



BLOCKCHAINED YOUTH WORK

Required curriculum elements for youth work educational programmes

An analysis of existing syllabi

Prof. dr. Tomaž Deželan, Patricija Brečko

Ljubljana, 2024



1 Introduction

The design of curricula not only defines the pedagogical process in the strict sense (content, objectives, methods, etc.), but also raises other related issues such as decentralisation, the autonomy and responsibility of educator and, last but not least, the performance of the system. In the light of ensuring quality education, it is therefore crucial to reflect on the different forms of curriculum (planning) and the relevance of the curricula we have. In doing so, it is important to take into account the specificities of the study programmes and curricula, the requirements of the formal framework, and it is also crucial to look at the (good) curriculum design practices of education institutions. In this light, we produced a review of curricula, with the aim of presenting the differences in curriculum design between countries and presenting examples of good practice, while explaining the potential strengths and weaknesses of each conceptual design. We analysed a database of 170 curricula with the aim to primarily focus on:

- the formats for recording learning objectives and expected learning outcomes,
- forms of recording learning and teaching methods,
- the formats for recording assessment methods.

Based on the theoretical background and the results of the analysis, the final part of the document presents a proposal for the design of a quality curriculum.

2 Analysis of curriculum designs

2.1 Description of the research method and data processing procedure

For the curriculum analysis, we used the method of analysing official documents, namely curricula that are freely available on the internet. In the coding process of the collected empirical material, we used open coding, which means that "codes were determined during the analysis of the text; [and that] we did not prepare a list of codes before analysing the data" (Hesse-Biber and Leavy 2004 in Vogrinc 2008, p. 63). However, it is true that we coded mainly data more relevant to our topic, omitting e.g. data such as course code, study programme code. The curriculum database is available in the annexes of the document.

The curricula of 38 different countries were included in the analysis, including 21 of the 27 countries of the European Union (excluding Bulgaria, Cyprus, Greece, Hungary, Malta and Romania), as well as curricula of other higher education institutions, such as those in the United States, Australia, Japan, South Korea and elsewhere. This is a set of curricula, and no sampling was carried out that would tend to be representative (e.g. by region).



The data was analysed by calculating the frequency of occurrence of each curriculum element, where the following elements were analysed:

- the name of the subject,
- details of how the course is being run,
- information about the lecturer,
- bibliography of the lecturer,
- assistant details,
- entry requirements, credit evaluation,
- a brief description of the subject,
- an in-depth description of the course, highlighting the issues it will address,
- definition of learning units,
- defining learning objectives as an independent element of the curriculum,
- defining the expected/anticipated learning outcomes,
- a range of assessment methods
- an in-depth description of the evaluation methods,
- defining the weightings for each assessment method,
- defining minimum knowledge standards,
- a detailed description of the requirements for term papers, essays,
- a description of what is expected of students in lectures,
- defining how participation in lectures is evaluated and/or assessed (or the criteria relevant to participation),
- rules on meeting deadlines,
- defining the consequences in the event of a breach of the deadlines,
- defining teaching and learning methods,
- defining learning methods,
- clear definition of the content of each meeting date,
- a clear definition of the tasks to be completed by the student before each meeting date,
- information on compulsory reading,
- information on optional reading,
- information on how students should read in the course,
- tips for passing the course,
- identification of sources and literature,
- access to the lecturer's materials,
- rules on the use of technical devices (phones, computers),
- rules on attendance at lectures/exercises/seminars,
- Academic integrity and plagiarism prevention,
- adaptations for students with disabilities,
- online resources,
- rules of classroom behaviour.



It should be noted at this point that in the inventory process we did not assess whether a particular element was indeed a constitutive part of the curriculum, or whether it was an element that could be defined in terms of its content, e.g. as learning preparation (more on this below), or otherwise. In the analysis, we have taken into account, particularly in the analysis of the formats for recording learning outcomes, teaching and learning methods and assessment methods, the substantive notes and observations that we have entered in the database when reviewing the material.

2.2 Results

Below we present an analysis of the results obtained for the full sample, for the European Union countries and for the Anglo-Saxon countries (USA, UK and Australia). The presentation of the individual samples is followed by a comparison of the curricula and by an analysis of the different records of learning objectives or intended learning outcomes, an analysis of the records of teaching and learning methods and an analysis of the records of assessment methods.

