



Report about output 5 (O5)
Curricula changes
Subjects with added mobile methods

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1.University of Madeira



1.1.Field of study: *Psychology (BA)*

Level: **Undergraduate programme**

Other descriptions: language – **Portuguese**

Table 1 CURRICULA mobile methods analysis – Education, BA, taught in Portuguese

N.º	Syllabus' subjects	Syllabus (in the national language)	Mobile Methods added in an academic year		
			2020/2021	2021/2022	2022/2023
1 (2)	History and Fundamentals of Psychology	História e Fundamentos da Psicologia	No	No	No
2 (5)	Academic Competencies and Employability in Psychology	Competências Académicas e Empregabilidade em Psicologia	No	No	Yes*
3 (9)	Psychology of Attention, Perception and Memory	Psicologia da Atenção, Percepção e Memória	Yes	Yes	Yes
4 (12)	Cognition and Emotional Psychology	Psicologia da Cognição e Emoção	no	No	No
5 (14)	Neuropsychology	Neuropsicologia	yes	Yes	Yes
6 (16)	Psychology of Motivation and Personality	Psicologia da Motivação e da Personalidade	yes	yes	yes
7 (20)	Practices and Contexts Observation Seminars in Psychology I	Seminário de Observação de Práticas em Psicologia I	YES	Yes	Yes
8 (24)	Organizational Psychology	Psicologia das Organizações	No	Yes	No
9 (28)	Psychological Education	Psicologia da Educação	Yes	Yes	Yes
10 (29)	Clinical and Health Psychology	Psicologia Clínica e da Saúde	yes	yes	Yes
Sum of subjects			6	7	7

*not formally

Source 2020/2021

<https://www.uma.pt/en/ensino/1o-ciclo/licenciatura-em-psicologia/?contentid=141>
(available 28-09-2022)

Source 2021/2022:

<https://www.uma.pt/en/ensino/1o-ciclo/licenciatura-em-psicologia/?contentid=141>
(available 28-09-2022)

Source: 2022/2023:

To be sent as soon as alterations are “formally” made.

1.2.Field of study: *Educational Psychology (MA)*

Level: **Master**

Other descriptions: language - **Portuguese**

Table 2 CURRICULA mobile methods analysis – Educational Psychology, taught in Portuguese

N.º	Syllabus' subjects	Syllabus (in the national language)	Mobile Methods added in an academic year		
			2020/ 2021	2021/ 2022	2022 2023
1	Development and Psychological Intervention	Desenvolvimento e Intervenção Psicológica			
2	Cognitive Processes and emotional in Learning	Processos Cognitivos e emocionais na Aprendizagem			
3	Research Methods in Psychology I	Métodos de Investigação em Psicologia da Educação I			
4	Current Themes of Education Psychology	Temas Atuais de Psicologia da Educação			
5	Optional Group A (...): Personal and Vocational Development	Desenvolvimento Pessoal e Vocacional	Yes	Yes	Yes
6	Psychological Counseling and Consulting in Education	Consulta Psicológica e Consultoria em Educação	Yes	Yes	Yes
7	Research Methods in Educational Psychology II	Métodos de Investigação em Psicologia da Educação II			
8	Dissertation Project Seminar	Seminário de Projeto de Dissertação			
9	Psychological Assessment in Education and	Avaliação Psicológica em Educação e Formação	Yes	Yes	Yes



	Training				
10	Teaching and Learning Psychology	Psicologia do Ensino e da Aprendizagem		Yes*	Yes*
Sum of subjects			3	4	4

*not formally

Source 2020/2021

<https://www.uma.pt/en/ensino/2o-ciclo/mestrado-em-psicologia-da-educacao/?contentid=1058> (available 28-09-2022)

Source 2021/2022 :

<https://www.uma.pt/en/ensino/2o-ciclo/mestrado-em-psicologia-da-educacao/?contentid=1058> (available 28-09-2022)

Source: 2022/2023:

To be sent as soon as alterations are “formally” made.

Summary of the process of changes in the curricula at the University of Madeira

Table 1 Changes in the curricula at the University of Madeira

Field of studies, specialization, level, language of studies	Mobile Methods added in an academic year		
	2020/2021	2021/2022	2022/2023
Field of study: Psychology Specialization: - Level: B.A Language – Portuguese	6	7	7
Field of study Educational Psychology Specialization: - Level: MA Language – Portuguese	3	4	4
Sum of subjects with mobile methods	9	11	11

Conclusion/Important Remarks

In the first analysis of the first course (Psychology) at the beginning of the project and during the curricula analysis output, we discovered that from the 10 subjects/modules analyzed, 60% had mobile methods in their programs. In the second course (Educational Psychology) of the 10 subjects/modules analyzed, only 30% had mobile methods in their programs. Therefore, the challenge was to



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maintain the existing mobile methods and/or add new methods to the other analyzed subjects/modules. In 2021/2022 conversations were taken place regarding alterations to some teaching/evaluation methodologies, however, due to internal organizational processes and changes in the department it was not possible to add, in a formal way, mobile methods. Notwithstanding, “informal” methods were added to the classes taught by the project teachers. These classes served to observe the “reception” by the students of this change in methodology, including the conduction of the project pilot classes. Thus, while informally it was possible to add some mobile methods, due to the bureaucratic processes needed for these alterations only in the current year of 2022-2023 a formal request will be made to add mobile methods to some curricular units where this teaching methodology will be an asset to both students and teacher.

Nevertheless, it is important to mention that while only these 2 analyzed courses are being taken into account in this report (since they were the initial focus of the SoMoved curricula analysis), mobile methods have been used in other subjects/modules of other university courses. But the major benefit of the project regarding the introduction of mobile methods has been made in the development of new courses, such as the Master of Clinical Psychology, Health, and Well-being which was approved by national educational authorities in April/May 2022 and just started its first year of “running”. In the conceptualization of a number of curricular units, the project team had into consideration the importance of mobile methods. Thus, mobile methods can be seen in the following new curricular units offered by this new course:

Table 3 Subjects and sources of information

N.º	Syllabus' subjects	Syllabus (in the national language)	Source
1	Advanced Research Methods	Métodos Avançados de Investigação	https://www.uma.pt/en/ensino/2o-ciclo/mestrado-em-psicologia-clinica-da-saude-e-bem-estar/84478/?contentid=84478
2	Positive Psychology and Wellbeing	Psicologia Positiva e do Bem-Estar	https://www.uma.pt/en/ensino/2o-ciclo/mestrado-em-psicologia-clinica-da-saude-e-bem-estar/84479/?contentid=84479
3	Psychological Intervention in Health and Wellbeing	Intervenção Psicológica em Saúde e Bem-Estar	https://www.uma.pt/en/ensino/2o-ciclo/mestrado-em-psicologia-clinica-da-saude-e-bem-estar/84483/?contentid=84483
4	Wellbeing promotion organizations	Instituições promotoras de bem-estar	https://www.uma.pt/en/ensino/2o-ciclo/mestrado-em-psicologia-clinica-da-saude-e-bem-estar/84485/?contentid=84485



Concluding it is important to highlight that changing curricula methodologies is not an easy process but is mainly a bureaucratic one and on-going. It is also important to again highlight that the introduction of any new methodology is very dependent on the teachers' personal preferences of how to lecture and also on the nature of the curricular units (very theory based or not). On a more positive note, mobile methods are more simple to introduce as an “extra” to current methods. This means that while not “formally” introduced in the curricula, mobile methods can and are being used, for example, by giving a “tour” of the university for first-time students, having a class in the outside gardens, etc.

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2.Charles University



FACULTY OF ARTS
Charles University

2.1.Field of study *Education (BA)*

Other descriptions: language - Czech

Table 2 CURRICULA mobile methods analysis – Education, BA, taught in Czech

N.º	Syllabus' subjects	Syllabus (in the national language)	Mobile Methods added in an academic year		
			2020/ 2021	2021/ 2022	2022/ 2023
1	Diploma Seminar	Bakalářský seminář			
2	General Pedagogy I	Obecná pedagogika I			
3	General Pedagogy II	Obecná pedagogika II			
4	History of Education I	Dějiny pedagogiky I		YES	YES
5	History of Education II	Dějiny pedagogiky II		YES	YES
6	Introduction to Sociology	Základy sociologie			
7	Sociology of Education	Sociologie výchovy			
8	General Psychology	Obecná psychologie			
9	Personality Psychology	Psychologie osobnosti			
10	Introduction to Educational Counselling	Základy pedagogického poradenství	YES	YES	YES
11	Pedagogical Praxis I	Průběžná pedagogická praxe I	YES	YES	YES
12	Pedagogical Praxis II	Průběžná pedagogická praxe II	YES	YES	YES
13	Theory of Education I	Teorie výchovy I			
14	Theory of Education II	Teorie výchovy II			
15	Educational Psychology I	Pedagogická psychologie I			
16	Educational Psychology II	Pedagogická psychologie II			
17	Social Psychology I	Sociální psychologie I	YES	YES	YES
18	Social Psychology II	Sociální psychologie II	YES	YES	YES
19	General Didactics I	Obecná didaktika I	YES	YES	YES



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20	General Didactics II	Obecná didaktika II	YES	YES	YES
21	Comparative Education I	Srovnávací pedagogika I			
22	Comparative Education II	Srovnávací pedagogika II			
23	Introduction to Educational Research Methodology	Základy metodologie pedagogiky	YES	YES	YES
24	Developmental Psychology I	Vývojová psychologie I			
25	Developmental Psychology II	Vývojová psychologie II			
Sum of subjects			8	10	10

Source 2020/2021

Sent in pdf.

