



UNIVERSITY OF SPLIT

Faculty of Humanities and Social Sciences

**DETAILED PROPOSAL OF THE LIFELONG
LEARNING PROGRAMME**

**BLENDED INTENSIVE PROGRAMME 2024:
Sustainable, Social and Participatory Learning for
Innovative Transformation (SPLIT)**

SPLIT, January 2025

Klasa:

Urbroj:

1. GENERAL INFORMATION ON THE LIFELONG LEARNING PROGRAMME

Name of the lifelong learning programme	<p>BLENDED INTENSIVE PROGRAMME 2024:</p> <p>Sustainable, Social and Participatory Learning for Innovative Transformation (SPLIT)</p>
Provider of the lifelong learning programme	<p>Faculty of Humanities and Social Sciences, University of Split (in a collaboration with the Kiel University, University of Gdansk and the University of Cadiz).</p> <p>The implementation will be supported by the Technology Park Split and a SEA-EU Office at the University of Split.</p>
Executor of the lifelong learning programme	Faculty of Humanities and Social Sciences
Purpose of the lifelong learning programme	<p>Students' mandatory obligations for the purpose of changing a study programme and/or enrolling in a study programme, completion of a study programme and acknowledging competences acquired outside the study programme but which are mandatory for studying. <input type="checkbox"/></p>
	Other programmes based on the lifelong learning principles <input checked="" type="checkbox"/>
Total number of ECTS credit	3 ECTS
Reasons for starting the lifelong learning programme	<ul style="list-style-type: none"> • The SPLIT program promotes interdisciplinary exchange of knowledge and experience among students and staff from diverse fields. By gathering participants from nine SEA-EU universities, the program fosters collaboration across disciplines, ensuring a wide range of perspectives and innovative challenge-based approaches in the learning process. • SEA-EU universities have varying approaches to social learning. The SPLIT program enables the sharing of best practices, successful models, and teaching methodologies that can be adapted and integrated across different educational and cultural contexts. • The SPLIT program focuses on transformative learning experiences that prepare participants to tackle real-world challenges. • Participants in the SPLIT program will not only gain subject-specific knowledge but also develop essential

	<p>transferable skills, such as critical thinking, teamwork, communication, and leadership.</p> <ul style="list-style-type: none"> • By bringing together individuals from different cultural and academic backgrounds, the SPLIT program encourages intercultural dialogue, mutual understanding, and respect for diversity. • Development of the internationalisation, mobility and international visibility of the Faculty of Humanities and Social Sciences.
Description of education objectives, learning outcomes and acquired competences after completion of the programme	<p>The main objective of the educational program is to develop the ability for creative thinking and to develop community-engaged activities. Another aim is to encourage participants to take the initiative in launching social projects understanding the key concept of the social engagement.</p> <p>Upon completion of this program, students will be able to:</p> <ul style="list-style-type: none"> • Develop their awareness of active roles in society • Cultivate innovative and creative capacity • Develop the ability for creative thinking • Recognize their role as change-agents • Enhance teamwork and collaborative skills • Gain knowledge on social engagement tools • Adapt to digital and green challenges. <p>A detailed description of the learning outcomes is provided on page 3.</p>
Duration of the programme	<p>In total, student load is:</p> <ul style="list-style-type: none"> • <i>10 hours of online classes before arrival (out of a total of 50 hours of teaching)</i> • <i>35 hours of classes during the stay at the location where BIP is held (out of a total of 50 hours of teaching)</i> • <i>5 hours of reflection online (out of a total of 50 hours of teaching)</i> • <i>35 hours of independent work (before arriving in Split, Croatia and after returning, and before reflection).</i> <p>Duration: 2nd – 6th June 2025.</p>
Target group of students	<p>All students coming from social, humanistic, natural and technical sciences.</p>
Optimal number of students	<p>24 (application will be launched for 3 students per SEA-EU university).</p> <p>Application will be open from April 1st to April 20th, 2025</p>

Enrolment requirements for the programme	<ul style="list-style-type: none">• Knowledge of English and the ability to work in MS office programs
Requirements for completion of the programme	<ul style="list-style-type: none">• Attendance and positive assessment of the presentation of the idea (students present the idea to the experts/mentors).• At the end of the program, they will have to make a presentation of their society project.

2. DESCRIPTION OF THE LIFELONG LEARNING PROGRAMME AND EXECUTION PLAN

2.1. The list of lifelong learning programme courses

THE LIST OF COURSES*					
Course name	Class instruction format**				ECTS
	Lecture	Seminar	Exercise	Practical training	
BLENDED INTENSIVE PROGRAMME 2024: Sustainable, Social and Participatory Learning for Innovative Transformation (SPLIT)	25		25		3

2.2. Description of the lifelong learning programme courses

NAME OF THE COURSE		BLENDED INTENSIVE PROGRAMME 2024: Social and Participatory Learning for Innovative Transformation (SPLIT)					
Course teacher	<ul style="list-style-type: none"> Ivana Jadrić, PhD, Assistant Professor Morana Koludrović, PhD, Associate Professor Ivana Restović, PhD, Assistant Professor 	Credits (ECTS)	3				
Associate teachers	<ul style="list-style-type: none"> Mayka Garcia Garcia, PhD, Associate Professor (University of Cadiz) Manuel J. Cotrina Garcia, PhD, Associate Professor (University of Cadiz) 	Type of instruction (number of hours)	L	S	E	F	
			25		25		

	<ul style="list-style-type: none">Ana Zarzuela, PhD (University of Cadiz)Frauke Godat (Kiel University)Jarek Jendza, PhD, Assistant Professor (University of Gdansk).					
Status of the course	Elective	Percentage of application of e-learning	30%			
COURSE DESCRIPTION						
Course objectives	<p>The SPLIT programme is a challenge-based initiative designed to equip students with sustainability skills alongside social, participatory, and innovation competencies, with an emphasis on collaborative learning and transformative innovation through usage of the modern pedagogical tools. It targets students eager to harness their creative potential through social engagement and a participatory approach, particularly those committed to driving social change and developing innovative solutions for global challenges.</p> <p>Upon completion, participants will be able to identify societal needs, analyse opportunities for social transformation, co-create solutions with their communities, and present innovative ideas that foster social, environmental, and participatory progress. The program promotes active involvement in community-based projects, empowering students to become engaged citizens and catalysts for change.</p> <p>In addition, the SPLIT program provides training in participatory methods and approaches to identify challenges and co-develop sustainable solutions. Participants will gain insights into adapting to social and environmental challenges while creating innovative models that support community-driven transformation.</p>					
Course enrolment requirements and entry competences required for the course	<ul style="list-style-type: none">Knowledge of English and the ability to work in MS Office programs					
Learning outcomes expected at the level of the course (4 to 10 learning outcomes)	<p>The learners will be able to:</p> <ul style="list-style-type: none">Develop their awareness of active roles in societyCultivate innovative and creative capacityDevelop the ability for creative thinkingRecognize their role as change-agentsEnhance teamwork and collaborative skillsGain knowledge on social engagement tools					