An analysis of all the syllabuses sampled shows that the syllabus elements that appear **most frequently** are, the name of the course/programme (100%), a short or long description of the course/programme (86.47%), a set of assessment methods (81.77%), information about the lecturer/educator (72.35%), a short description of the course/programme (62.94%) and the definition of the weighted proportions of each assessment method (58.23%).

The **least frequent** in the sample of curricula analysed are the definition of minimum knowledge standards (0.59%), the bibliography of the lecturer (1.18%), online resources (1.76%), information on how students should read in the course (2.94%), and the technical requirements for the course/programme (4.12%).

Other elements that are **more likely to complement the most common curriculum information** include the definition of learning units (47.06%), the definition of expected/anticipated learning outcomes (45.29%), the separate definition of teaching and learning methods (38.82%; more on the definition of teaching and learning methods below) and the definition of learning objectives (37.65%).

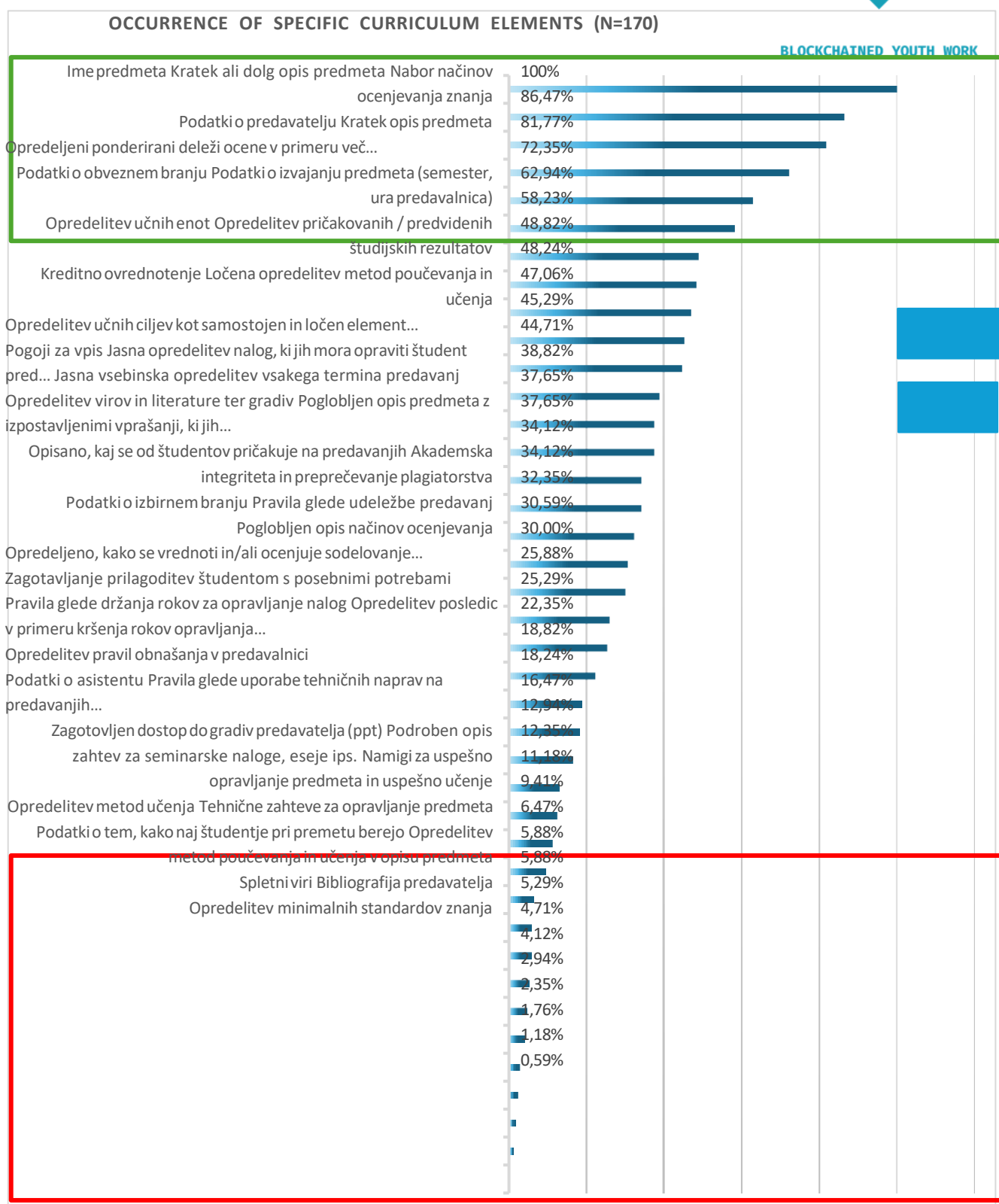


Figure 1: The list of curriculum elements



2.3 Analysis of the records of learning objectives or intended learning outcomes

The analysis of the learning objectives and the intended learning outcomes first requires an explanation of what exactly we have included under these headings. The examination of the curricula itself shows an overlap of concepts, as often the distinction between learning objectives and intended learning outcomes is not clearly visible in terms of content, or as Skubic Ermenc (2015, p. Learning outcomes (or in our case, learning outcomes) "are referred to by different names in different countries, or even by several names at the same time: knowledge standards, (operational) learning objectives, learning outcomes and - influenced by the current 'shift towards learning outcomes' (CEDEFOP 2009) - also learning outcomes" (ibid.).

Therefore, for the purpose of the analysis, we have categorised under **learning objectives** those records that

- (i) have a **section/category called 'learning objectives'** or which
- (ii) **are derived from the perspective of the subject**, e.g. have a specific section stating "**the aim of the course is ...**" or a comparable formulation.

Under the **intended learning outcomes**, we have categorised those records that

- (i) have a **section/category called 'intended learning outcomes'** and/or
- (ii) are designed to "**come from the learner's perspective**: they express what the learner should know and be able to do at the end of the intended learning period" (Skubic Ermenc et al. 2016) (e.g. "the student will be able to ...").

2.3.1 Learning objectives