Source 2021/2022:

Sent in pdf.

Source: 2022/2023:

Sent in pdf.

Summary

To innovate the curriculum in the sense of wider representation / application of mobile methods, we propose History of Education I, which, in our opinion, has the potential to combine emphasis on knowledge, which is the basic material of the field of history, with activities supporting memorization and contextualization of this knowledge. The basic mobile methods will consist of study visits and exploratory walks focused on places associated with the work of important historical figures in the field of education. The course will also be taught as a form of adaptation course for the first-year students, which will enable the involvement of a number of educational games. The participation of teachers from Dpt. of Education, who will visit students in selected localities of the Czech Republic that are connected with the work of a teacher or a specifically conceived school. The course syllabus follows three main areas of the concept of pedagogy (traditional education with emphasis on academic goals, experimental pedagogy cultivated within the so-called Baťa schools in Zlín and the so-called outdoor school, which was founded and promoted by Eduard Štorch in the context of Czech pedagogy. A more comprehensive picture of pedagogical science and educational practice will be created by connecting the three areas, and different concepts of praxis will provoke different activities in the field (cognitive, sports, social).



2.2.Field of study *Education (MA)*

Other descriptions: language - Czech

Table 3 CURRICULA mobile methods analysis – Education, MA, taught in Czech

N.º	Syllabus' subjects	Syllabus (in the national language)	Mobile Methods added in an academic year		
			2020/ 2021	2021/ 2022	2022/ 2023
1	Diploma Seminar	Diplomový seminář			
2	Philosophical Anthropology I	Teorie člověka I			
3	Philosophical Anthropology II	Teorie člověka II			
4	Contemporary Theories in Education	Soudobé pedagogické teorie	YES	YES	YES
5	Theories of School Education	Teorie školy	YES	YES	YES
6	History of Education – selected chapters I	Dějiny pedagogiky – vybrané kapitoly I		YES	YES
7	History of Education – selected chapters II	Dějiny pedagogiky – vybrané kapitoly II		YES	YES
8	Educational Research Methodology I	Metodologie pedagogiky I	YES	YES	YES
9	Educational Research Methodology II	Metodologie pedagogiky II	YES	YES	YES
10	Statistics	Statistika	YES	YES	YES
11	School Didactics	Školní didaktika	YES	YES	YES
12	Didactics - Seminar I	Didaktický seminář I	YES	YES	YES
13	Didactics - Seminar II	Didaktický seminář II	YES	YES	YES
14	Philosophy of Education I	Filosofie výchovy I			
15	Philosophy of Education II	Filosofie výchovy II			
Sum of subjects			8	10	10

Source 2020/2021

Sent in pdf.

Source 2021/2022:

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Source: 2022/2023:

Sent in pdf.

Summary of the process of changes in the curricula at Charles University



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Overall, the mobile method used in MA Course/Degree was: simulated practice. We recommend to involve mobile teaching methods to the subject History of Education – Selected Chapters I as it offers the possibility to study the past in the form of experience. The aim is to vivify the curriculum of the subject by explanatory walks through the historical centres of two important cities connected with the Czech educational tradition, Prague and Olomouc. Students are required to visit all the crucial places where educational institutions used to be centuries ago, where important activities or decisions relevant to education were made or where the most important historical artefacts of the Czech Educational History are centred. During these visits, students are supposed to reflect on and answer problematic questions postulated by their teachers in handouts and to prepare reports.

Table 4 The changes in different fields of studies at the Charles University

Field of studies, specialization, level, language of studies	Mobile Methods added in an academic year		
	2020/2021	2021/2022	2022/2023
Field of study: Education Specialization: - Level: B.A Language - Czech	8	10	10
Field of study Education Specialization: - Level: MA Language – Czech	8	10	10
Sum of subjects with mobile methods	16	20	20

Overall, the mobile methods used on the subjects/modules analyzed were: exploratory walks, group-works developed outside the classroom with fieldwork and engagement with local organizations and simulated practice, this last one considered as a mobile methods inside the classroom.

Difficulties/limitations:

- There was no clear definition in some subjects about the teaching-learning methods used, with some being mixed with the evaluation process.
- While some subjects/modules of the programmes/syllabus do indeed acknowledge some kind of outdoor activities, this depends in large scale of the teacher personal preferences in lecturing and also due to the very theoretical and specific nature of the subject/module programmes/syllabus being teach, which was the case with neuropsychology, because being a core unit and the first-time students were introduced to it, they needed to learn

basic theoretical concepts. However, in 2020-2021 some of these mobile methods were not possible to implement due to COVID-19 restrictions.

Recommendations:

While some syllabus to indeed mentioned some outdoor activities that did not mean that the teacher was able to introduce them. While on the other hand in some cases while it was not mentioned outdoor activities, the teacher was able to introduce mobile methods. These differences are not only due to each teacher own individually and process, but also due to the nature of the subjects/modules. There are some subject/modules that are deemed easier to introduce these methods in its classes while others are too theoretical and introductory to students which imply more indoor time, and thus more difficult to implement mobile methods outside the classroom. Therefore, to overcome these barriers we recommend allowing teachers the possibility to change and adapt the syllabus, adjusting to the students' current needs, but also to allow the introduction of new practices, such as mobile methods. Therefore, we believe that in some cases it would be beneficial to decrease the length of the programmes/syllabus and include outdoor activities, which take time to plan and implement, particularly when there is the need to deal with bureaucracy such as insurances for students. By allowing time to include mobile methods we believe it would be easy to teach the fundamentals of the subjects/modules that are very theoretical by nature but still crucial and needed to build students foundations to their future professional practice, while simultaneously include more activities outside the classroom.

Also, we recommend that mobile methods can also be introduce in the evaluation process of the teaching methods. Evaluation is a big part of the whole educational process and teachers need to adapt their evaluating methods to lead students to a deeper consolidation of knowledge. Therefore, evaluation through practical and “real” outdoor activities can be more motivating for the students and lead to a better learning process as well as being a more engaging teaching process between teacher, students and local community.

Another recommendation deemed important for our team is to train teachers about the importance of innovating their teaching methods, having mobile methods as a centre piece. Students are not the same as they were some decades ago, however through our analysis what we see is that the traditional expositive method of communication by the teacher is still very much a central part of higher education teaching methods, at least in social and humanities fields. So, to make a change we need to start at the “heart of the matter” and that is to train the teachers who teach. It is our belief that if teachers see the benefits and how to practically introduce new methods, they will be more willing to make changes in their own teaching methods and then really embrace mobile methods in their “outside” classroom.

Report's author: Assoc. Prof. Martin Strouhal, Ph.D.

3.The University of Zielona Góra



3.1.Field of study: *Sociology (BA)*

Specialization: **Organisation of Local Communities - Undergraduate programme**

Level: **B.A**

Other descriptions: language – **Polish**

Table 5 CURRICULA mobile methods analysis – sociology, BA, taught in Polish

No.º	Syllabus	Syllabus (in the national language)	Mobile Methods added in an academic year		
			2020/ 2021	2021/ 2022	2022/ 2023
1	Elements of the methodology	Elementy metodologii			
2	Ethical problems of the sociologist profession and protection of intellectual property	Etyczne problemy zawodu socjologa i ochrona własności intelektualnej			
3	History of sociological thought	Historia myśli socjologicznej			
4	Social Psychology	Psychologia społeczna		yes	yes
5	Study techniques	Techniki studiowania			
6	Introduction to sociology	Wprowadzenie do socjologii			yes
7	Demography	Demografia			
8	Thematic seminar I, II, III	Fakultet I, II, III			
9	Quantitative research methods	Metody badań ilościowych			
10	Social microstructures	Mikrostruktury społeczne			
11	Introduction to Statistical Analysis in Sociology	Wprowadzenie do analizy statystycznej w socjologii			
12	Contemporary sociological theories	Współczesne teorie socjologiczne			
13	Sociology of work and profession	Teoria pracy i zawodu			
14	Dimensions of social exclusion	Wymiary wykluczenia społecznego			
15	Local community	Zasoby społeczności lokalnych			



	resources				
16	Analysis of existing data	Analiza danych zastanych			
17	Qualitative research methods	Metody badań jakościowych	Yes	yes	yes
18	Social mesostructures	Mezostuktury społeczne			
19	Media sociology	Socjologia mediów			
20	Social revitalization	Rewitalizacja społeczna			
21	Social network theories	Teorie sieci społecznych			
22	Fieldwork	Badania terenowe			
23	Computer data processing - SPSS	Komputerowe opracowanie danych – SPSS			
24	Social macrostructures	Makrostruktury społeczne		yes	yes
25	Processes of social change	Procesy zmiany społecznej			
26	Field sociology I, II, III	Fakultet I, II, III			
27	Monographic lecture I, II, III	Wykład monograficzny I, II, III			
28	Institutional local system	Instytucjonalny system lokalny			
29	Basics of social entrepreneurship	Podstawy przedsiębiorczości społecznej		yes	yes
30	Sociology of institutions and organizations	Socjologia instytucji i organizacji			
31	Socio-cultural aspects of old age	Spółeczno kulturowe aspekty starości			
32	Cultural dimensions of social life	Kulturowe wymiary życia społecznego	Yes	yes	yes
33	Public opinion and its research	Opinia społeczna i jej badanie			
34	Strategic programming	Programowanie strategiczne		yes	yes
35	Diploma seminar I, II	Seminarium dyplomowe I, II			
36	Economic sociology	Socjologia ekonomiczna			
37	Sociology of the public sphere	Socjologia sfery publicznej			
38	Contemporary problems of sociology	Współczesne problemy socjologii			
39	Methods of analysing social networks	Metody analizy sieci społecznych			
40	Social participation	Partycypacja społeczna			
41	Social policy	Polityka społeczna		yes	yes
42	Sociology of marriage and family	Socjologia małżeństwa i rodziny			
43	Elementary problems of the humanities	Elementarne problemy humanistyki			
44	Student internship	Praktyki studenckie			