<p>Course content broken down in detail by weekly class schedule (syllabus)</p>	<ul style="list-style-type: none"> Adapt to digital and green challenges. <p>There are three thematic blocks of the program:</p> <ol style="list-style-type: none"> 1. ONLINE BLOCK – THEORETICAL INTRODUCTION This thematic block includes 10 hours of online classes and online workshops prior to arrival. In addition to this, students must dedicate an additional 15 hours to independent work in preparation for the onsite second block. 2. ONSITE BLOCK – Introduction (2 days) + 2 days of the hackathon where students develop their project ideas + presentation day. This thematic block spans 7 hours per day over 5 days, totalling 35 hours (15 hours of lectures and 20 hours of exercises) in the week from 2nd to 6th June 2025. 3. ONLINE BLOCK - reflection The final thematic block of the BIP program consists of online sessions where, after completing 20 hours of independent work where students individually prepare reflection, students will present their final reflection tasks (5 hours) in online environment. <p>Detailed explanation:</p> <p>1st ONLINE BLOCK – THEORETICAL INTRODUCTION</p> <ul style="list-style-type: none"> The first thematic block includes a virtual component. Virtual component will be organized in a way that it facilitates collaborative online learning exchange and teamwork. During the virtual component, the following topics will be covered: <ul style="list-style-type: none"> ➤ Introduction to the course (All partners with a lead of Ivana Jadrić, PhD, Assistant Professor, University of Split) – ½ hour ➤ Transformative learning approaches in contemporary society, labour market and education system from the perspective of the SDG (Ivana Restović, PhD, Assistant Professor, University of Split) – 1.5 hour ➤ The Inner Development Goals framework: Addressing the inner dimensions of sustainability and systems transformation, interactive workshop and reflection (Frauke Godat, Kiel University) – 1.5 hour ➤ Solidarity, participation and diversity – what kind of education do we need to address contemporary social challenges (Jarosław Jendza, PhD, Assistant Professor, University of Gdansk) – 1.5 hour ➤ Introduction to the inspiring social innovation projects at the university - examples of good practice (Mayka Garcia Garcia, PhD, Associate Professor, Manuel J. Cotrina Garcia, PhD, Associate Professor and Ana Zarzuela, PhD (University of Cadiz) – 1.5 hour ➤ The Importance of Communication in Effective Leadership: Navigating Team Dynamics and Projects through Intercultural Understanding (Ivana Jadrić, PhD, Assistant Professor, University of Split) – 1.5 hour ➤ Learning environment and student motivation (Morana Koludrović, PhD, Associate Professor, UNIST) – 1.5 hour ➤ Instructions for independent work for students before they come to the onsite event. (All partners) – ½ hour
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	<p>2nd ONSITE BLOCK (at the University of Split, Croatia)</p> <ul style="list-style-type: none"> Includes introduction part (2 days) + 2 days of the social hackathon + 1 presentation day <p>This thematic block spans 7 hours per day over 5 days, totalling 35 hours (15 hours of lectures and 20 hours of exercises).</p> <p>1st Day (lecturers and workshops):</p> <ul style="list-style-type: none"> Developing the project from scratch: How to start? (Ivana Jadrić, PhD, Assistant Professor) Presentation of previously gathered different challenges on social and environmental issues across the Alliance (All partners) Teams constitution (All partners) Brainstorming on the idea development, identification of the target group, definition of the project goals - challenges and opportunities for project development (All partners) Definition of the project ideas per each team (Teams under the guidance of experts/mentors) Building a protocol and preparation of the tools -instrument for the field research /Learning exercise (preparation for the activities planned for 2nd day of the event (All partners) <p>2nd Day (field research, study visit and workshop):</p> <ul style="list-style-type: none"> A visit to the Split Technology Park, a visit to the local NGO, the university campus, and other relevant sites where students can gain inspiration and develop projects focused on social engagement. The program includes a learning exercise around the city of Split, aimed at conducting field research. Students will collect testimonies, complete surveys, gather information, and capture photographs that can help them to shape the project. Workshop: <i>From idea to venture</i> – guiding students through the process of project development – preparation of the project content and goals based on the field research (Ivana Jadrić, PhD, Assistant Professor with All partner universities and external representatives from companies, NGO's and other external partners). <p>A day will finish with a shared reflection session to discuss findings and insights.</p> <p>3rd and 4th day:</p> <p>Students will participate in a two-day hackathon where they will be engaged in project development with the aim to raise awareness on social and environmental issues across the Alliance. During that process, students will be guided by mentors who also serve as experts. In the following two intensive days, students will gather all information they collected during first two days of the event and work together in teams, formed during the first day of the BIP on the topic they picked.</p>
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	<p>Throughout the hackathon, short breakout sessions will be held, where students will receive guidance from mentors on the following topics (presented as mini-workshops integrated into the event):</p> <ul style="list-style-type: none"> • Tools to enhance creativity and motivation (UNIST) • Importance of Reflection (UCA) • Presenting with Pecha Kutchu format (UNIST, KIEL) • Presentational skills (UNIST) • etc. (other topics can be included on case experts notice that students lack some necessary skills in the process). <p>5th Day:</p> <ul style="list-style-type: none"> • On the final day of the hackathon, each group demonstrates a project in front of the experts/mentors who provide last feedback. • Students receive instructions of the independent work and reflection – last phases they need to go through online after the onsite event. <p>3rd ONLINE BLOCK</p> <p>The final thematic block of the BIP program includes online sessions, which take place after students complete 20 hours of independent work (two weeks after students come back home after BIP onsite event in Split).</p> <p>During this independent work phase, students will have the opportunity to prepare their final reflection tasks. Final tasks will be presented online in front of the mentors and other students (5 hours).</p> <p>After the onsite event in Split, once they return home, students have two weeks to dedicate to independent work and go through the reflection process based on the instructions provided on the final day of the BIP event. Students reassess themselves on the IDG self-assessment tool and write a reflection on their learning experience. Final reflection phase will be organized online and it will last for 5 hours. During that phase, students will present their experience online in front of the group using the Pecha Kucha format based on the provided instructions.</p>	
Format of instruction	<input checked="" type="checkbox"/> lectures <input checked="" type="checkbox"/> seminars and workshops <input checked="" type="checkbox"/> exercises <input type="checkbox"/> <i>on line</i> in entirety <input type="checkbox"/> partial e-learning <input type="checkbox"/> field work	<input checked="" type="checkbox"/> independent assignments <input type="checkbox"/> multimedia <input type="checkbox"/> laboratory <input checked="" type="checkbox"/> work with mentor <input checked="" type="checkbox"/> final presentation
Student Responsibilities	<p>Regular and active participation in classes and a passing grade in the pitch assignment.</p> <p>Regular and active participation online and onsite in classes and participation in the development and presentation of the project.</p>	

	In addition to active participation in class, to successfully complete the program, students need to: <ul style="list-style-type: none"> • prepare a project during the onsite event in Split and present it to the group on the last day of the event in Split • go through a self-reflection process after the event • present the learning process through reflection at the last online part of the event (using the Petcha Kutcha format). 					
Screening student work <i>(name the proportion of ECTS credits for each activity so that the total number of ECTS credits is equal to the ECTS value of the course)</i>	Class attendance	1.5	Research		Practical training	0.5
	Experimental work		Report		Workshop	
	Essay		Seminar essay		Final presentation	0.5
	Tests		Oral exam			
	Written exam		Project	0.5		
Required literature (available in the library and via other media)	Title				Number of copies in the library	Availability via other media
	Teaching materials (PPT and related articles)				/	Online/ Google Classroom
Optional literature	<ul style="list-style-type: none"> • Deeley, S. J. (2010). Service-learning: Thinking outside the box. <i>Active Learning in Higher Education</i>, 11(1), 43-53. • Salam, M., Awang Iskandar, D. N., Ibrahim, D. H. A., & Farooq, M. S. (2019). Service learning in higher education: A systematic literature review. <i>Asia Pacific Education Review</i>, 20, 573-593. • Bristow, J. Bell, R. Wamsler, C. Björkman, T. Tickell, P. Kim, J. Scharmer, O. (2024). The System Within: addressing the inner dimensions of sustainability and systems change. The Club of Rome. Earth4All: deep-dive paper 17., Download and video at: https://www.clubofrome.org/publication/earth4all-bristow-bell/ • Resch, K. Knapp, M. (2020). Service Learning. A Workbook for Higher Education. An output of the ENGAGE STUDENTS project. • González, E. L., Amundarain, M. G., & Fernández, I. L. (2024). Aprendizaje-servicio universitario. Participación estudiantil, servicio y desarrollo de competencias. <i>Contextos educativos: Revista de educación</i>, (33), 239-260. 					

2.3. Means of evaluation of anticipated learning outcomes

The participants will be evaluated based on their active participation in class and the presentation of a project. The goal of the presentation is to replicate a real-life scenario in which people notice different social challenges around them and develop projects that can help to solve those problems. At the end of the onsite part students must defend their idea and demonstrate its potential. This form of learning outcome assessment also develops their analytical, critical, and presentation skills.

3. REQUIREMENTS FOR IMPLEMENTATION OF LIFELONG LEARNING PROGRAMME

3.1. Spatial requirements for implementation of lifelong learning programme

Buildings of the constituent part (state existing buildings, buildings under construction and planned construction)	
Building name/identification	Faculty of Humanities and Social Sciences
Building location/address	Poljička cesta 35, 21000 Split
Construction year	1990
Total square area in m ²	8000 m ²

Classrooms/laboratories/exercise classrooms used for implementation of the programme*	
Building name/identification	Faculty of Humanities and Social Sciences
Classroom number or sign	Large amphitheatre (four days of the event)
Number of seatings for students	70
Total square area in m ²	100
Number of weekly occupations of the classroom	1 week /5 days)
Equipment grade (from 1 – 5)	5

Equipment needed for implementation of the programme	
Equipment (instrument) name	Procurement value
Computers	Existing
Projector	Existing
Canvas	Existing
Internet	Existing

3.2. The list of teachers and associate teachers by courses

Courses	Teachers and associates
BLENDED INTENSIVE PROGRAMME 2024: Sustainable, Social and Participatory Learning for Innovative Transformation (SPLIT)	<ul style="list-style-type: none"> Ivana Jadrić, PhD, Assistant Professor Morana Koludrović, PhD, Associate Professor Ivana Restović, PhD, Assistant Professor

