module learners will be able to: <ul style="list-style-type: none"> Demonstrate knowledge on lesson planning Applying knowledge and techniques for integrating learning objects such as a video clip into lesson planning
Units	Unit 6.1: Integrating the video clip into the curriculum Unit 6.2: Uploading video clip
Readings	Ourmedia.org Publish & store your creations- video, audio, text or graphics. Google Video : Upload or download, digital videos of any size or length.
Activity	Overview
	<p>You Tube: Upload almost any video format, watch streaming video and share your video creations with anyone. Converting You Tube files for use in Movie Maker. Native format not supported in Movie Maker.</p> <p>TeacherTube: Video and social networking site offers 11 customized channels for teachers to upload and share videos of best practices, tutorials and student projects in a content-controlled environment.</p>

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