

Programme/ Foundation	Project period	Title of the project / network/conference	Partners	Specification of department at VIA University College	Contact person for further information	Website
<b>Leonardo</b>	oct. 08 To Sep. 10	Datalogging as innovative learning tool	University of Limerick, Ireland Hogeschool van Arnhem en Nijmegen, Belgium Høgskulen i Sogn og Fjordane, Norway Danfoss Universe, Denmark	Department of Teacher Education, Aarhus	Harald Brandt <a href="mailto:habr@viauc.dk">habr@viauc.dk</a>  Annette Bang Rasmussen <a href="mailto:anra@viauc.dk">anra@viauc.dk</a>	Not yet established
	2007	European framework for qualifications in home care services for older people EQUIP	Turku University of applied sciences, Finland	Department of Social Education, Jydske	Kirsten Due Kjeldsen <a href="mailto:kdk@viauc.dk">kdk@viauc.dk</a>	Not yet established
	2004	CrossWorker				<a href="http://www.Crossworker.net">www.Crossworker.net</a>
<b>Comenius</b>	Oct 06 to Sep. 09	OUTLiNES – Outdoor Learning in Elementary Schools – from Grassroot to Curriculum in Teacher Education	Linköpings Universitet, Sweden Eesti Koolimets, Estland Tallinn University, Estonia Univerzita Karlova v Praze, Tjekkosllovakia Høgskolen i Hedmark, Norway Riga Teacher Training and Educational Management Academy, Latvia	Department of Teacher Education, Nørre Nissum	Karen Barfod <a href="mailto:kbsa@viauc.dk">kbsa@viauc.dk</a>  Jannie Hesselbjerg <a href="mailto:jsh@viauc.dk">jsh@viauc.dk</a>	<a href="http://www.outdoorededucation.dk">www.outdoorededucation.dk</a>
	Oct. 06 to Sep. 09	mPPACT – Creating a Methodology for a Pupil & Arts-Centred Teaching	University of Winchester, UK Aspire Trust, UK TENet, Greece University of the Peloponnese, Greece Directorate of Secondary Education, Eastern Attica, Greece Cyprus College, Cyprus	Department of Social Education, Viborg	Trine Sumborg <a href="mailto:tsu@viauc.dk">tsu@viauc.dk</a>	<a href="http://www.mppact.eu">www.mppact.eu</a>

			Performers' House, Denmark			
	2005	MEETING in mathematics: Mathematics Enrolment and Effectiveness of TeachING in mathematics	Dipartimento di Matematica "L.Tonelli", Universita' di Pisa	Department of Teacher Education, Aarhus	Berit Werner Hansen <a href="mailto:bwh@viauc.dk">bwh@viauc.dk</a>  Peter Knøss <a href="mailto:pe@viauc.dk">pe@viauc.dk</a>	
	2001	Teachers in Residence	St. Martin's College, Lancaster (Now the University of Cumbria), UK El Instituto de Ciencias de la Educación es un Centro de Estudios de la Universidad de Alcalá, Spain Universidad Autónoma - Instituto Universitario de Ciencias de la Educación, Spain University of Hradec Králové, Tjekkosllovakia Pädagogische Akademie des Bundes in Tirol, Austria	Department of Teacher Education, Aarhus	Berit Werner Hansen <a href="mailto:bwh@viauc.dk">bwh@viauc.dk</a>  Peter Knøss <a href="mailto:pe@viauc.dk">pe@viauc.dk</a>	<a href="http://www.tir.tsn.at/">http://www.tir.tsn.at/</a>
<b>Cooperation between FORSA and the Department of Social Work, Campus Aarhus</b>	21.-23 <sup>rd</sup> August 2008	FORSA Nordic Symposium 2008 Social Work Practice and Research between Regulation and Autonomy	FORSA	Department of Social Work, Aarhus	Iben Hansen <a href="mailto:ih@viauc.dk">ih@viauc.dk</a>	<a href="http://konference2008.forsa.dk/">http://konference2008.forsa.dk/</a>
<b>EU-US cooperation</b>	2004	Transatlantic Alliance for Creating	Plantijn-Hoogeschool Antwerpen	Department of Social Education, Peter Sabroe	Susanne Lykke Stein	

programme in Higher Education and Vocational Training		a New Social Services Practise Model. (TRANS PRAC)			<a href="mailto:sste@viauc.dk">sste@viauc.dk</a> Gert Oluf Hansen <a href="mailto:ghan@viauc.dk">ghan@viauc.dk</a>	
Tempus	2002	Dissemination of international collaboration results in training social workers	Hoogeschool von Arnheim en Neijmegen	Department of Social Education, Peter Sabroe		
Funded by DG/VE within the preparation of the Program "Preparation of actions to combat and prevent social exclusion"	2001	Holistic indicators for social inclusion	City of Edinburgh Council / Harriot Watt University Edinburgh	Department of Social Education, Jydk	Jan Jaap Rothuizen <a href="mailto:JJR@viauc.dk">JJR@viauc.dk</a>	
the 5th Framework Programme	2000	Carework in Europe: current understandings and future directions	Thomas Coram Research Unit, Institute of Education, London University	Department of Social Education, Jydk	Helle Krogh Hansen <a href="mailto:hkh@viauc.dk">hkh@viauc.dk</a>	<a href="http://144.82.31.4/carework">http://144.82.31.4/carework</a>

## Description of projects

### Social Work Practice and Research between Regulation and Autonomy

The Nordic FORSA-conferences are gathering researchers as well as social work practitioners and teachers with research interest at a Nordic level. The conferences are places for discussions of research results, research perspectives and the development of social work practice.