	<ul style="list-style-type: none"> • Jarek Jendza, PhD, Assistant Professor (University of Gdansk) • Mayka Garcia Garcia, PhD, Associate Professor (University of Cadiz) • Manuel J. Cotrina Garcia, PhD, Associate Professor (University of Cadiz) • Ana Zarzuela, PhD (University of Cadiz) • Frauke Godat (Kiel University).
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3.3. Information on teachers and associate teachers

Title, name, surname	Assist. prof. Ivana Jadrić, PhD
Course to be taught in the suggested lifelong learning programme	Topics are listed in section 2.2.
GENERAL INFORMATION ON THE TEACHER	
Address	Poljička cesta 35
Phone	
e-mail address	ijadric@ffst.hr
Personal web page	/
Year of birth	1985
Researcher ID in the Register of researches	orcid.org/0000-0001-5211-4008
Research or art position and the date of the last appointment	Assist. prof. 23 rd October 2024
Research and teaching position, art and teaching position or teaching position and date of the last appointment	Assistant professor, 26 th January 2024
Area and field of election in research or art position	Assistant professor in social science, field of economics – marketing
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Split, Faculty of Humanities and Social Sciences
Date of employment	23 rd October 2024
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Marketing, Service Learning, Service Quality
Function	
INFORMATION ON EDUCATION – highest degree earned	
Degree	PhD(Economics)
Institution	University of Rijeka Faculty of Economics
Place	Rijeka - Croatia
Date	2021

INFORMATION ON ADDITIONAL TRAINING	
Year	2011
Place	Split
Institution	University of Split, Faculty of Humanities and Social Sciences
Field of additional training	Pedagogical-psychological-didactic-methodical education
MOTHER TONGUE AND OTHER LANGUAGES	
Mother tongue	Croatian
Foreign language and knowledge of the language on a scale from 2 (sufficient) to 5 (excellent)	English-4
Foreign language and knowledge of the language on a scale from 2 (sufficient) to 5 (excellent)	Italian-2 Spanish -2
COMPETENCES FOR TEACHING THE COURSE	
Earlier experience in teaching similar courses (state course name)	<ul style="list-style-type: none"> Principles of marketing, Marketing management and other marketing courses Service-Learning in Kinesiology The role of students in higher education area Public relations ...
Authorship of university/faculty textbooks from similar areas	/
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ul style="list-style-type: none"> Jadrić, I., Buzov, I. (2024). Service Learning as Learning for Social Responsibility – or how responsibility can become a key element of educational programs and school culture, Proceedings of the 2nd The European University of the Seas (SEA-EUConference Higher Education in the Service of Society, University of Cadiz, Spain, 24-25 April 2024, 62-72, ISBN: 978-953-7220-92-1. Miletić, Đ, Miletić, A., Jadrić, I. (2024). Service learning in academic curricula – Physical Education students' attitudes, Proceedings of the 2nd The European University of the Seas (SEA-EU) Conference Higher Education in the Service of Society, University of Cadiz, Spain, 24-25 April 2024, 80-87, ISBN: 978-953-7220-92-1. Miletić, Đ., Jadrić, I., Miletić, A. (2024). Influence of Motivation Climate on Service-Learning Benefits among Physical Education Students, European Journal of Educational Research, 13(3), 1031-1041. https://doi.org/10.12973/eu-jer.13.3.1031. Miletić, Đ., Jadrić, I., Miletić, A. (2023), Influence of previous motor experience on attitudes about Service-Learning among students; SPORT - Nauka i Praksa, 13 (1), 7-12.

	<ul style="list-style-type: none"> • Miletić, Đ., Jadrić, I., Miletić, A. (2023). Importance of implementation of Service Learning in sport and higher education area, Proceedings Sporticopedia – Sports Media and Business, Belgrade, Faculty of Sport University Union – Nikola Tesla, Serbia 13-14 October 2023, 51-63, ISBN: 978-86-6385-056-9. • Jadrić, I., Bilić, I., Miletić, Đ. (2022). Institutionalization of the Service-Learning as a tool in a Higher Education Image Building, 1st International Scientific and Professional Conference on Service-Learning, University of Split, 19th May 2022, 25 – 39, ISBN: 978-953-7220-72-3. • Jadrić, I., Miletić, Đ., Ćosić, A. (2022). The impact of the Covid 19 pandemic in international students' perception of service quality, Ekonomski vjesnik/ Econviews - Review of Contemporary Business, Entrepreneurship and Economic Issues, Sveučilište J.J.Strossmayera u Osijeku, Ekonomski fakultet u Osijeku, 35(1), 177–190. DOI: https://doi.org/10.51680/ev.35.1.14. • Jadrić, M., Ćukušić, M., Jadrić, I. (2021). Factors Influencing Students' Behavioral Intention to Use Digitally Signed Credentials, 10th International Scientific Symposium Region Entrepreneurship Development REGION ENTREPRENEURSHIP DEVELOPMENT (RED 2021), Ekonomski fakultet Sveučilišta Josipa Jurja Strossmayera u Osijeku 2021, 744-759.
Professional and scholarly articles published in the last five years in areas of teaching methodology and teaching quality (5 works at most)	<ul style="list-style-type: none"> • Jadrić, I., Dlačić, J., Martinović, M. (2024). Investing in the Quality of the Higher Education Service pays off – Application of TAM model on the HEI sector, International Scientific Conference Economics of Digital Transformation (EDT) 2023, Faculty of Economics, Rijeka, 10th June 2023 • Jadrić, I., Adamczuk, M., Szczęśna, U., Queffelec, N., Dželalija, M., Marušić, A. (2023). Organizational structures and processes for research ethics and integrity: case study by the European University of the Seas (SEA-EU) Alliance; ST Open, Sveučilište u Splitu, 2022, 1-37. DOI: https://doi.org/10.48188/so.4.9. • Jadrić, I., Dlačić, J., Grbac, B. (2020). Analysing influences on service quality in higher educational institutions: role of student's intrinsic and extrinsic motivators; 9 International Scientific Symposium REGION ENTREPRENEURSHIP DEVELOPMENT (RED 2020), Ekonomski fakultet Sveučilišta Josipa Jurja Strossmayera u Osijeku 2020, 04-05 June 2020, 1032-1046, ISSN 1848-9559.

Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ul style="list-style-type: none"> Development of the Service-Learning Centre at the SEA-EU 1.0. and Society Hub in the SE-EU 2.0. project.
Name of the programme and extent in which the teacher acquired methodological-psychological-didactic-pedagogical competences	University of Split, Faculty of Humanities and Social Sciences, Pedagogical-psychological-didactic-methodical education (2011)
RECOGNITION AND AWARDS	
Recognition and awards for teaching and research/art work	/

Title, name, surname	Assoc. Prof. Morana Koludrović, PhD
Course to be taught in the suggested lifelong learning programme	Topics are listed in section 2.2.
GENERAL INFORMATION ON THE TEACHER	
Address	Poljička cesta 35
Phone	
e-mail address	morana@ffst.hr
Personal web page	/
Year of birth	1979
Researcher ID in the Register of researches	306406
Research or art position and the date of the last appointment	Senior Research Associate, April 15, 2020
Research and teaching position, art and teaching position or teaching position and date of the last appointment	Associate Professor, February 17, 2021
Area and field of election in research or art position	Social Sciences, Pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences in Split
Date of employment	April 15, 2008
Name of position (professor, researcher, associate teacher, etc.)	Associate Professor
Field of research	Pedagogy
Function	Vice Dean for Study Programs and Quality
INFORMATION ON EDUCATION – highest degree earned	
Degree	PhD
Institution	Faculty of Humanities and Social Sciences
Place	Zagreb
Date	March 15, 2013
INFORMATION ON ADDITIONAL TRAINING	
Year	

Place	
Institution	
Field of additional training	
MOTHER TONGUE AND OTHER LANGUAGES	
Mother tongue	Croatian language
Foreign language and knowledge of the language on a scale from 2 (sufficient) to 5 (excellent)	English language - C1
Foreign language and knowledge of the language on a scale from 2 (sufficient) to 5 (excellent)	German language - A2
COMPETENCES FOR TEACHING THE COURSE	
Earlier experience in teaching similar courses (state course name)	<p>Course leadership on undergraduate and graduate programs at the Faculty of Humanities and Social Sciences in Split:</p> <ul style="list-style-type: none"> • Curriculum Development Methodology • (Self-)Evaluation in Contemporary Schools • Alternative Concepts of Education • Didactics • School Pedagogy
Authorship of university/faculty textbooks from similar areas	<ul style="list-style-type: none"> • Koludrović, M.; Vučić, M. (2018). Learning to Learn and Teach Lifelong: A Handbook for Teachers in Adult Education. Zagreb: Agency for Vocational Education and Training and Adult Education (edited book).
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ul style="list-style-type: none"> • Koludrović, M.; Vučić, M. (2018). Učimo cjeloživotno učiti i poučavati: Priručnik za nastavnike u obrazovanju odraslih. Zagreb: Agencija za strukovno obrazovanje i obrazovanje odraslih (urednička knjiga)
Professional and scholarly articles published in the last five years in areas of teaching methodology and teaching quality (5 works at most)	<ul style="list-style-type: none"> • Koludrović, M., Rajić, V. (2024). Development and contemporary understanding of work-based learning. Journal of Elementary Education, 17 (2), 141-154. • Rajić, V., Koludrović, M. (2022). Analiza implementacije preporuke vijeća o oblicima usavršavanja: nove prilike za odrasle u Republici Hrvatskoj. Zbornik radova sa znanstveno – stručne konferencije Post-krizno obrazovanje odraslih. Zagreb: ASOO, 85-91. • Koludrović, M., Reić Ercegovac, I. (2021). Attitudes, Motivation, and Self-Efficacy in Adult Education in Croatia. Sodobna pedagogika, 72 (138), 3, 214-229. • Rajić, V., Diković, M., Koludrović, M. (2021). Do We Equip Teachers to Deal with the Global Crisis? The Case of Initial Teacher Education in the Republic of Croatia. Human, technologies, and Quality of