45	Contemporary Polish Society	Współczesne społeczeństwo polskie			
46	Information technology	Technologie informacyjna			
47	Ph.E.	Wychowanie fizyczne			
48	Foreign language	Język obcy			
Sum of subjects			2	7	8

Source 2020/2021

<https://webapps.uz.zgora.pl/syl/index.php?/main/studyPlan/59283> (available: 2022-06-12).

Source 2021/2022:

<https://webapps.uz.zgora.pl/syl/index.php?/main/studyPlan/60152> (available: 2022-06-12).

Source: 2022/2023:

<https://webapps.uz.zgora.pl/syl/index.php?/main/studyPlan/60685> (available: 2022-06-12).



3.2.Field of study: **Sociology (MA)**

Specialization: **Komunikacja społeczna (Social Communication)**

Other descriptions: language – **Polish**

Level: **MA**

Table 6 CURRICULA mobile methods analysis – Masters, taught in Polish

N.º	Syllabus	Syllabus (in the national language)	Mobile Methods added in an academic year		
			2020/ 2021	2021/ 2022	2022/ 2023
1	Empirical Problems of Sociology	Empiryczne problemy socjologii		yes	yes
2	Foreign Language	Język obcy			
3	M.A. Seminar I, II, III, IV	Seminarium magisterskie I, II, III, IV			
4	Methodology of Social Sciences	Metodologia nauk społecznych		yes	yes
5	Presentation and Visualization of Data	Prezentacja i wizualizacja danych			
6	Problems of Social Differentiation	Problemy zróżnicowania społecznego		yes	yes
7	Social Capital	Kapitał Społeczny		yes	yes
8	Field Sociology I, II, III, IV	Subdyscypliny socjologii I, II, III, IV			
9	Theoretical Problems of Sociology	Teoretyczne problemy socjologii			
10	Challenges of Contemporary Humanities	Wyzwania współczesnej humanistyki			
11	Contemporary Communication Theories	Współczesne teorie komunikowania			
12	Evaluation Research	Badania ewaluacyjne			
13	Multiculturalism in Contemporary World	Multikulturalizm we współczesnym świecie			
14	Social Research in The Field of IT.	Badania terenowe w świecie IT			
15	Statistical Computer Analysis	Komputerowa analiza statystyczna			
16	Workshop Methods	Metody pracy warsztatowej		yes	yes
17	Art of Debate and Social Consultations	Sztuka debaty i konsultacji społecznych		yes	yes
18	Monographic Lecture I, II	Wykłady monograficzne I, II			
19	Thematic seminar I, II	Seminarium tematyczne I, II			
20	Intercultural Communication	Komunikacja interkulturowa		yes	yes



21	Marketing and Persuasion in the Public Sphere	Marketing i perswazja w sferze publicznej			
22	Research Workshop I, II	Warsztat badawczy I, II			
23	Social Aspects of Advertising	Spoleczne aspekty reklamy			
24	Socio-cultural Influence of The Internet	Spoleczno-kulturowe oddziaływanie internetu			
25	Methods of Testing Mass Media	Metody badania mass mediów			
26	Public and Media Relation	Public i media relations			
27	Visual Sociology	Socjologia wizualna			
28	Methodology of Social Research	Metodologia badań społecznych		yes	yes
Sum of subjects with mobile methods			0	8	8

Source 2020/2021:

<https://webapps.uz.zgora.pl/syl/index.php?/main/studyPlan/59304> (available: 2022-06-12).

Source 2021/2022:

<https://webapps.uz.zgora.pl/syl/index.php?/main/studyPlan/60151> (available: 2022-06-12).

Source: 2022/2023:

<https://webapps.uz.zgora.pl/syl/index.php?/main/studyPlan/60743> (available: 2022-06-12).



3.3.Field of study: Sociology (MA, English)

Specialization: Social Communication

Other descriptions: language - English

Level: MA

Table 7 CURRICULA mobile methods analysis – sociology (social communication), masters, taught in English

N.º	Syllabus (all the subjects taught in English)	Mobile Methods added in an academic year		
		2020 2021	2021/2022	2022/2023
1	Empirical Problems of Sociology			
2	Foreign Language			
3	M.A. Seminar I, II, III, IV			
4	Methodology of Social Sciences		yes	Yes
5	Presentation and Visualization of Data			
6	Problems of Social Differentiation			
7	Social Capital		yes	yes
8	Field Sociology I, II, III, IV			
9	Theoretical Problems of Sociology			
10	Challenges of Contemporary Humanities			
11	Contemporary Communication Theories			
12	Evaluation Research			
13	Multiculturalism in Contemporary World		yes	Yes
14	Social Research in The Field of IT.			
15	Statistical Computer Analysis			
16	Workshop Methods		Yes	yes
17	Art of Debate and Social Consultations		yes	Yes
18	Monographic Lecture I, II			
19	Thematic seminar I, II			
20	Intercultural Communication		yes	yes
21	Marketing and Persuasion in the Public Sphere			



22	Research Workshop I, II			
23	Social Aspects of Advertising			
24	Socio-cultural Influence of The Internet			
25	Methods of Testing Mass Media			
26	Public and Media Relation			
27	Visual Sociology			
28	Methodology of Social Research			
Sum of subjects with mobile methods		0	6	6

Source 2020/2021:

<https://webapps.uz.zgora.pl/syl/index.php?/main/studyPlan/59521> (available: 2022-06-12).

Source 2021/2022:

<https://webapps.uz.zgora.pl/syl/index.php?/main/studyPlan/60182> (available: 2022-06-12).

Source: 2022/2023:

<https://webapps.uz.zgora.pl/syl/index.php?/main/studyPlan/60749> (available: 2022-06-12).



3.4.Field of study: *Social Design*

Level: MA

Other descriptions: language – Polish, (new field of studies, we will start in October 2022)

Table 8 CURRICULA mobile methods analysis – Social Projects, MA, taught in Polish

N.º	Syllabus	Syllabus (in the national language)	Mobile Methods added in an academic year
			2022/2023
1	Design thinking	Design thinking	yes
2	Methodological dilemmas in social sciences	Dylematy metodologiczne w naukach społecznych	yes
3	Sociological concepts and contemporary challenges	Koncepcje socjologiczne a wyzwania współczesności	
4	Networking in business and the public sphere	Networking w biznesie i sferze publicznej	
5	Predicting social behavior	Przewidywanie zachowań społecznych	yes
6	Diploma seminar 1, 2, 3, 4	Seminarium dyplomowe 1,2,,3, 4	
7	Sociobiological foundations of social organizations	Socjobiologiczne podstawy organizacji społecznych	yes
8	Social responsibility of a researcher and designer	Spółeczna odpowiedzialność badacza i projektanta	
9	Design teams	Zespoły projektowe	
10	Social communication	Komunikowanie społeczne	
11	Monitoring and evaluation of projects	Monitoring i ewaluacja projektów	
12	New trends in social research	Nowe tendencje w badaniach społecznych	
13	Reports, visualization and data presentation	Raporty, wizualizacja i prezentacja danych	
14	Management of social projects	Zarządzanie projektami społecznymi	yes
15	Database	Bazy danych	
16	Basics of rhetoric and eristics	Podstawy retoryki i erystyki	yes
17	Conflict resolution	Rozwiązywanie konfliktów	
18	Project creation and fundraising	Tworzenie projektów i pozyskiwanie środków	
19	Social influence	Wpływ społeczny	