FORSA-Denmark has taken over the baton and is inviting to the 7th Nordic conference on social work research, FORSA-NORDEN 2008, the 21st to 23rd of August in Aarhus.

We emphasize that this is an invitation to take part in important and thought-provoking keynote-speeches and overall theoretical discussions, but also in exchange and dissemination of research-results, experiences from practice and professional insights on the whole.

## **OUTLINES –**

### **Outdoor Learning in Elementary Schools – from Grassroot to Curriculum in Teacher Education**

#### **Rationale:**

- Outdoor learning is not a permanent curricular component in basic training of elementary school teachers, despite the rich pedagogical potentials
- Teachers acquire their outdoor learning competences through sporadic in-service training
- Outdoor learning in the elementary school system tends to focus on environmental, personal, social and health aspects in pupils' general education

#### **Objectives:**

- To increase teachers' basic competences in outdoor learning methodology
- To expand the outdoor learning focus from environmental, personal and health perspectives toward curricular perspectives by introducing a *subject-oriented* methodology in teachers' basic education
- To transfer the traditional teacher training practise from in-service training to systematic basic education

#### **Target groups:**

- Teacher students and lecturers in participating institutions
- Potentially all teacher students and lecturers in European teacher training institutions

#### **Main activities:**

- Establishing of development groups of lecturers and experts
- Development, test-runs, evaluations, refinements and dissemination of innovative standard courses
- Test-runs in cross-national and national groups of teacher students
- Final open conference as in-put for final evaluation and launching of dissemination plan

#### **Outputs:**

- One intensive foundation course in general outdoor learning methodology
- Six subject-oriented intensive courses representing the main areas in the elementary school curriculum
- Course manuals, handbooks and project website

## **mPPACT –**

### **Creating a Methodology for a Pupil & Arts-Centred Teaching**

The objectives of Comenius are to enhance the quality and reinforce the European dimension of school education, in particular by encouraging transnational cooperation between schools and contributing to improved professional development of staff directly involved in the school education sector. The aim is to prepare programmes, courses, strategies and teaching material for training of education staff and for use in the classroom. The mPPACT programme is a cumulative process which will build a practical training course from an iterative spiral of pilot course deliveries in different contexts and with a range of targets. Outputs: Course & website; on-line support and content delivery system; training of trainers; intensive in-service training courses for teachers; application of mPPACT methodology in schools; devise performance and conference events.

#### **Comenius 2.1 aims to:**

- Create, test, and deliver training courses for educational staff and materials
- Develop curricula for the initial training of student teachers
- Promote the mobility of student teachers (funded under 2.2.A)
- Develop teaching strategies, methods and materials for specific learner groups (SEN, at risk of exclusion, migrants travellers)

**The mPPACT initiative aim** to foster a new teaching practice in Europe that engage with contemporary social realities and their reflection in the classroom, that recognise a new broader role for the teacher as pedagogue and works from pupils own creativity, imaginations and criticality in the construction of a world that they own.

#### **Objectives**

- To evolve an integrated arts-based approach to teaching through the sharing of disciplines between partners;
- To foster teachers' ability to revive pupils motivation to learn, using participatory performing arts practices and exploring young people's own creativity and criticality;
- To develop new practices that foster a 'co-intentional' synergy between pupil and teacher;
- To develop a training course offering an alternative classroom strategy for achieving a critical understanding of relevant social issues such as equal opportunities and citizenship, social exclusion, racism and xenophobia, drug abuse;
- To support and document the process and publish its outputs through web, DVD and printed media.

### **Results/products**

- Training course and methodology
- Manual, teaching materials
- Website (portal) with ongoing support discussion group, and including:
  - Live stream / video conference of performance events
  - DVD / interactive e-book that includes video presentation of workshop and performance events as models of good practice
- Hard copy printed version of above
- Conference, performances and published outcomes
- By the end of the project cycle, mPPACT trainers will have trained over 50 teachers across Europe with direct impact on some 1200 or more pupils. After that the course and its related materials will be available through the Socrates/Comenius system.

### **Holistic indicators for social inclusion**

In the Holistic Indicators Project, Edinburgh joins cities in Denmark, Spain and Italy to work on identifying and measuring social inclusion indicators. The initiative intentionally focuses on developing new methods of quantitative and qualitative indicator development for use in public policy for both city action and inter-agency action to reduce social exclusion and improve social inclusion. The project takes a case study approach, which reflects the "multi-dimensionality and dynamic nature of the process of inclusion". The partners are developing both "city level" and "practice level" indicators, the latter focusing on homelessness, family and social networks, and pathways to work. But they also discuss the implications for social inclusion at the "macro [level] (national or transnational)". The overall objectives speak more directly to developing indicators of social exclusion that identify areas for concerted action than identifying indicators of social inclusion. It does, however, present a model for determining the state of social inclusion/exclusion in terms of both "personal and social risk factors" and "personal and social assets".

Partners: The County of Aarhus (Denmark), La Vall d'Uixó municipality (Valenciana, Spain) and the Agenzia Sviluppo Nord Milano (Lombardia, Italy), Françoise Rutherford, Main Consultant, Heriot Watt University, Edinburgh, Scotland, GB Daniela Gatti, PARES, Milano, Italy Rafael Aliena, University of Valencia, Spain