	<p>Education. Proceedings of Scientific Papers, 794-802.</p> <ul style="list-style-type: none"> • Koludrović, M.; Mrsić, A. (2021). The Attitudes of Students of Initial Teacher Education Programs Towards Teacher Socioemotional Competence. Economic Research Ekonomska Istraživanja, DOI: 10.1080/1331677X.2021.2010114.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ul style="list-style-type: none"> • [2019 – present] Implementation of Montessori pedagogy elements in the education of future teachers; University of Zagreb, Faculty of Teacher Education • [2014 – present] Scientific Center of Excellence for School Effectiveness and Management • [2023 – present] The European University of the Seas 2.0 (SEA-EU); 2.5 SEA-EU Becoming a Diversified Lifelong Learning Hub
Name of the programme and extent in which the teacher acquired methodological-psychological-didactic-pedagogical competences	<p>College of Teacher Education, University of Split University Postgraduate Master's Program in Pedagogy at the Faculty of Humanities and Social Sciences, University of Zagreb; specialization in Didactics University Postgraduate Doctoral Program in Pedagogy at the Faculty of Humanities and Social Sciences, University of Zagreb; specialization in Didactics Numerous professional training programs in the field of education and pedagogy</p>
RECOGNITION AND AWARDS	
Recognition and awards for teaching and research/art work	<ul style="list-style-type: none"> • Recognition for scientific contribution to the development of adult education (ASOO) – 2021.

Title, name, surname	Assist. prof. Ivana Restović, PhD
Course to be taught in the suggested lifelong learning programme	Topics are listed in section 2.2.
GENERAL INFORMATION ON THE TEACHER	
Address	Poljička 35
Phone	
e-mail address	irestovic@ffst.hr
Personal web page	
Year of birth	1972.
Researcher ID in the Register of researches	https://orcid.org/00000002 2970 9852 https://bib.irb.hr/listaradova?autor=331621
Research or art position and the date of the last appointment	Research Associate, March 6 th , 2019.
Research and teaching position, art and teaching position or teaching position	Assistant Professor, January 22 nd , 2020.

and date of the last appointment	
Area and field of election in research or art position	Natural Sciences, Biology
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Faculty of Humanities and Social Sciences in Split
Date of employment	September 1 st , 2011
Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor, PhD
Field of research	Biology, Sustainable Development
Function	<ul style="list-style-type: none"> • Deputy Head of the Department of Teacher Studies • Head of the Centre for Transdisciplinary Promotion of the Sustainable Development – OdRaST • Chairman of the Committee for Monitoring the Activities of Sustainable Development Goal 13 Climate change
INFORMATION ON EDUCATION – highest degree earned	
Degree	PhD
Institution	School of Medicine
Place	Split, Croatia
Date	September 17 th , 2015
INFORMATION ON ADDITIONAL TRAINING	
Year	
Place	
Institution	
Field of additional training	
MOTHER TONGUE AND OTHER LANGUAGES	
Mother tongue	Croatian language
Foreign language and knowledge of the language on a scale from 2 (sufficient) to 5 (excellent)	English language, C1
Foreign language and knowledge of the language on a scale from 2 (sufficient) to 5 (excellent)	
COMPETENCES FOR TEACHING THE COURSE	
Earlier experience in teaching similar courses (state course name)	Teacher Education Study: <ul style="list-style-type: none"> ▪ Natural science ▪ Impact of the Climate Change ▪ Environment protection ▪ Human, Health and the Environment ▪ Introduction to Education for Sustainable Development ▪ Chemistry in Everyday Life Pre-school Education: <ul style="list-style-type: none"> ▪ Basics of Natural Science
Authorship of university/faculty textbooks from similar areas	
Professional, scholarly, and artistic articles published in	<ul style="list-style-type: none"> • Restović, I.; Bulic, M. Research-Based Learning About Nature Conservation Influences Students'

<p>the last five years in the field of the course (5 works at most)</p>	<p>Attitudes and Knowledge. Educ. Sci. 2024, 14, 1410. https://doi.org/10.3390/educsci14121410</p> <p>Invited lectures:</p> <ul style="list-style-type: none"> • Sustainable Development Goals - What are they and why are they important? Micro-credential: Global Citizenship. University of the Seas. 2024. • Promotion of sustainable development activities in the vertical of the education system. 33rd Croatian Naturalists Scientific Conference. The Department of Natural Sciences and Mathematics of Matica Hrvatska and the Branch of Matica Hrvatska in Šibenik. October 18 and 19, 2024. • Implementation of the Sustainable Issues in Higher Education Area. SEA-EU Staff Week: Fostering Educational Excellence and development of Higher Education quality through transversal skills. University of Split, Faculty of Humanities and Social Sciences, 24/09/2024 - 26/09/2024 • Primary teacher competencies to promote sustainable development activities. State expert assembly: Reflection - the key to improving one's practice. Brela, Croatia, February 19-21, 2024.
<p>Professional and scholarly articles published in the last five years in areas of teaching methodology and teaching quality (5 works at most)</p>	<ul style="list-style-type: none"> • Restović, I.; Bulic, M. Research-Based Learning About Nature Conservation Influences Students' Attitudes and Knowledge. Educ. Sci. 2024, 14, 1410. https://doi.org/10.3390/educsci14121410 • Restović Ivana. Identifying the topic at the start of the research journey. In Supervising Doctoral Candidates, Chris Rolph (ed), series Surviving and Thriving in Academia. Emerald Publishing Limited. 2024. 1 -12. ISBN: 9781837970513
<p>Professional, science, and artistic projects in the field of the course carried out in the last five years (5 at most)</p>	<ul style="list-style-type: none"> • SEA-EU Joint Bachelor in Sustainable Blue Economy. SBE204 - Climate Change. Member of the Course Content Co-Creation Teams. 2023. • Social Sciences and Humanities in intersectoral Outreach for better education and sustainable Innovations – SHOUT". Co-funded by Erasmus+ Programme of the European Union. Project Number: 612364-EPP-1-2019-1-LT-EPPKA2-KA • Development of scientific and ecological literacy of Teacher Education students from the Faculty of Humanities and Social Sciences in Split", Institutional project - Faculty of Humanities and Social Sciences, project leader, Ivana Restović, Assis. Prof., PhD

Name of the program and extent to which the teacher acquired methodological-psychological-didactic-pedagogical competencies	<ul style="list-style-type: none"> • Graduate University Study Programme Biology and Chemistry, • Faculty of Science and Educational Sciences, University of Split, Croatia
RECOGNITION AND AWARDS	
Recognition and awards for teaching and research/art work	

Title, name, surname	Assoc. prof. Mayka García García, PhD
Course to be taught in the suggested lifelong learning programme	Topics are listed in section 2.2.
GENERAL INFORMATION ON THE TEACHER	
Address	Faculty of Education Science. Avda/ República Saharaui s/n. 11519 Puerto Real – Cádiz (Spain)
Phone	+34 636901430
e-mail address	mayka.garcia@uca.es
Personal web page	https://produccioncientifica.uca.es/investigadores/112610/detalle
Year of birth	1975
Researcher ID in the Register of researches	Orcid: 0000-0002-1711-6785
Research or art position and the date of the last appointment	Senior Researcher, June 2015
Research and teaching position, art and teaching position or teaching position and date of the last appointment	Associate Professor, April 2018
Area and field of election in research or art position	Inclusive Education, Pedagogy
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Cadiz, Faculty of Education Sciences
Date of employment	November 11, 2003
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Inclusive Education, Service Learning, Qualitative Research
Function	Teacher & research group leader
INFORMATION ON EDUCATION – highest degree earned	
Degree	PhD (Education)
Institution	University of Cádiz
Place	Cádiz, Spain