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20	Challenges and threats of the 21st century	Wyzwania i zagrożenia XXI wieku	yes
21	Diagnosis of social needs and potentials	Diagnoza potrzeb i potencjałów społecznych	yes
22	Dialogue and social consultations	Dialog i konsultacje społeczne	yes
23	Forms of counteracting social exclusion	Formy przeciwdziałania wykluczeniu społecznemu	
24	New technologies as tools of social change	Nowe technologie jako narzędzia zmiany społecznej	
25	Strategic programming	Programowanie strategiczne	
26	Development of local communities and regions	Rozwój społeczności lokalnych i regionów	yes
27	Marketing research	Badania marketingowe	
28	Social research in IT	Badania społeczne w IT	
29	Marketing and persuasion techniques in the market and in politics	Marketing i techniki perswazji na rynku i w polityce	
30	Economic sociology	Socjologia gospodarki	
31	Social aspects of advertising	Spółeczne aspekty reklamy	yes
32	Consumer behavior on the market	Zachowania konsumentów na rynku	
33	Ecological determinants of health	Ekologiczne uwarunkowania zdrowia	yes
34	Social cohesion	Spójność społeczna	
35	Development of social services	Rozwój usług społecznych	
36	City sociology	Socjologia miasta	yes
37	Workshop of a social designer	Warsztat projektanta społecznego	
38	Data management in the city	Zarządzanie danymi w mieście	
39	Social business	Biznes społeczny	
40	Work and communication in a virtual team	Praca i komunikacja w zespole wirtualnym	
41	Society of consumption	Spółeczeństwo konsumpcji	
42	Workshop of a social designer	Warsztat projektanta społecznego	
43	Lecture	Monographic lecture	
44	Minorities in public life	Mniejszości w życiu publicznym	
45	New social movements and civil society	Nowe ruchy społeczne i społeczeństwo obywatelskie	
Sum of subjects with mobile methods			13



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Source: 2022/2023:

<https://webapps.uz.zgora.pl/syl/index.php?/main/studyPlan/60686> (available: 2022-06-12).



Erasmus+

3.5. Field of study: *Psychology*

Specialization: All specializations have a subject **SOCIOLOGY** in the 1st year of studies (5-year studies)

Other descriptions: language - **Polish**

Table 9 CURRICULA mobile methods analysis – Psychology, Masters, taught in Polish

N.º	Syllabus in English	Syllabus (taught in Polish)	Mobile Methods added in an academic year		
			2020/2021	2021/2022	2022/2023
1	Sociology	socjologia		yes	yes
Sum of subjects with mobile methods			0	1	1

Source 2020/2021:

<https://webapps.uz.zgora.pl/syl/index.php?/main/studyPlan/59637> (available: 2022-06-12).

Source 2021/2022:

<https://webapps.uz.zgora.pl/syl/index.php?/main/studyPlan/60163> (available: 2022-06-12).

Source: 2022/2023:

<https://webapps.uz.zgora.pl/syl/index.php?/main/studyPlan/60926> (available: 2022-06-12).

Summary of the process of changes in the curricula at the University of Zielona Góra

Table 10 Changes in the curricula at the University of Zielona Góra

Field of studies, specialization, level, the language of studies	Mobile Methods added in an academic year		
	2020/2021	2021/2022	2022/2023
Field of study: Sociology ; Specialization: Organisation of Local Communities Level: B.A Language - Polish	2	7	8
Field of study Sociology ; Specialization: Social Communication	0	8	8



Language – Polish Level: MA			
Field of study Sociology ; Specialization: Social Communication Language - English Level: MA	0	6	6
Field of study: Social Design Level: MA Language – Polish	Not applicable	Not applicable ¹	13
Field of study: Psychology Specialization: All specializations have a subject SOCIOLOGY in the 1st year of studies Language – Polish Level: 5 years of study, finishing with an MA	0	1	1
Sum of subjects with mobile methods	2	22	36

*

We have been implementing the Social Education on the Move project since September 2020. That year we introduced the first changes to the curricula by adding methods on the move. It can be concluded that this was the result of earlier works when we were still preparing the application for the ERASMUS + program, and the needs research showed us that there is a need to diversify the methods of communication. The following years of the SoMoveED project are, on the one hand, enriching our knowledge about cognitive processes and strengthening them through movement, and on the other hand, experimenting with various methods of work. Despite the pandemic, in those months, when we were able to conduct offline classes, we implemented various forms of work outside the classrooms. Changes were made not only in the subjects carried out by people involved in the SoMoveED project but also in those carried out by other teachers working at our university. We hope there will be more such forms of work in the coming years.

Report's author: Dorota Bazuń

¹ The studies are the plan only the first students hopefully in October 2022.

4. Tekirdağ Namık Kemal University



4.1. Field of study: **Sociology** (Faculty of Arts and Sciences)

Level: B.A

Other descriptions: Turkish

Table 11 CURRICULA mobile methods analysis – sociology, BA, taught in Turkish

N.º	Syllabus' subjects	Syllabus (in the national language)	Mobile Methods added in an academic year		
			2020/ 2021	2021/ 2022	2022/ 2023
1	Calculus	Matematik			
2	Foreign Language I, II (English)	Yabancı Dil I, II (İngilizce)			
3	Information Technologies and Application	Bilgi Teknolojileri ve Uygulamaları			
4	Introduction to Philosophy	Felsefeye Giriş			
5	Introduction to Psychology	Psikolojiye Giriş			
6	Introduction to Sociology I, II	Sosyolojiye Giriş I, II			
7	Principles of Atatürk and History of Turkish Revolution I, II	Atatürk İlkeleri ve İnkılâp Tarihi I, II			
8	Turkish Language I, II	Türk Dili I, II			
9	Anthropology	Antropoloji			
10	Introduction to Archaeology	Arkeolojiye Giriş			
11	Introduction to Economics	İktisada Giriş			
12	Sociological Thinking Methods	Sosyolojik Düşünme Yöntemleri			
13	Ancient and Medieval Philosophy	İlk ve Ortaçağ Felsefesi			



14	Culture and History of Civilizations	Kültür ve Medeniyet Tarihi			
15	Developmental Psychology	Gelişim Psikolojisi			
16	Basic Concepts of Social Science	Sosyal Bilimlerde Temel Kavramlar			
17	Introduction to Political Science	Siyaset Bilimine Giriş			
18	Classical Logic	Klasik Mantık			
19	Classical Sociological Theories	Klasik Sosyoloji Kuramları			
20	Ottoman Socio-Economic Structure	Osmanlının Sosyo-Ekonomik Yapısı			
21	Social Structure – Social Change	Toplumsal Yapı - Toplumsal Değişme			
22	Sociology of Economics	İktisat Sosyolojisi			
23	Sociology of Religion	Din Sosyolojisi			
24	Sociology of Communication	İletişim Sosyolojisi			
25	Sociology of Law	Hukuk Sosyolojisi			
26	Sociology of Literature	Edebiyat Sosyolojisi			
27	History of Sociology in Turkey	Türkiye’de Sosyoloji Tarihi			
28	Modern Logic	Modern Mantık			
29	Political Sociology	Siyaset Sosyolojisi			
30	Rural and Urban Sociology	Köy ve Kent Sosyolojisi			
31	Sociology of Family	Aile Sosyolojisi			
32	Turkish Modernization	Türk Modernleşmesi			
33	Environmental Sociology	Çevre Sosyolojisi			
34	Small Groups Sociology	Küçük Gruplar Sosyolojisi			
35	Sociology of Health	Sağlık Sosyolojisi			
36	Modern Sociological Theories	Modern Sosyoloji Kuramları			
37	Post-Enlightenment Philosophy	Aydınlanma ve Sonrası Felsefe			
38	Psychometric Psychology	Psikometrik Psikoloji			
39	Research Techniques in Social Sciences I, II	Sosyal Bilimlerde Araştırma Teknikleri I, II			
40	Social Structure of Turkey	Türkiye’nin Toplumsal Yapısı			
41	Statistics and Data Analysis in Sociology I, II	Sosyolojide İstatistik ve Veri Analizi I, II			
42	Art Philosophy	Sanat Felsefesi			



43	Discussions on Social Gender	Toplumsal Cinsiyet Tartışmaları			
44	Ethnicity and Multiculturalism Sociology	Etnisite ve Çokkültürlülük Sosyolojisi			
45	Sociology of Knowledge	Bilgi Sosyolojisi			
46	Educational Sociology	Eğitim Sosyolojisi			yes
47	Islamic Philosophy	İslam Felsefesi			
48	Social Psychology	Sosyal Psikoloji			
49	Sociology of Crime	Suç Sosyolojisi			
50	Nation State and Nationalism	Uluslaşma ve Milliyetçilik			
51	Sociology of Consumption	Tüketim Sosyolojisi			
52	Sociology of Migration	Göç Sosyolojisi			yes
53	Contemporary Sociological Theories	Çağdaş Sosyoloji Kuramları			
54	Graduation Project I, II	Bitirme Projesi I, II			
55	Sociological Text Analysis I, II	Sosyolojik Metin Analizi I, II			
56	Sociology of Social Movements	Toplumsal Hareketler Sosyolojisi			
57	Middle Eastern and Turkish Studies	Ortadoğu ve Türkiye Çalışmaları			
58	Ottoman Language I, II	Osmanlıca I, II			
59	Social Stratification	Toplumsal Tabakalaşma			
60	Sociology of Cinema	Sinema Sosyolojisi			
61	Sociology of Youth	Gençlik Sosyolojisi			
62	Philosophy of Science	Bilim Felsefesi			
63	Social Policies	Sosyal Politikalar			
64	Globalization Studies	Küreselleşme Çalışmaları			
65	History of Political Thoughts	Siyasi Düşünceler Tarihi			
66	New Religious Movements	Yeni Dini Hareketler			
Sum of subjects with mobile methods			0	0	2

Source: 2021/2022: Before the changes
Sent in pdf.