In reviewing the curriculum database, we have categorised **several different ways of writing learning objectives**, which are presented below. It should be noted, however, that individual learning objective statements (as can be seen from the examples we give below) can usually be classified into several categories. We present the different forms of learning objective notation according to (A) the formal characteristics of the notation and (B) the contextual aspects.

In terms of **the format of the notation**, the database shows **three forms of notation of learning objectives** - short and very general linked text, longer linked text and listing of individual objectives - and **three forms of embedding of learning objectives in the curriculum** - learning objectives as a separate and distinct element of the curriculum, learning objectives defined together with the expected learning outcomes, and learning objectives defined in the course description (see Figure 12).



More interesting are the **contextual aspects** (see Figure 12), which often overlap. In terms of the **characteristics of the learning objectives**, some curricula have more **content-based learning objectives**, while others have **cognitive-process learning objectives** (Bloom's taxonomy; "introduce [...], familiarise with [...], provide skills [...]"; "familiarise with [...]"; "learn [...]"; "learn [......], learn [...], learn about [...]"; "you are able to [...], you can [...], you can list, you can define [...]"; "the objectives of the course are to develop critically [...], to compare [...], to present [...]") or a combination of the latter with the substantive ones.

Some curricula have **learning objectives formulated in separate categories** (e.g. knowledge, competences and competences, general learning objectives and subject- specific learning objectives...); in some, learning objectives are defined in a way that **emphasises the student or in a way that is otherwise typical of the definition of expected learning outcomes**¹ (e.g. "Upon successful completion of the course, the student will be able to...").

Below, we present specific examples of records for the categories described.

Curriculum fit (A)

- (i) the objectives are defined completely **separately**,
- (ii) The objectives are defined **under the common category "learning objectives and learning outcomes"** (see Figure 13),

Aims and Learning Outcomes

Comparative politics is one of the three main subfields of political science, alongside political theory and international relations. Whereas political theory deals with normative and theoretical issues, comparative politics deals principally with empirical questions. Similarly, unlike international relations it is concerned primarily with interactions within, rather than between, political systems. As a discipline it therefore deals with the very essence of politics where sovereignty resides (within the state), focusing on where power is located, the institutional organisation of political systems, and authoritative decisions that affect the whole community. For this reason comparative politics constitutes one of the oldest branches of political science.