Date	2003
INFORMATION ON ADDITIONAL TRAINING	
Year	1998
Place	Cadiz, Spain
Institution	University of Cádiz
Field of additional training	
MOTHER TONGUE AND OTHER LANGUAGES	
Mother tongue	Spanish
Foreign language and knowledge of the language on a scale from 2 (sufficient) to 5 (excellent)	English- 3
Foreign language and knowledge of the language on a scale from 2 (sufficient) to 5 (excellent)	Portuguese-2
COMPETENCES FOR TEACHING THE COURSE	
Earlier experience in teaching similar courses (state course name)	<ul style="list-style-type: none"> • Educational innovation • Networking and cooperative work • Service Learning • Active methodologies in higher education • Attention to diversity in higher education.
Authorship of university/faculty textbooks from similar areas	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ul style="list-style-type: none"> • Cotrina García, M, & García García, M. (2024). Connecting service learning to the identification and removal of barriers that limit participation and learning for all learners. <i>2nd SEA-EU Conference Higher Education in the Service of Society</i>, 45-53. • Sánchez Calleja, L., García García, M., & Benítez Gavira, R. (2023). Accessibility and University: Transforming our environment. In J. García Gutiérrez, F. J. Amador Morera, & A. Cano Ramírez (eds.), <i>University Service-Learning in the face of the challenges of the 2030 Agenda</i> (pp. 217-226). UNED - National University of Distance Education. • García-García, M. (2021). Service-Learning to learn and teach inclusive education in Educational Sciences. In A. Moriña, <i>Teaching with inclusive methodologies at the university: from theory to practice</i> (pp. 40-45). Narcea. • García, M., Sánchez, & Benítez, R. (2021). A sustained Service-Learning project where you learn from previous experiences: "coffee with signs in education." In <i>Service-Learning at the university: A device aimed at improving training processes and social reality</i> (pp. 103-123). Octahedron.

	<ul style="list-style-type: none"> • García García, M. & Zarzuela Castro, A. (2021). Critical service-learning in initial teacher training through a curricular itinerary. <i>HOLOS</i>, 37(2), 1-20. • Zarzuela Castro, A., & García García, M. (2021a). Understanding the encounter between meanings of Learning and Critical Service in comparative contexts. <i>Pedagogical Studies</i>, 46(1), 57-77. https://doi.org/10.4067/S0718-07052020000100057 • Zarzuela, A., & García-García, M. (2021b). What do students learn for their training as teachers in a service-learning curricular itinerary? <i>Mexican Journal of Educational Research</i>, 25(86), 657-687. • Sánchez Calleja, L., Benítez Gavira, R., Quesada Serra, V., & García García, M. (2019). Emotional competencies in initial teacher training: learning and service as a strategy for their development. <i>Bordón: Revista de pedagogía</i>, 71(3), 185-203. https://doi.org/10.13042/BORDON.2019.68385 • García, M. G., & Calleja, L. S. (2017). Service learning and the development of emotional competencies in initial teacher training. <i>Educational Contexts. Education Magazine</i>, (20), 127-145. https://doi.org/10.18172/con.2991 • Batlle, R., García Villatoro, M., Parpal, C., & García García, M. (2015). Drawing paths: service-learning in free-time education. <i>Teachers: Journal of Curriculum and Teacher Education</i>, 19(1), 60-77. • García García, M., & Cotrina García, M. (2015a). Learning and Service (APS) in teacher training: Making social responsibility and ethical commitment effective. <i>Teachers: Journal of Curriculum and Teacher Education</i>, 19(1), 1-6. • García-García, M., & Cotrina, M. (2015b). Learning and service in initial teacher training: from critical educational practices to curricular institutionalization. <i>Teachers: Journal of Curriculum and Teacher Education</i>, 19(1), 8-25.
<p>Professional and scholarly articles published in the last five years in areas of teaching methodology and teaching quality (5 works at most)</p>	<ul style="list-style-type: none"> • Caparrós Martín, E., & García García, M. (2021). Ethics for the hope of inclusive education. <i>Pedagogical trends</i>, 38, 83-97. https://doi.org/10.15366/TP2021.38.008 • Cotrina, M., García-García, M., & Caparrós, E. (2017). Being two in the classroom: pedagogical couples as an inclusive co-teaching strategy in an initial training experience for secondary school teachers. <i>Open Classroom</i>, 46(2), 57-64. https://doi.org/10.17811/RIFIE.46.2017.57-64

	<ul style="list-style-type: none"> • García García, M., & Cotrina García, M. (2012). The contribution of the university to the development of inclusive practices: dilemmas and proposals to advance sharing. <i>Journal of Inclusive Education</i>, 5(1), 123-138. • García García, M., & Cotrina García, M. (2012). Scaffolding the development of Teaching Degrees: educational cooperation in the university context. <i>REDU: Journal of University Teaching</i>, 10(3). https://doi.org/10.4995/REDU.2012.6029 • García García, M., & Cotrina García, M. (2011). Accessibility, inclusion and teaching innovation at the University: Chained proposals based on the use of ICT. <i>Quaderns digitals: Magazine of New Technologies and Society</i>, 67.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ul style="list-style-type: none"> • RIGHT TO EQUAL UNIVERSITY STUDIES FOR THE MOST VULNERABLE GROUPS. European Commission. ERASMUS-EDU-2023-CBHE-STRAND-1. 2023-2027 • THE EUROPEAN UNIVERSITY OF THE SEAS ALLIANCE NAVIGATING TOWARDS MODERN AND COTRANSFORMATIVE INTER-CAMPUS LIFE: PEOPLE-DRIVEN, PLANET-FRIENDLY AND KNOWLEDGE-BASED PROGRESS FOR ALL. European Commission. 2023 - 2027 • IBERO-AMERICAN NETWORK OF UNIVERSITIES COMMITTED TO HUMAN RIGHTS EDUCATION AND INCLUSIVE CITIZENSHIP. OIE. 2021- today • THE EUROPEAN UNIVERSITY OF THE SEAS (SEA-EU). 612468-EPP-1-2019-1-ES-EPPKA2-EUR-UNIV. Erasmus K2-EU. IP. Fidel Echeverría. 2020- 2022. • NETWORKS FOR EDUCATIONAL AND SOCIAL INCLUSION: INTER-INSTITUTIONAL COLLABORATION IN DISENGAGEMENT AND SCHOOL DROPOUT. EDU2015-68617-C4-3-R-USE. 2016-2020.
Name of the programme and extent in which the teacher acquired methodological-psychological-didactic-pedagogical competences	<p>University of Cadiz, Faculty of Education Sciences:</p> <ul style="list-style-type: none"> • Teaching studies Degree (1995) • Phsicopedagogy Deegrre (1998) <p>University of Seville, Faculty of Education Sciences:</p> <ul style="list-style-type: none"> • Social Education Master Program (2008) <p>Numerous specialization and educational update courses</p>
RECOGNITION AND AWARDS	
Recognition and awards for teaching and research/art work	<ul style="list-style-type: none"> • 2 six-year periods of research • Teaching excellence award 2015

Title, name, surname	Assoc. Prof. Manuel J. Cotrina García, PhD
Course to be taught in the suggested lifelong learning programme	Topics are listed in section 2.2.
GENERAL INFORMATION ON THE TEACHER	
Address	Faculty of Education Science. Avda/ República Saharaui s/n. 11519 Puerto Real – Cádiz (Spain)
Phone	+34 626115477
e-mail address	manuel.cotrina@uca.es
Personal web page	https://produccioncientifica.uca.es/investigadores/112610/detalle
Year of birth	1962
Researcher ID in the Register of researches	https://orcid.org/0000-0002-8761-0308
Research or art position and the date of the last appointment	Senior Researcher, June 2019
Research and teaching position, art and teaching position or teaching position and date of the last appointment	Associate Professor, April 2024
Area and field of election in research or art position	Inclusive Education, Equity in education, Pedagogy,
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Cadiz, Faculty of Education Sciences
Date of employment	October 15, 2002
Name of position (professor, researcher, associate teacher, etc.)	Assistant professor
Field of research	Inclusive Education, Service Learning, Qualitative Research
Function	Teacher & research group leader Coordinator Master's Degree in Educational Research for the Professional Development of Teachers
INFORMATION ON EDUCATION – highest degree earned	
Degree	PhD (Education)
Institution	University of Cádiz
Place	Cádiz, Spain
Date	2003
INFORMATION ON ADDITIONAL TRAINING	
Year	1998
Place	Cádiz, Spain
Institution	University of Cádiz
Field of additional training	Psico-pedagogy
MOTHER TONGUE AND OTHER LANGUAGES	
Mother tongue	Spanish
Foreign language and knowledge of the language on a scale from 2 (sufficient) to 5 (excellent)	English- 3