Source: 2022/2023: After the changes

Sent in pdf.

Summary - Mobile Methods Used:

- **Outside the classroom (physical or virtual):**

In order to elaborate the curriculum by adding mobile methods, we added the sixth objective to the course content of Educational Sociology as “to integrate the teaching of 21st century skills and soft skills into the curriculum soft skills examples: work ethic, communication, self-confidence, positive attitude, flexibility, organisation, emotional awareness, initiative, time management, negotiation, innovation, leadership, teamwork, accountability, self-motivation, stress management, cultural fitness, ability to network, self-management, decision-making; visiting disadvantaged groups”.

Both Educational Sociology and the Sociology of Migration may include direct contacts with disadvantaged groups via pre-planned visits. These out-of-classroom activities have not been written in the syllabus (weekly content) as their organization will depend on getting certain permits from institutions and visiting families.

4.1.Field of study: English Language and Literature (Faculty of Arts and Sciences)

Level: B.A

Other descriptions: English

Table 12 CURRICULA mobile methods analysis – English Language and Literature, BA, taught in English

N.º	Syllabus' subjects	Syllabus (in the national language)	Mobile Methods added in an academic year		
			2020/ 2021	2021/ 2022	2022/ 2023
1	Advanced English Skills I, II*	İleri İngilizce Becerileri I, II		yes	yes
2	British Life and Civilisation	Britanyada Toplum ve Yaşam			
3	Principles of Atatürk and History of Turkish Revolution I, II	Atatürk İlkeleri ve İnkılâp Tarihi I, II			
4	Composition and Communication	Kompozisyon ve İletişim			
5	Literary Genres and Trends	Edebi Türler ve Akımlar			
6	Turkish Language I, II	Türk Dili I, II			
7	Medieval English Literature	Ortaçağ İngiliz Edebiyatı			



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8	German Language (Basic Skills)	Almanca Temel Beceriler I, II, III, IV			
9	French Language (Basic Skills)	Fransızca Temel Beceriler I, II, III, IV			
10	Japanese Basic Skills I, II, III, IV	Japonca Temel Beceriler I, II, III, IV			
11	Critical Thinking and Literary Analysis	Eleştirel Düşünce ve Edebi Analiz			
12	English Renaissance Literature	Rönesans Çağı İngiliz Edebiyatı			
13	General Linguistics	Genel Dilbilim			
14	History of Western Philosophy	Batı Felsefesi Tarihi			
15	17th Century English Literature	17. Yüzyıl İngiliz Edebiyatı			
16	American History and Culture	Amerikan Tarihi ve Kültürü			
17	American Literature I, II	Amerikan Edebiyatı I, II			
18	Contemporary English Language I, II, III, IV	Çağdaş İngiliz Dili I, II, III, IV			
19	Fiction Studies	Kurgusal Edebiyat Araştırmaları			
20	Mythology	Mitoloji			
21	18th century English Literature	Yüzyıl İngiliz Edebiyatı			
22	Drama Studies	Tiyatro Araştırmaları			
23	History of English Language	İngiliz Dili Tarihi			
24	Poetry Studies	Şiir Araştırmaları			
25	Ancient Literature	Antik Edebiyatı			
26	Translation I, II, III, IV	Çeviri I, II, III, IV			
27	English Romantic Literature	İngiliz Romantik Edebiyatı			
28	Shakespeare	Shakespeare			
29	French Language (Advanced Skills I, II)	Fransızca İleri Dil Becerileri I, II			
30	German Language (Advanced Skills I, II)	Almanca İleri Dil Becerileri I, II			
31	Japanese Language (Advanced Skills I, II)	Japonca İleri Dil Becerileri I, II			
32	Discourse Analysis (Elective)	Söylem Çözümlemesi (Seçmeli)		yes	yes
33	Literary Myths and Archetypes	Edebi Mitler			
34	Colonial and Postcolonial Literature	Sömürgecilik Dönemi ve Sömürgecilik Sonrası			
35	History of Western Literature	Batı Edebiyatı Tarihi			
36	Victorian Literature	Viktorya Dönemi Edebiyatı			



37	Gender and Literature	Cinsiyet ve Edebiyat			
38	Sociolinguistics (Elective)	Toplum Dilbilim (Seçmeli)		yes	yes
39	20th Century English Literature I, II	20. Yüzyıl İngiliz Edebiyatı I, II			
40	Contemporary European Literature	Çağdaş Avrupa Edebiyatı			
41	Cultural Studies	Kültür Araştırmaları			
42	History of English Literary Criticism	İngiliz Edebiyat Eleştirisi Tarihi			
43	German Language (Proficiency Skills I, II)	Almanca Yetkin Dil Becerileri I, II			
44	Proficient Language Skills in French I, II	Fransızca Yetkin Dil Becerileri I, II			
45	Japanese Language (Proficiency Skills I, II)	Japonca Yetkin Dil Becerileri I, II			
46	Applied Linguistics (Elective)	Uygulamalı Dilbilim (Seçmeli)			
47	British Popular Culture	Britanya Popüler Kültürü			
48	ELT Methodology	İngiliz Dili Öğretimi Yöntem Bilimi			
49	Research Methodology	Araştırma Metodolojisi			
50	Comparative Literature	Karşılaştırmalı Edebiyat			
51	Contemporary Literary Theory	Çağdaş Edebiyat Kuramı			
52	Literary Translation	Edebiyat Çevirisi			
53	Film Studies (Elective)	Film Araştırmaları (Seçmeli)			
Sum of subjects with mobile methods		3 + advanced English I = 4			

Source 2021/2022: Before the changes
Sent in pdf.

Source: 2022/2023: After the changes
Sent in pdf.

Summary -Mobile Methods Used:

- **Outside the classroom (physical or virtual):**
 - This is the note I wrote as for the year my university shifted to Distance Education systems and I used virtual classroom in language skills lessons: Virtual walking tours uploaded on Youtube are suitable to use for out-of-class as well as in-class activities. But due to the constraints of the pandemic, they were

first used in distance education. Links to the walking tour video posts reflecting diverse settings were used as a pilot study and received very positive feedback. Students following distance education courses were instructed to use the link to walking tours, first those selected in the course, and then those they freely chose in the process of exploring their favourite walking tour video posts. In the reshift to face-to-face education they practiced in the actual physical out-of-class surroundings what they had pretended to do online before. Teachers should not feel any hesitation to practice some class activities s/he sees fit in the out-of-class setting since much of the learning occurs in informal settings. The teacher is supposed to be entitled to initiative ideally. Of course we have to be realist, there is no such thing as absolute arbitrary approach or limitless freedom. So it is wise to accept the socio-constructive perspective which do not lack the entitled recognition of the teacher autonomy. This line of thinking is valid for the virtual walking tour and writing integrated activities and the tool components that can serve implementation of mobile methods illustrated below as well. Invention, production and use of mobile phone applications that can serve addition of mobile methods should be encouraged.

- **Inside the classroom (physical or virtual):**
 - After the reshift to face-to-face education, a computer laboratory was assigned and The use of virtual walking tours were demonstrated inside the class hours face to face. All the students were observed to easily practice it benefiting from the tour video posts uploaded in YouTube. After some exploration of visual material they did creative dialogue writing activities in which they wrote their make-belief trips benefiting from the walking tour contents.

In the second term of the face-to-face education following the distance version, computer laboratory was not assigned to the class so it was wise to use the strategy of making most of mobile phones. So this is the part I have added to the new version syllabus of the Advanced English Skills II (İleri İngilizce Becerileri II) course: Guidance is provided on the use of Voscreen, Subtitle viewer, Lyricstraining, and word cloud applications, which can also be used with mobile phones, in order to facilitate and encourage language learning and language use in environments outside the classroom, as well as the augmented reality application Blippar and Google operators used in Google search queries. (The code for this course was IDE107 and was four hours prior to the introduction of the one-hour course Career Development when the IDE107 converted to three hour course IDE111 advanced English skills and this is why pdfs sent are different.

Discourse analysis (Söylem çözümlemesi): With Wordcloud app, spoken and written discourse is analysed (transcripts of spoken discourse and written texts).

Since Sociolinguistics course is a spring term course I have added these mobile method components to Sociolinguistics (Toplum Dilbilim) course: Wordcloud app and subtitle viewer app are used to detect various registers. Although it is a spring term course, as a projection these mobile methods are planned to be used in a flipped class fashion due to its out-of-class component to increase the extent of mobility.