This course introduces students to the theories and methods of comparative analysis, the diversity of different political systems across the world, the formal and informal features of political actors, institutions, cultures and economies, while drawing upon a wide number of case study countries. By the end of the module students will understand the importance and utility of the comparative method in political science, be able to apply different theoretical frameworks and analytical toolkits to case study countries, compare and contrast the distinctive features of different political systems, evaluate and explain the development of political actors, institutions, cultures and economies, and reflect critically on the strengths and weaknesses of comparative analysis.

Common definition of learning objectives and expected learning outcomes (King's College London)

- (iii) the objectives **are written in the course description itself** (see Figure 14).

¹This means that although the curriculum points are called "learning objectives", within the objectives they only define the expected learning outcomes, not the general and operational objectives.



Course Overview

In 1903 W. E. B. Dubois wrote prophetically that “the problem of the twentieth century is the problem of the color-line.” More recently, anthropologists and historians have argued that very idea of ‘race’—that notion human beings can be exhaustively divided into enduring groups such as ‘whites,’ ‘blacks,’ ‘Indians,’ etc.—was first invented in the New World, in the Americas. But what are races? Does it mean the same thing to be ‘white’ in Boston as it does in Bogotá? If blackness in Alabama is rooted in assumptions about essential biological nature, does the same go for Rio de Janeiro? Is race simply an illusion, a convenient mask for political domination and economic exploitation? Can we hope to abolish the concept of race altogether, or is its grip too tenacious, its appeal to the psyche too great? This course considers episodes in the development of racial ideologies in Latin and North America. Our aim is to arrive at an overall sense of the nature of race in social life by comparing the logic of racial practices at different times and places in the hemisphere. Our texts will include theoretical, ethnographic, and literary works by major writers from North and Latin America, but also our own experiences, the popular media, and the language we speak and hear around us.

An equally important goal of the course is to develop your ability to write clear, engaging, and coherent analytical essays. With this in mind the class is structured to give you the opportunity to work in a sustained and systematic way on improving your writing.

Learning objectives in the course description (Harvard University)

Record format (B)

- (i) a **short and very general** linked text (a sentence or two) (see Figure 15 and Figure 16),

15. Course Aims:

To provide students with an opportunity to develop knowledge and understanding of the key principles and applications of Statistical Astronomy, and their relevance to current developments in astronomy, at a level appropriate for a professional astronomer.

Brief definition of learning objectives (University of Glasgow)

Course Objective: This course covers linear algebra at the undergraduate level. It introduces fundamental mathematical tools for economists. Prerequisite: solving linear systems.

Brief definition of learning objectives (Université Paris 1 Panthéon Sorbonne)



(ii) **longer, bound text** (see Figure 17),

Course Objectives: First and foremost, this course aims to form the foundation for a broad theoretical and empirical knowledge of the concerns of the field of comparative politics. At the end of this course, students should be able to demonstrate a basic understanding of the relationships between individuals, actors, and processes across different political systems both historical and contemporary.

In recognition that this course fulfills General Education requirements, we will seek to obtain a critical perspective on our politics and the politics of other parts of the world. More generally, and perhaps most importantly, “[G]eneral education courses are not hurdles to be overcome; rather, they are the means by which students learn to think, describe, interpret, and analyze the world. Their primary aim is to educate, rather than train, and to instill a desire for life-long learning.” For more information regarding General Education requirements and the objectives of courses like this, see the LSU General Catalog.

Thus, a core objective in this course is to facilitate and/or cultivate a sense of critical awareness of the world beyond our own. In our everyday lives, we generally seek to make sense of the world immediately around us. Beyond this, however, we tend to either ignore or leave to others the task of understanding. This is certainly the case with the world outside of the borders of the United States. Many of us are absorbed in our personal concerns, but event after event testifies to the need for at least a basic concern and understanding of the cultures and politics of others – of other countries and other peoples. As an *introduction* to and a broad overview of comparative politics, this course aims to cultivate such a basic understanding or critical awareness.

Longer description of learning objectives (Louisiana State University)

(iii) **listing the individual learning objectives** (see Figure 18).