Foreign language and knowledge of the language on a scale from 2 (sufficient) to 5 (excellent)	Portuguese-2
COMPETENCES FOR TEACHING THE COURSE	
Earlier experience in teaching similar courses (state course name)	<ul style="list-style-type: none"> • Educational innovation • Learning Communities • Methodology in educational research • Networking and cooperative work • Service Learning • Active methodologies in higher education • Attention to diversity in higher education.
Authorship of university/faculty textbooks from similar areas	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ul style="list-style-type: none"> • Cotrina García, M, & García García, M. (2024). Connecting service learning to the identification and removal of barriers that limit participation and learning for all learners. <i>2nd SEA-EU Conference Higher Education in the Service of Society</i>, 45-53. • García García, M., & Cotrina García, M. (2015a). Learning and Service (APS) in teacher training: Making social responsibility and ethical commitment effective. <i>Teachers: Journal of Curriculum and Teacher Education</i>, 19(1), 1-6. • García-García, M., & Cotrina, M. (2015b). Learning and service in initial teacher training: from critical educational practices to curricular institutionalization. <i>Teachers: Journal of Curriculum and Teacher Education</i>, 19(1), 8-25.
Professional and scholarly articles published in the last five years in areas of teaching methodology and teaching quality (5 works at most)	<ul style="list-style-type: none"> • Cotrina, M., García-García, M., & Caparrós, E. (2017). Being two in the classroom: pedagogical couples as an inclusive co-teaching strategy in an initial training experience for secondary school teachers. <i>Open Classroom</i>, 46(2), 57-64. https://doi.org/10.17811/RIFIE.46.2017.57-64 • García García, M., & Cotrina García, M. (2012). The contribution of the university to the development of inclusive practices: dilemmas and proposals to advance sharing. <i>Journal of Inclusive Education</i>, 5(1), 123-138. • García García, M., & Cotrina García, M. (2012). Scaffolding the development of Teaching Degrees: educational cooperation in the university context. <i>REDU: Journal of University Teaching</i>, 10(3). https://doi.org/10.4995/REDU.2012.6029 • García García, M., & Cotrina García, M. (2011). Accessibility, inclusion and teaching innovation at the University: Chained proposals based on the

	use of ICT. <i>Quaderns digitals: Magazine of New Technologies and Society</i> , 67.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ul style="list-style-type: none"> • RIGHT TO EQUAL UNIVERSITY STUDIES FOR THE MOST VULNERABLE GROUPS. European Commission. ERASMUS-EDU-2023-CBHE-STRAND-1. 2023-2027 • THE EUROPEAN UNIVERSITY OF THE SEAS ALLIANCE NAVIGATING TOWARDS MODERN AND COTRANSFORMATIVE INTER-CAMPUS LIFE: PEOPLE-DRIVEN, PLANET-FRIENDLY AND KNOWLEDGE-BASED PROGRESS FOR ALL. European Commission. 2023 - 2027 • IBERO-AMERICAN NETWORK OF UNIVERSITIES COMMITTED TO HUMAN RIGHTS EDUCATION AND INCLUSIVE CITIZENSHIP. OIE. 2021- today • THE EUROPEAN UNIVERSITY OF THE SEAS (SEA-EU). 612468-EPP-1-2019-1-ES-EPPKA2-EUR-UNIV. Erasmus K2-EU. IP. Fidel Echeverría. 2020- 2022. • NETWORKS FOR EDUCATIONAL AND SOCIAL INCLUSION: INTER-INSTITUTIONAL COLLABORATION IN DISENGAGEMENT AND SCHOOL DROPOUT. EDU2015-68617-C4-3-R-USE. 2016-2020.
Name of the programme and extent in which the teacher acquired methodological-psychological-didactic-pedagogical competences	University of Cadiz, Faculty of Education Sciences: <ul style="list-style-type: none"> • Teaching studies Degree (1995) • Phsicopedagogy Deegrre (1998) • University of Seville, Faculty of Education Sciences: • Social Education Master Program (2008) • Numerous specialization and educational update courses
RECOGNITION AND AWARDS	
Recognition and awards for teaching and research/art work	<ul style="list-style-type: none"> • 2 six-year periods of research • Teaching excellence award 2015

Title, name, surname	Ana Zarzuela Castro, PhD
Course to be taught in the suggested lifelong learning programme	Topics are listed in section 2.2.
GENERAL INFORMATION ON THE TEACHER	
Address	Faculty of Education Science. Avda/ República Saharaui s/n. 11519 Puerto Real – Cádiz (Spain)
Phone	+34 687613528
e-mail address	ana.zaruzela@uca.es
Personal web page	https://produccioncientifica.uca.es/investigadores/167597/detalle
Year of birth	1991

Researcher ID in the Register of researches	Orcid: https://orcid.org/0000-0003-1237-888X
Research or art position and the date of the last appointment	Researcher, December 2017
Research and teaching position, art and teaching position or teaching position and date of the last appointment	Temporary Professor, February 2023
Area and field of election in research or art position	Inclusive Education, Pedagogy, Service-Learning
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	University of Cadiz, Faculty of Education Sciences
Date of employment	February, 2020
Name of position (professor, researcher, associate teacher, etc.)	Temporary professor
Field of research	Inclusive Education, Service-Learning, Qualitative Research
Function	Teacher & research
INFORMATION ON EDUCATION – highest degree earned	
Degree	PhD (Education)
Institution	University o Cádiz
Place	Cadiz, Spain
Date	2020
INFORMATION ON ADDITIONAL TRAINING	
Year	2009
Place	Cadiz, Spain
Institution	University of Cádiz
Field of additional training	
MOTHER TONGUE AND OTHER LANGUAGES	
Mother tongue	Spanish
Foreign language and knowledge of the language on a scale from 2 (sufficient) to 5 (excellent)	English- 4
COMPETENCES FOR TEACHING THE COURSE	
Earlier experience in teaching similar courses (state course name)	<ul style="list-style-type: none"> • Educational innovation • Networking and cooperative work • Service-Learning • Active methodologies in higher education • Attention to diversity in higher education.
Authorship of university/faculty textbooks from similar areas	-
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	<ul style="list-style-type: none"> • Zarzuela, A. (2024). Where do we position service-learning? Understanding the pedagogical dynamics of the methodology. In D. M. Paredes, M. G. Solís Galán, & A. Granero Andújar (Eds.), <i>The pedagogy of service-learning in the</i>

	<p><i>university: A roadmap for faculty</i> (pp. 133-150). Octaedro.</p> <ul style="list-style-type: none"> • Calle, P., Zarzuela, A., & García, M. (2022). When we change the lens through which we look. A process of transformation in accessibility from the Association for Social Mediation EQUA. <i>RESED: Journal of Socio-Educational Studies</i>, 10, 57-74. • Zarzuela, A., Carrasquilla, E., & Calle, P. (2021). Being and being in Service-Learning: A vital and emancipatory stance against injustice. In D. M. Paredes & A. Granero Andújar (Eds.), <i>Service-Learning in the university: A device aimed at improving formative processes and social reality</i> (pp. 227-238). Octaedro. • García, M. & Zarzuela, A. (2021). Critical service-learning in initial teacher training through a curricular itinerary. <i>HOLOS</i>, 37(2), 1-20. • Zarzuela, A., & García, M. (2021a). Understanding the encounter between meanings of Learning and Critical Service in comparative contexts. <i>Pedagogical Studies</i>, 46(1), 57-77. https://doi.org/10.4067/S0718-07052020000100057 • Zarzuela, A., & García, M. (2021b). What do students learn for their training as teachers in a service-learning curricular itinerary? <i>Mexican Journal of Educational Research</i>, 25(86), 657-687. • Carrasquilla, E., Zarzuela, A., Calle, P., González, E., and Manzano, R. (2018) Beyond the screens. Connecting Service-Learning, Innovation, and Community. In Martínez, V., Melero, N., Ibáñez, E., and Sánchez, M. C. <i>Service-Learning in the University. A teaching and research methodology at the service of social justice and sustainable development</i> (211-216) Salamanca: Comunicación Social. • Zarzuela, A.; Calle, P.; González, E.; Carrasquilla, E. (2016) The voice of students in the ApS-(U)CA Association. Principles of an experience. <i>RIDAS Ibero-American Journal of Service-Learning</i>. 2, 181 - 196.
<p>Professional and scholarly articles published in the last five years in areas of teaching methodology and</p>	<ul style="list-style-type: none"> • Cotrina, M., Zarzuela, A., Sánchez-Ávila, M. C., & Escribano, M. (2023). Highlighting the inclusion of students with rare diseases through university