Table 13 The changes in different fields of studies at Tekirdağ Namık Kemal University

Field of studies, specialization, level, language of studies	Mobile Methods added in an academic year		
	2020/2021	2021/2022	2022/2023
Field of study: Sociology ; Specialization: None Level: B.A Language: Turkish	0	0	2
Field of study: English Language and Literature Specialization: None Language: English Level: B.A.	1	4	4
Sum of subjects with mobile methods	1	4	6

The changes in the curriculum of each program has been implemented by the course supervisor (lecturer or faculty member who offers and teaches the above-mentioned course). The changes have been directly added to the course descriptions on <https://www.euniversity.nku.edu.tr>. The course proposal forms and approved versions comply with Bologna process and the internal regulations of the university. The changes can be tracked through the files attached in pdf. format.

Report's authors: Assoc. Prof. Dr. Buğra ZENGİN & Res. Assist. Dr. Öznur YAŞAR.

5. University of Modena e Reggio Emilia (UNIMORE)



5.1. Field of study: *Communication (BA)*

Specialization: *Science of Communication*

Level: *B.A*

Other descriptions: language - *Italian*

Table 14 CURRICULA Bachelor Degree in Science of Communication (SC), BA, taught in Italian

N.º	Syllabus' subjects	Mobile Methods added in an academic year		
		2020/ 2021	2021/ 2022	2022/ 2023
1	Introduction to linguistics			
2	Introduction of economics			
3	English A			
4	General psychology			
5	Semiotics	yes	yes	yes
6	Social psychology			
7	General sociology	yes	yes	yes
8	Data analytics for social research	yes		yes
9	Foreign languages (French, German or English)			
10	Linguistic analysis for communication			
11	Technology of communication	yes		yes
12	Theory of narrative	yes		yes



13	Sociology of communication	yes	yes	yes
14	Visual and media studies	yes	yes	yes
15	Business models			
16	Human resources and organization			
17	Sociology of innovation			yes
18	Law for information and communication	yes		yes
19	Laboratory of multimedia communication	yes	yes	yes
20	History of contemporary times			
21	Digital humanities			yes
22	Semiotics of cinema and media	yes	yes	yes
23	Marketing and communication			
24	Psychology of decisions			
25	Traineeship / others			
26	Thesis			
Sum of subjects		10	6 ²	12

Source 2020/2021

<https://www.unimore.it/didattica/guide/GuidaDCE-2020.pdf> (available: 2022-06-12).

Source 2021/2022:

<https://www.unimore.it/didattica/guide/GuidaDCE-2021.pdf> (available: 2022-06-12).

Source: 2022/2023:

<https://www.unimore.it/didattica/guide/PG2022/LT035.pdf> (available: 2022-06-12).

² Due to Covid many subjects were taught on-line only and there was lack of mobile methods in most of the cases.

5.2.Field of study: *Communication (MA)*

Specialization: *Advertising, Digital Communication and Business Creativity*

Level: *M.A*

Other descriptions: language - *Italian*

Table 15 CURRICULA Advertising, Digital Communication and Business Creativity (PICI), MA, taught in Italian

N.º	Syllabus' subjects	Mobile Methods added in an academic year		
		2020/2021	2021/2022	2022/2023
1	Applied cognitive psychology			
2	Sociology of consumption	yes	yes	yes
3	Data analytics and research methods			
4	Theory of communication	yes	yes	yes
5	Linguistic variation and communication			
6	Sociology of public opinion			
7	Theory of innovation			
8	Advertising, communication and brand images	yes	yes	yes
9	Laboratory of strategic and creative advertising	yes	yes	yes
10	Psychology of persuasion	yes	yes	yes
11	Semiotics of advertising	yes	yes	yes
12	Intermedia languages			
13	Social media e multimedia communication	yes	yes	yes
14	Web usability	yes	yes	yes
15	Communication for creative industries	yes	yes	yes



16	Laboratory of web content	yes	yes	yes
17	English C			
18	Traineeship / others			
19	Thesis			
Sum of subjects		10	10	10

Source: 2022/2023:

<https://www.dce.unimore.it/site/home/didattica/lauree-magistrali/pubblicita-comunicazione-digitale-e-creativita-dimpresa.html> (available: 2022-06-12).

Summary -Mobile Methods Used:

Table 16 Summary of the process of changes in different fields of studies at the UNIMORE

Field of studies, specialization, level, language of studies	Mobile Methods added in an academic year		
	2020/2021	2021/2022	2022/2023
Field of study: Communication Specialization: Science of Communication Level: B.A Language - Italian	10	6	12
Field of study: Communication Specialization: Advertising, Digital Communication and Business Creativity Level: M.A Language - Italian	10	10	10
Sum of subjects with mobile methods	20	16	22

Summary

Even though both our curricula (at the Bachelor and at the Master level) have a specific (and storic) interest in the urban studies, and we have been implementing mobile methods since the very beginning of the project (2020), changing curriculum in Italy is a long process and we have been working primarily on including mobile methods into individual syllabus.

The anomaly seen in Table 1 and 2 regarding a.y. 2021/2022 is due to the Covid-19 mitigation measures and the strict Italian law. But even though this contraction, thanks to the participation at the SoMoveED project, we have been containing the reduction of outdoor and mobile methods and, in the current academic year, we

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manage to restoring the interest and the presence of mobile education into our curricula.

We clearly can see the benefit and the results of the project in our daily working life and our long-term aim for the next years is to improve mobile methods in our teaching and to spread knowledge and good practices among colleagues and schools.

Report's author: Federico Montanari and Giulia Conti

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6.The University of Central Lancashire



6.1.Field of study *Youth Work & Community Practice*

Level: **B.A**

Other descriptions: language – **English**

Table 17 Mobile methods added at UCLAN

N.º	Syllabus' subjects	Mobile Methods added in an academic year		
		2020/ 2021	2021/ 2022	2022/ 2023
1	SW1001 – Placement 1	Yes	yes	yes
2	SW1803 – Communication in Practice		yes	yes
3	VO1018 – Policy, Practice & Legislation			yes
4	SW1002 – Safeguarding & Child Protection			
5	SW1003 – Youth Dialogue		yes	yes
6	SW1007 – Exploring Modern Youth Work	Yes	yes	yes
7	SW2002 – Placement 2	Yes	yes	yes
8	SW2001 – Contemporary Issues for Young People			yes
9	SW2004 – Theory & Practice of Youth & Community Work			yes
10	SW2003 – Psychology of Youth & Community Work			
11	VO2005 – Youth Development	Yes	yes	yes
12	TL2098 – School & Community Sports Development	yes	yes	yes
13	CG2002 – Perspectives on Mental Health			
14	SW3019 – Placement 3	Yes	yes	yes
15	CL3669 – Dissertation			
16	SW3007 – Managing Difficult			



	Situations in Youth Work			
17	SW3009 – Equality, Diversity & Anti-Oppressive Practice			
	Sum of subjects with mobile methods	6	8	11

Source 2020/2021

The course was not delivered in academic year 2020/2021, the module descriptors set out the hope for the inclusion of mobile methods. Validation paperwork sets out the expectation for innovative delivery and sessions delivered outside the classroom.

Source 2021/2022:

<https://www.uclan.ac.uk/articles/student-stories/youth-work> - part of the learning for modules SW1007 and SW1001.

SW1003 – Student assessments conducted outside the classroom.

SW1803 – student learning took place outside of the classroom.

Source: 2022/2023:

SW2001 – students left the classroom in order to engage with young people to discover the issues which are relevant to them.

SW2004 – students tasked with conducting own research outside of the classroom.

It is difficult to provide relevant evidence, UCLan is limited and very prescriptive with what can be included on formal documentation, like module descriptors, programme specification and handbooks. Although the formal documentation does not reflect the mobile methods included, informal conversations and lesson content clearly demonstrates.

6.2. Field of study *Social Pedagogy*

Level: **M.A.**

Other descriptions: language – **English**

Table 18 Mobile methods added at UCLAN

N.º	Syllabus' subjects	Mobile Methods added in an academic year		
		2020/ 2021	2021/ 2022	2022/ 2023
1	SW4505 - Social Pedagogical Leadership	yes	yes	yes
2	SW4800 - Themes and Perspectives in Social Research			
3	SW4507 - Effective Communication, Relationships and Leadership Skills	yes	yes	yes
4	SW4508 - Legal and Ethical Literacy to Lead and Support Positive Change in Practice	yes	yes	yes
5	SW4509 - Critical Reflection in Leadership	yes	yes	yes
6	SW4511 - Co-Creating Change and Leadership	yes	yes	yes
8	SW4510 - Innovation Project			
	Sum of subjects with mobile methods	5	5	5

Source 2020/2021

The course was not delivered this year due to a freeze on recruitment, a decision made by the senior management team within the university.

Source 2021/2022:

For all modules, activities outlined in the original report were continued. Teaching remained on-line and activities that involved movement were used – such as the photography activity to help students explore the concept of liminal space. See original report.

Source: 2022/2023:

This relates to this coming year and again the methods outlined in the original report will still be used during teaching sessions.



Summary

Table 19 The changes in different fields of studies at the University of Central Lancashire

Field of studies, specialization, level, language of studies	Mobile Methods added in an academic year		
	2020/2021	2021/2022	2022/2023
Field of study: Youth Work & Community Practice Level: B.A Language - English	6	8	11
Field of study Social Pedegogy Language – English Level: MA	5	5	5
Sum of subjects with mobile methods	11	13	16

Report's author: Jenny Lamb (UCLAN)

7. Gaziantep University



7.1. Field of study: *Sociology (BA)*

Level: BA

Other descriptions: language - **English**

Table 21. CURRICULA mobile methods analysis – Sociology, BA, taught in English

Table 20 CURRICULA mobile methods analysis – Sociology, BA, taught in English

N.º	Syllabus' subjects	Mobile Methods added in an academic year		
		2020/2021	2021/2022	2022/2023
1	SOC101 Introduction to Sociology I	YES	YES	YES
2	SOC102 Introduction to Sociology II		YES	YES
3	SOC107 Introduction to Anthropology			
4	SOC106 Introduction to Political Science			
5	SOC118 Introduction to Sociological Theory			
6	SOC202 Urban Sociology		YES	YES
7	SOC211 Social Stratification			
8	SOC301 Sociology of Social Change I			
9	SOC304 Contemporary Sociological Theory I			
10	SOC420 Sociology of Science and Knowledge			
Sum of subjects		1	3	3

Source 2020/2021



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Link to the revised course syllabi:
<https://obs.gantep.edu.tr/oibs/bologna/index.aspx?lang=en&curOp=showPac&curUnit=59&curSunit=11281#>

Note: Please select the course structure to get access to the individual course syllabi.

Source 2021/2022:

Link to the revised course syllabi:
<https://obs.gantep.edu.tr/oibs/bologna/index.aspx?lang=en&curOp=showPac&curUnit=59&curSunit=11281#>

Note: Please select the course structure to get access to the individual course syllabi.

Source: 2022/2023:

Link to the revised course syllabi:
<https://obs.gantep.edu.tr/oibs/bologna/index.aspx?lang=en&curOp=showPac&curUnit=59&curSunit=11281#>

Note: Please select the course structure to get access to the individual course syllabi.

Summary

For starters, our Gaziantep University team embarked upon the Output-5 with an abstract-length contents for all subjects. These info were provided at the undergraduate level and most of them had a syllabus that gave details about the patterns and ways they follow in teaching. The syllabi were about their requirements—the readings, exam and paper types and grading.

A prime hardship that concerns any change in syllabi and curricula in Turkey is the extreme procedural and partly bureaucratic distance this change should take. Any official change to the syllabus has to be brought up to the departmental commission and must be approved by the chairs of every sub-branch in a department. Then, that suggestion must be brought to the attention of the faculty executive committee, which, after appeals, must open up the suggestion for vote at the faculty academic committee. Faculty academic committee is made up of chairpersons of all academic departments at a faculty in addition to one representative among the assistant professors, two representatives from the associate professors, and three representatives from full professors. After approval by the faculty academic committee the suggested changes must be sent to the university wide educational committee. The university-wide educational committee discusses the merits of the change to the syllabus and if they find it worthwhile, the proposal is directed to the rector's office. The rectorate brings the issue to the earliest university senate

meeting, and university senators -the deans of every faculty and institute chairs- vote on the issue. A typical duration of such progress takes around 6 months to 1 year.

Albeit the lengthy process that concerns syllabi content revision, we were rather fortunate that both the university administration and the department staff showed immense interest in integrating mobile teaching methods, exploratory walks, and study visits in addition to a plethora of other components of the SoMoveED project. As we tried to explain in the concluding part of the report, the application of proposed changes were gradually passed onto the course syllabi. However, Covid-19 led to the complete lockdown of campus facilities and on-site teaching, of course, in addition to the wider social and urban environment. This fed into a slowdown in the adaption of mobile teaching methods.

So far, three courses -all compulsory and oriented towards freshman and sophomore classes- have adapted the changes.

With the passing of the Covid-19 regulations, the teaching staff have begun on exploratory walks as an integral part of their teaching experience. Students showed immense interest and enthusiastic with their participation in the study walks to the Karataş neighborhood -which is a newly established urban commercial hub in the vicinity of Gaziantep University campus.

7.2. Field of study: *Sociology (MA)*

Level: MA

Other descriptions: language - **English**

Table 21 CURRICULA mobile methods analysis – Sociology, MA, taught in English

N.º	Syllabus' subjects	Mobile Methods added in an academic year		
		2020/2021	2021/2022	2022/2023
1	SOC 502 Urbanization in Turkey		YES	YES
2	SOC507 Contemporary Sociological Theory			
3	SOC 508 Family Structure and Intra-Family Relationships			
4	SOC509 Border Studies			
5	SOC513 Oral History and Life Stories			



6	SOC519Urban Sociological Theories	YES	YES	YES
7	SOC521 Political and Social Change in the Middle East			
8	SOC532 Art and Society			YES
Sum of subjects		1	2	3

Source 2020/2021

Link:

<https://obs.gantep.edu.tr/oibs/bologna/index.aspx?lang=en&curOp=showPac&curUnit=13&curSunit=11289>

Note: Please select the course structure to get access to the individual course syllabi.

Source 2021/2022:

Link:

<https://obs.gantep.edu.tr/oibs/bologna/index.aspx?lang=en&curOp=showPac&curUnit=13&curSunit=11289>

Note: Please select the course structure to get access to the individual course syllabi.

Source: 2022/2023:

Link:

<https://obs.gantep.edu.tr/oibs/bologna/index.aspx?lang=en&curOp=showPac&curUnit=13&curSunit=11289>

Note: Please select the course structure to get access to the individual course syllabi.

Summary

Due to the recent establishment of the Sociology MA program, the department is interested in new course content.

In addition, the department showed interest in developing extra-curricular activities to support the consolidation of some mobile methods in teaching. These include, but not limited to, study visits, urban walking experiences, exploratory walks, web-based surveys, and interactive tools.

One of the precluding factors in the adaption of more practical applications of mobile teaching methods is the lack of full-time students in the MA program. Since it's so new and asks for a relatively high threshold from English proficiency exams, every semester around 1-2 students start the program. Unlike the undergraduate curricula -with plenty of interest- the graduate teaching curricula needs more time to develop new methods.



Yet, three courses have already adopted study visits and exploratory urban walks: two of these courses are intimately related to the urban fabric and another one, Art and Society, is more inclined towards smart teaching solutions.

Table 22 The changes in different fields of studies at Gaziantep University

Field of studies, specialization, level, language of studies	Mobile Methods added in an academic year		
	2020/2021	2021/2022	2022/2023
Field of study: Sociology Specialization: - Level: B.A Language - English	1	3	3
Field of study Sociology Specialization: - Level: MA Language – English	1	2	3
Sum of subjects with mobile methods	2	5	6

Difficulties/limitations:

- The department teaching staff showed great interest in a change to the syllabi. The wider audience showed interest, however, they are waiting for guidelines like toolkits and handbooks to better adapt mobile teaching methods.
- While some subjects mentioned mobile teaching methods like exploratory walks and study visits, this is individual choice and exception, rather than being the rule.
- 2020 and 2021 were unfortunate years to implement some mobile method suggestions, since for 3 semesters all courses were taught online due to COVID-19 restrictions.

Recommendations:

As explained above, public universities have really strict requirements for changes to the syllabi and curricula. Although official syllabi and curricula change very slowly and rarely, it is still the individual teaching staff's prerogative to adapt novel research methods. Contrary to the wider estimates university professors are not active in changing course material. One of the main reasons for this is the teaching load. Being a relatively new Sociology program -opened in 2008, switched to all-English language teaching in 2019- with a limited teaching staff, typical workload is around 5-6 courses taught per semester. On top of the onerous teaching requirements, MA and PhD students' advising and thesis/dissertation advising creates an important burden on the teaching staff.

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Report's author: Assoc. Prof. Sinan Tankut Gülhan, Ph.D.