teaching quality (5 works at most)	<p>social responsibility. In G. Román Etxebarrieta, M. Orcasitas-Vicandi, M. Picaza, & O. Leonet (Eds.), <i>The role of citizenship in a diverse world: Strategies for inclusion and socio-educational innovation</i> (pp. xx-xx). Graó.</p> <ul style="list-style-type: none"> • Zarzuela, A.; García, M.; Sánchez, L.; Benítez, R. (2018) Building together: pedagogical partnerships in the coordination of Service-Learning projects in the university context. In Martínez, V., Melero, N., Ibáñez, E., and Sánchez, M. C. <i>Service-Learning in the University. A teaching and research methodology at the service of social justice and sustainable development</i> (48-52) Salamanca: Comunicación Social.
Professional, science and artistic projects in the field of the course carried out in the last five years (5 at most)	<ul style="list-style-type: none"> • RIGHT TO EQUAL UNIVERSITY STUDIES FOR THE MOST VULNERABLE GROUPS. European Commission. ERASMUS-EDU-2023-CBHE-STRAND-1. 2023-2027 • THE EUROPEAN UNIVERSITY OF THE SEAS ALLIANCE NAVIGATING TOWARDS MODERN AND COTRANSFORMATIVE INTER-CAMPUS LIFE: PEOPLE-DRIVEN, PLANET-FRIENDLY AND KNOWLEDGE-BASED PROGRESS FOR ALL. European Commission. 2023 - 2027 • THE EUROPEAN UNIVERSITY OF THE SEAS (SEA-EU). 612468-EPP-1-2019-1-ES-EPPKA2-EUR-UNIV. Erasmus K2-EU. IP. Fidel Echeverría. 2020- 2022. • NETWORKS FOR EDUCATIONAL AND SOCIAL INCLUSION: INTER-INSTITUTIONAL COLLABORATION IN DISENGAGEMENT AND SCHOOL DROPOUT. EDU2015-68617-C4-3-R-USE. 2016-2020.
Name of the programme and extent in which the teacher acquired methodological-psychological-didactic-pedagogical competences	<p>University of Cadiz, Faculty of Education Sciences:</p> <ul style="list-style-type: none"> • Teaching studies Degree (2012) • Phsicopedagogy Deegrre (2014) • Master's degree in psychological intervention in high-risk contexts, University of Cádiz (2015) • Master's degree in secondary education teaching, high school, vocational training, and language teaching, University of Cádiz (2017) <p>Numerous specialization and educational update courses</p>
RECOGNITION AND AWARDS	
Recognition and awards for teaching and research/art work	

Title, name, surname	Dipl.-Pol. Frauke Godat
Course to be taught in the suggested lifelong learning programme	Topics are listed in section 2.2.
GENERAL INFORMATION ON THE TEACHER	
Address	Koboldstr. 4, 24118 Kiel, Germany
Phone	+49-431-880 5945
e-mail address	fgodat@uv.uni-kiel.de
Personal web page	-
Year of birth	1975
Researcher ID in the Register of researches	-
Research or art position and the date of the last appointment	-
Research and teaching position, art and teaching position or teaching position and date of the last appointment	Consultant higher education teaching development, 01.10.2012 Pedagogy (teaching staff, eduScrum), Sept. 2021-Oct.2023
Area and field of election in research or art position	
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Kiel University
Date of employment	01.10.2012
Name of position (professor, researcher, associate teacher, etc.)	Consultant higher education teaching development
Field of research	-
Function	Consultant higher education teaching development, focus: Service Learning, Sustainability Education, Social Entrepreneurship, eduScrum
INFORMATION ON EDUCATION – highest degree earned	
Degree	Diplom (Master degree) Political Science
Institution	Free University Berlin
Place	Berlin
Date	20.11.2001
INFORMATION ON ADDITIONAL TRAINING	
Year	1. 2020-2021 2. 2008-2009
Place	1. Online (Munich) 2. Berlin (Blended Learning)
Institution	1. QualityMinds GmbH 2. Free University Berlin
Field of additional training	1. Certificate Agile Learning Coach 2. Certificate Sustainability Education in high schools
MOTHER TONGUE AND OTHER LANGUAGES	
Mother tongue	German
Foreign language and knowledge of the language	English 4

on a scale from 2 (sufficient) to 5 (excellent)	
Foreign language and knowledge of the language on a scale from 2 (sufficient) to 5 (excellent)	French 2
COMPETENCES FOR TEACHING THE COURSE	
Earlier experience in teaching similar courses (state course name)	<ul style="list-style-type: none"> see below, SEA-EU Society Hub pilot online course on Inner Development Goals: "Think global, act local – the Inner Development Goals in practice" (summer semester 2024)
Authorship of university/faculty textbooks from similar areas	<p>Reimer, T.; Osann, I.; Godat, F. (2020). Service Learning. Projekte agil zum</p> <ul style="list-style-type: none"> Ziel führen - Phasen, Methoden, Beispiele. München: Hanser.
Professional, scholarly and artistic articles published in the last five years in the field of the course (5 works at most)	
Professional and scholarly articles published in the last five years in areas of teaching methodology and teaching quality (5 works at most)	<ul style="list-style-type: none"> Osann, I., Godat, F. (2023). Projekte transformativen Lernens im Service Lernen, in Blank, J. et al., Transformationsanspruch in Forschung und Bildung - Konzepte, Projekte, empirische Perspektiven, Waxmann. 3 Design Thinking methods in: Tonhauser, P. (Hrsg.): 99+1 Warm-ups für den digitalen Raum, DESIGN THINKING COACH Academy Berlin 2022. Godat, F., Osann, I. (2021). Service Learning - ein Lehrformat für mehr Selbstbestimmung im Studium, in: Zeitschrift Sozialimpulse, pp. 35-41. Godat, F. Life Design, in: Biester, U. et al. (2020). A Transformative Edge. Knowledge, Inspiration and Experiences for Educators of Adults, Transformation Hosts International Publications Berlin, pp. 200-201. Godat, F., Müller-Geers, M., Reisas, S., Sandmann, J. (2019): Reallabore: Prototypen Transdisziplinärer Lehrformate im Reallabor Kiel. HDS. Journal / Tagungsedition HDS. Forum 2018: Edition Lehrpraxis im Transfer.
Professional, science and artistic projects in the field of	

the course carried out in the last five years (5 at most)	
Name of the programme and extent in which the teacher acquired methodological-psychological-didactic-pedagogical competences	<ul style="list-style-type: none"> Kiel University, Key Skills Center (piloting new courses 1-2 per semester since 2013) Leuphana University Lüneburg (piloting and co-teaching an eduScrum seminar, 2024-25) University of Applied Sciences Biberach (co-design and co-teaching of Changemaker Curriculum with Design Thinking and Theory U, 2020-21) <p>HHL Leipzig (co-design and co-teaching a new module in Social Entrepreneurship, 2013-19)</p>
RECOGNITION AND AWARDS	
Recognition and awards for teaching and research/art work	<ul style="list-style-type: none"> BMW Foundation Responsible Leaders and startsocial scholarships for project development of "FUTURE as a school subject" (2008, 2009)

Title, name, surname	Assist. Prof. Jarosław Jendza, PhD
Course to be taught in the suggested lifelong learning programme	Solidarity, participation and diversity – what kind of education do we need to address contemporary social challenges
GENERAL INFORMATION ON THE TEACHER	
Address	Institute of Education, Social Sciences Faculty, University of Gdańsk, ul. J. Bażyńskiego 4; 80-309 Gdańsk
Phone	+48 506089662
e-mail address	Jaroslaw.jendza@ug.edu.pl
Personal web page	NA
Year of birth	1976
Researcher ID in the Register of researches	ORCID: 0000-0001-7598-9085
Research or art position and the date of the last appointment	2010
Research and teaching position, art and teaching position or teaching position and date of the last appointment	2010
Area and field of election in research or art position	Theory of Education, Social Research Methods, Progressive Approaches in Education
INFORMATION ON CURRENT EMPLOYMENT	
Institution where employed	Didactics and Adult Education Unit, Institute of Education, Social Sciences Faculty, University of Gdańsk
Date of employment	2010