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8. Bordeaux University



8.1. Field of study: Educational Sciences – Inclusive education (MA)

Level: MA - French

Table 25. CURRICULA mobile methods analysis – Inclusive education, MA and in service, taught in French

N.º	Syllabus' subjects	Mobile Methods added in an academic year		
		2020/2021	2021/2022	2022/2023
1	Special educational needs		YES	YES
2	Professionalize relationships with families		YES	YES
3	Act as a resource person		YES	YES
4	Professionalization module	YES	YES	YES
5	Psychological Counselling and Consulting in Education			
6	Dissertation Project Seminar		YES	YES
7	Research Methods in Psychology			
8	Observation and analysis in a professional situation	YES	YES	YES
9	Initiation to research		YES	YES
10	Context of the practice of the profession		YES	YES
Sum of subjects		2	8	8

Source : <https://www.inspe-bordeaux.fr/formations/certifications-complementaires/cappei-education-inclusive>

Summary

The aim of this work was to integrate the changes linked to greater mobility in the curricula related to inclusive education, both in the initial training of all Master's students (this is a cross-curricular training that is new since 2021) and in the in-service training of specialised teachers. We have relied on the very structure of the training which involves several forms of mobility. First of all, it is the structure of sandwich training where students and trainees spend part of their training time in the field and part of their training at the teacher training



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institute; it is also the mobility of teachers who make pedagogical visits to them or who structure their teaching according to the mobility of students and trainees through, for example, analyses of practice. In other words, mobility already existed and we relied on the Erasmus Somoved project to both reflect on how to better take into account these mobilities in our teaching strategies and to multiply mobilities. Among the blocking factors, there are of course the two years linked to the health epidemic but also two other factors linked to the place of teacher training in France. The latter does not take place directly in the universities but in intermediate level structures within the universities. These intermediate-level structures are certainly located in the universities, but their programmes (training models) are the subject of extremely complex and strictly supervised negotiations, coordinated and negotiated with the authorities of the Ministry of National Education (it should be pointed out in order to understand the complexity of the relations that the universities and therefore the teacher training institutes are placed above all under the authority of the Ministry of Research and not the Ministry of National Education). It can be said that the institutes are university service providers for the employer of the teachers, which is another ministry, that of education. The third and final point that has caused some difficulty is that during the 2020s and up to the present day, all teacher training institutes have undergone extensive training reforms and have gone through an extremely complex accreditation process. The new format of teacher education is implemented for the first time in 2021-2022. Despite this, the changes made have enabled the team involved in its teaching to be selected for the competition of ENLIGHT Teaching and Learning Award 2022 (<https://enlight-eu.org/for-educators/teaching-and-learning-conference/564-save-the-date-enlight-teaching-and-learning-conference-goettingen-17-18-november-2022>) !

8.2.Field of study: Educational Sciences (MA)

Level:MA - French

Table 26 CURRICULA mobile methods analysis – Educational sciences, MA, taught in French

N.º	Syllabus' subjects	Mobile Methods added in an academic year		
		2020/2021	2021/2022	2022/2023
1	Psychological Counselling and Consulting in Education	YES	YES	YES
2	Dissertation Project Seminar		YES	YES
3	Research Methods in Psychology			
4	Legislative and regulatory Framework			
5	Partnership with support and care professionals	YES	YES	YES
6	Special educational needs	YES	YES	YES
7	Observation and analysis in a professional situation	YES	YES	YES
8	Initiation to research		YES	YES
Sum of subjects		4	6	6



Source : <https://www.inspe-bordeaux.fr/formations>

Summary

The contents that are mentioned here are no longer specifically related to the deployment of training on inclusive education but rather to education and training sciences in general. This type of training is spread over two years of the master's degree and the criticism generally made by the students is that the contents are not sufficiently linked to their field experience, where they spend a lot of time either as an observer or as a novice actor. The mobile methods enabled us to promote an even more active pedagogy, particularly through a much more clinical course content, i.e., oriented towards case studies proposed either by the trainer or by the students themselves. So, for us it was less a question of putting in place physical mobility (as there was already some in these courses) but rather of considering more intensely the mobility of students in our courses. The production of the film, for example, allowed the technical team to go into the field to film. This project allowed students in the research module to take the initiative to film sessions or, more precisely, to have them filmed by the same team of technicians in order to make the analysis of these new films the subject of their end-of-year thesis.

Table 27 The changes in different fields of studies at Bordeaux University

Field of studies, specialization, level, language of studies	Mobile Methods added in an academic year		
	2020/2021	2021/2022	2022/2023
Field of study: Inclusive education Specialization: - Level: M.A Language – French	2	8	8
Field of study Educational sciences Specialization: - Level: MA Language – French	4	2	3
Sum of subjects with mobile methods	6	10	11

Difficulties/limitations:

The difficulties were of several kinds:

- the first are related to the structure of teacher training in France, which leads to a detrimental subordination of university teachers to national education officials, who are less trained than university staff, and which also requires homogeneity of the institutes' programmes throughout the country. We consider this point to be negative, as it is a blocking factor for the transformation of teacher training in the context of international cooperation such as this.
- The second is the situation related, as for other colleagues in the project, to the health crisis, but also to the reform of the training contents that started in the teacher training institutes in 2020 and has just been completed.

Recommendations:

All the members involved in the project would first like to thank the project leaders for the impetus given to the project and the high quality of the management and relationships throughout the transformation process. In France, this project has created a lot of cohesion between the members who participated in this adventure, but it has also allowed us to realise that the structure of the French teacher training system is - and we insist on this point and do not hesitate to repeat it - due to its structure straddling two ministries with the subordination of the university to prescriptions from another ministry. This is hardly compatible with all the transformations in university pedagogy that have taken place at international level. Although the awareness (the observation) is rather positive for us, we regret this fact because the teacher training institutes in France are thus "isolated" from all the essential changes that international cooperation can bring us (the impact on curricula could be more important). From our point of view, it is therefore less a question of reforming curricula as France has just done at national level than of rethinking the place of teacher training in universities.

Report's author: Prof. Magdalena Kohout-Díaz

Summary of the changes at the university partners

Table 28 Quantitative summary of changes done in curricula at the university partners of project SoMoveED

Field of studies, specialization, level, language of studies	Mobile Methods added in an academic year		
	2020/2021	2021/2022	2022/2023
the University of Madeira			
Field of study: Psychology Specialization: - Level: B.A Language – Portuguese	6	7	7
Field of study Educational Psychology Specialization: - Level: MA Language – Portuguese	3	4	4
Sum of subjects with mobile methods added the University of Madeira	9	11	11
Charles University			
Field of study: Education Specialization: - Level: B.A Language - Czech	8	10	10
Field of study Education Specialization: - Level: MA Language – Czech	8	10	10
Sum of subjects with mobile methods added at Charles University	16	20	20
The University of Zielona Góra			
Field of study: Sociology; Specialization: Organisation of Local Communities Level: B.A Language - Polish	2	7	8
Field of study Sociology; Specialization: Social Communication Language – Polish Level: MA	0	8	8
Field of study Sociology;	0	6	6



Specialization: Social Communication Language - English Level: MA			
Field of study: Social Design Level: MA Language – Polish	Not applicable	Not applicable ³	13
Field of study: Psychology Specialization: All specializations have a subject SOCIOLOGY in the 1st year of studies Language – Polish Level: 5 years of study, finishing with an MA	0	1	1
Sum of subjects with mobile methods added at the University of Zielona Góra	2	22	36
Tekirdağ Namık Kemal University			
Field of study: Sociology; Specialization: None Level: B.A Language: Turkish	0	0	2
Field of study: English Language and Literature Specialization: None Language: English Level: B.A.	1	4	4
Sum of subjects with mobile methods at Tekirdağ Namık Kemal University	1	4	6
University of Modena e Reggio Emilia (UNIMORE)			
Field of study: Communication Specialization: Science of Communication Level: B.A Language - Italian	10	6	12
Field of study: Communication Specialization: Advertising, Digital Communication and Business Creativity Level: M.A Language - Italian	10	10	10
Sum of subjects with mobile methods at University of Modena e Reggio Emilia (UNIMORE)	20	16	22
University of Central Lancashire			
Field of study: Youth Work & Community Practice Level: B.A Language - English	6	8	11

³ The studies are the plan only the first students hopefully in October 2022.



Field of study Social Pedagogy Language – English Level: MA	5⁴	5	5
Sum of subjects with mobile methods at University of Central Lancashire	11	13	16
University of Gaziantep			
Field of study: Sociology Specialization: - Level: B.A Language - English	1	3	3
Field of study Sociology Specialization: - Level: MA Language – English	1	2	3
Sum of subjects with mobile methods the University of Gaziantep	2	5	6
University of Bordeaux			
Field of study: Inclusive education Specialization: - Level: M.A Language – French	2	8	8
Field of study Educational sciences Specialization: - Level: MA Language – French	4	2	3
Sum of subjects with mobile methods the University of Bordeaux	6	10	11
Sum of subjects with mobile methods added	67	101	128

⁴ Due to Manager of UCLAN decision the field of study in 2022/2023 was without recruitment. No information about next academic year (2023/2024).



Table 28 Number of changes in curricula done during three years of the project SoMoveED

No	Name of the university	Country	2020/2021	2021/2022	2022/2023
1	the University of Madeira	Portugal	9	11	11
2	Charles University	Czech Republic	16	20	20
3	The University of Zielona Góra	Poland	2	22	36
4	Tekirdağ Namık Kemal University	Turkiye	1	4	6
5	University of Modena e Reggio Emilia (UNIMORE)	Italy	20	16	22
6	University of Central Lancashire	United Kingdom	11	13	16
7	University of Gaziantep	Turkiye	2	5	6
8	University of Bordeaux	France	6	10	11
Sum of subjects with mobile methods			67	101	128





The university partners who changed their curricula by adding methods based on the move and changing their didactic processes.

Table 29 University partners who change their curricula during SoMoveED project

No	Name of the university	Country	Has been curricula modified by adding mobile methods
1	the University of Madeira	Portugal	yes
2	Charles University	Czech Republic	yes
3	The University of Zielona Góra	Poland	yes
4	Tekirdağ Namık Kemal University	Turkiye	yes
5	University of Modena e Reggio Emilia (UNIMORE)	Italy	yes
6	University of Central Lancashire	United Kingdom	yes
7	University of Gaziantep	Turkiye	yes
8	University of Bordeaux	France	yes