Name of position (professor, researcher, associate teacher, etc.)	Assistant Professor
Field of research	Theory of Education
Function	Researcher and Academic Teacher
INFORMATION ON EDUCATION – highest degree earned	
Degree	PHD
Institution	University of Gdańsk
Place	Gdańsk, Poland
Date	2018
INFORMATION ON ADDITIONAL TRAINING	
Year	2022
Place	Girona (Spain)
Institution	AMI & University of Girona
Field of additional training	Montessori Pedagogy
MOTHER TONGUE AND OTHER LANGUAGES	
Mother tongue	Polish
Foreign language and knowledge of the language on a scale from 2 (sufficient) to 5 (excellent)	English – 5
Foreign language and knowledge of the language on a scale from 2 (sufficient) to 5 (excellent)	Spanish – 2
COMPETENCES FOR TEACHING THE COURSE	
Earlier experience in teaching similar courses (state course name)	<p>Expert in:</p> <ul style="list-style-type: none"> - Centre of Teaching Excellence and Tutoring (UG) - Centre for Didactic Support (Medical University of Gdańsk) <p>Trainer in:</p> <ul style="list-style-type: none"> - Centre of Teaching Excellence and Tutoring (UG) - Centre for Didactic Support (Medical University of Gdańsk) - Polish Montessori Centre <p>Around 600 hours of experience in training of: teacher candidates, school administrators, PHD students, academic staff – all in the field of innovative didactics. Since 2010 – academic teacher working at Social Sciences Faculty – main courses: active methods of teaching, teaching methodology, theory of education</p>
Authorship of university/faculty textbooks from similar areas	<ul style="list-style-type: none"> - The Cultures of University (book – monograph based on empirical research), 2020, University of Gdańsk Publishing House - Academic Didactics in the perspectives of Academic Teachers (coauthored with B. Karpińska-Musiał), 2025, University of Gdańsk Publishing House
Professional, scholarly and artistic articles published in the last five years in the field	The list below includes only some recent [2023 – 2024] publications (out of total 79)

of the course (5 works at most)	<ul style="list-style-type: none"> - Jendza Jarosław, Zimmermann Agnieszka (red.): [Modern medical education: didactic innovations at the Medical University of Gdansk] Nowoczesna edukacja medyczna: innowacje dydaktyczne w Gdańskim Uniwersytecie Medycznym, 2024, Gdański Uniwersytet Medyczny, ISBN 978-83-67147-38-5, 222 s. - Jendza Jarosław, Zimmermann Agnieszka, Ciesielski Bartłomiej, Lewandowska-Sikorska Katarzyna, Szczesny Damian: [The state of academic didactics and scenarios for the future, In: Modern medical education: didactic innovations at the Medical University of Gdańsk] Stan dydaktyki akademickiej i scenariusze przyszłości, W: Nowoczesna edukacja medyczna: innowacje dydaktyczne w Gdańskim Uniwersytecie Medycznym / Jendza Jarosław, Zimmermann Agnieszka (red.), 2024, Gdański Uniwersytet Medyczny, ISBN 978-83-67147-38-5, s. 191-222. - Jendza Jarosław, Zamojski Piotr: Solidarity and university - an introduction to the special issue, Philosophy and Theory in Higher Education, Peter Lang Publishing Group, vol. 6, nr 2, 2024, s. 179-181, DOI:10.3726/PTIHE.022024.0179 - Jendza Jarosław, Moszczyńska-Janicka Irena: Between suspension from outside world to engagement in society. Third mission of Higher Education revisited, 2024, 2nd SEA-EU Conference Higher Education in the Service of Society 2024. - Jendza Jarosław, Zimmermann Agnieszka (red.): [Modern medical education implementation of innovations at the Medical University of Gdansk] Nowoczesna edukacja medyczna wdrożenia innowacji w Gdańskim Uniwersytecie Medycznym, 2023, Gdański Uniwersytet Medyczny, ISBN 978-83-67147-32-3, 218 s.
Professional and scholarly articles published in the last five years in areas of teaching methodology and teaching quality (5 works at most)	
Professional, science and artistic projects in the field of	1. 'We educate the best - a comprehensive programme for the development of doctoral students, young doctors and academic teaching staff at the University of Gdańsk',

<p>the course carried out in the last five years (5 at most)</p>	<p>project implemented under the Human Capital Operational Programme, Priority IV, Measure 4.1, Sub-measure 4.1.1 Strengthening of didactic potential of universities, funded by the European Social Fund. (2014 - team member, task implementer);</p> <p>2. 'Project IQ - For the sake of quality in quantity - a programme of interdisciplinary support for philology students based on the method of academic tutoring at the University of Gdańsk (Ideal Quality in Good Quantity)' financed by Nordic Funds (2015 - 2016 - project participant)</p> <p>3. 'Masters of Didactics' – a project of an implementation character within the framework of the Operational Programme Knowledge Education Development co-financed by the European Social Fund(2019 - project participant)</p> <p>4. 'reSEArch EU - "reinforce Sustainable Actions, resilience, cooperation and harmonisation across and by the SEA-EU Alliance" (2022 - project team member)</p> <p>5. 'SEA_UE 2.0. - University as a Society Hub' - task.5.3. (2022 - 2026 - task coordinator)</p>
<p>Name of the programme and extent in which the teacher acquired methodological-psychological-didactic-pedagogical competences</p>	<p>'We educate the best' (2014) – As a team member and task implementer, acquired advanced didactic, methodological, and psychological competences by contributing to the development of academic teaching staff and doctoral students.</p> <p>'Project IQ - For the sake of quality in quantity' (2015–2016) – Gained pedagogical and methodological expertise through participation in an academic tutoring programme aimed at enhancing interdisciplinary education.</p> <p>'Masters of Didactics' (2019) – Acquired innovative methodological and didactic skills through participation in a project focused on implementing modern teaching strategies in higher education.</p> <p>'reSEArch EU' (2022) – Developed interdisciplinary and pedagogical competences as a project team member, focusing on sustainable academic cooperation and resilience within the SEA-EU Alliance.</p> <p>'SEA_UE 2.0. - University as a Society Hub' (2022–2026) – As a task coordinator, deepened strategic pedagogical and methodological skills by designing and leading initiatives to integrate universities into societal engagement.</p> <p>Expert and Trainer in Centre of Teaching Excellence and Tutoring (University of Gdańsk) & Centre for Didactic</p>

	<p>Support (Medical University of Gdańsk) & Polish Montessori Centre</p> <p>Having conducted more than 600 hours of training means enhancing methodological, didactic, and psychological competences through work with teacher candidates, school administrators, PhD students, and academic staff.</p> <p>Academic Teaching Experience (since 2010) – As a lecturer at the Faculty of Social Sciences (University of Gdańsk), refined psychological-pedagogical competences by teaching courses on Active Methods of Teaching, Teaching Methodology, and Theory of Education.</p>
RECOGNITION AND AWARDS	
Recognition and awards for teaching and research/art work	<ul style="list-style-type: none"> - Medal of the Polish National Education Commission (2018) - UG Rector's award for outstanding scientific achievements (2019) - Distinction for outstanding doctoral dissertation (2018) - UG Rector's award for outstanding scientific achievement of the 4th degree (2024) - Associate supervisor of the doctoral dissertation of Joanna Lysy, MA: <i>Teachers' conceptions of educational law in school everyday life. A phenomenographic analysis</i>. Supervisor: Prof. Dr. Maria Groenwald

4. FINANCIAL ANALYSIS

4.1. Assessment of revenues and expenditures of the suggested lifelong learning programme

PLANNED REVENUES AND EXPENDITURES OF LIFELONG LEARNING PROGRAMME* (in EUR)	
REVENUES	
Registration fee	0,00
Sponsorships	0,00
Donations	0,00
Other income (Erasmus+ funds for short-term mobilities)	8.000,00
Total revenues	8.000,00
EXPENDITURES	
Teaching and preparation of teaching materials	0,00
Duplication of teaching materials	0,00
Travel expenses	950,00
Promotion material for participants	250,00
Advertising costs	500,00
Costs of "coffee breaks" and lunches	3.500,00
Award for the best project	500,00
Costs of planned events as part of BIP (Welcome & Closing party)	1.500,00
The cost of UNIST	800,00*
FFST cost	0,00
Overhead costs and administrative expenses	0,00
Total expenditures	8.000,00
Surplus/deficit	0

** Based on the Erasmus BIP regulations (Article 5, paragraph 3), if the applicant is a constituent of the University of Split, 90% of the funds will be transferred to the constituent of the University of Split, and the remaining funds will be retained by the University of Split for organizational support.

4.2. Cost analysis of lifelong learning programme per student

ASSESSMENT OF PROGRAM ATTENDANCE COSTS PER PARTICIPANT (in EUR)	
Cost estimation per participant (based on 40 participants)	
Teaching and preparation of teaching materials	0,00
Duplication of teaching materials	0,00
Travel expenses	23,75
Promotion material for participants	6,25
Advertising costs	12,5
Costs of "coffee breaks" and lunches	87,5
Award for the best project	12,5
Costs of planned events as part of BIP (Welcome & Closing party)	37,5
The cost of UNIST	20,00

Sustainable, Social and Participatory Learning for Innovative Transformation (SPLIT)

FFST cost	0,00
Overhead costs and administrative expenses	0,00
Total revenues	200,00

5. PLAN OF PROCEDURES FOR QUALITY ASSURANCE AND SUCCESFULL IMPLEMENTATION OF THE PROGRAMME

After completing the program, participants will evaluate the quality of the work of teachers and the program using the form prescribed by the Regulations on the Evaluation of Lifelong Education Programs, which is based on the principles of lifelong learning at the University of Split.