Cilji in kompetence:	Objectives and competences:
1. Poznavanje in razumevanje socialnih sistemov (posebej procesov v vzgoji in izobraževanju).	1. Knowing and understanding of social systems (esp. educational processes in education).
2. Občutljivost/odprtost za ljudi in socialne situacije.	2. Sensitivity/openness to people and social situations.
3. Znanje o vzgojnih in izobraževalnih konceptih, njihovih filozofskih in zgodovinskih temeljih.	3. Knowledge of educational concepts, their philosophical and historical foundations.
4. Poznavanje in razumevanje institucionalnih okvirov dela (zahtev, zakonodaje, dokumentacijskih potreb, pravni vidiki vzgojno-izobraževalnega dela).	4. Knowing and understanding of institutional work framework (demands, law, documentation needs, jurisdictional perspectives in education).
5. Razumevanje odnosov med vzgojno-izobraževalno institucijo in socialnim okoljem - sistemsko gledanje in delovanje.	5. Understanding the relationship between the educational institution and the social environment - systemic viewing and functioning.
6. Poznavanje, razumevanje, usmerjenost v inkluzivno, nediskriminativno delo, multikulturalnost, razumevanje izključevanja ter njihovo preprečevanje.	6. Knowing, understanding, heading towards inclusion, non-discriminatory work, multi-culturalism, understanding of exclusion and its prevention.
7. Razumevanje institucionalnega delovanja, vpliva institucij na uporabnike, ozaveščanje lastne institucionalne vpetosti.	7. Understanding the institutional functioning, the influences of institutions on the users, being able to become aware of one's own institutional involvement.
8. Strokovno delo, usmerjeno v življenjsko polje uporabnika, sposobnost delati v obstoječih socialnih pogojih.	8. Professional work directed into the life circle of the user; competence to function in the existing social conditions.
9. Vzgojno/izobraževalno/svetovalno delo s posamezniki in skupinami v okviru institucij.	9. Educational/counselling work with individuals and groups in institutions.
10. Izveninstitucionalno in skupnostno delo.	10. Out-of-institutional and community work.
11. Sodelovalno delo v večdisciplinarnih strokovnih, projektnih, analitičnih, evalvacijskih skupinah.	11. Collaborative work in multi-disciplinary professional, project, analytical and evaluation groups.
12. Priprava, vodenje in evalvacija posebnih socialno-pedagoških projektov (npr. projektov prostovoljnega ali preventivnega dela, zagovorništva, skupin samopomoči, itd.).	12. Preparation, management and evaluation of special social and pedagogical projects (e.g. projects of voluntary or preventive work, advocating, self-help groups etc.).

Listing of learning objectives (University of Ljubljana)



Recording learning objectives (content specifics) (C)

- (i) learning objectives defined in a way that **emphasises the student**, or in a way that is **otherwise typical of the definition of expected learning outcomes**² ("Upon successful completion of the course, the student will be able to ..."; "students are introduced to [...], learn [...], become familiar with [...]") (see Figures 19 and 20),

Defining learning objectives in a way typical of operational objectives (Brown University)

COURSE OBJECTIVES: Upon successful completion of this course, students should be able to demonstrate the following competencies:

- (1) an understanding of the central theories and methodologies that define the field of neurogenetics and the ability to use the vocabulary that embodies this knowledge;
- (2) an understanding that science is a continual process of investigation and interpretation and that scientific knowledge progresses via the support and rejection of competing hypotheses;
- (3) an ability to approach issues regarding genes and their influence on neurological disease and behavior with a critical mind and educated perspective;
- (4) an understanding and appreciation for how research in neurogenetics is carried out and how classical, molecular and behavioral genetics intertwine;
- (5) an ability to communicate the material you have learned through discussion, scientific writing and oral presentations.

Learning Goals

Through this course, **you will gain** both substantive knowledge and academic skills. **You will encounter real-world puzzles or problems** and learn some of the Comparative Politics **theories** that explain them. Along the way, **you will master key concepts** that are the building blocks of these theories.

You will hone your skills reading scholarly articles for both the author's theoretical **argument** and the empirical **evidence** he/she relies upon. **You will also practice writing** your own argument supported by evidence. **You will learn** how quickly to access **scholarly resources**, and by the end of the quarter you will construct a scholarly bibliography. These skills prepare you for more advanced courses in the social sciences; they also translate readily into other disciplines and the professional world.

You will be introduced to important content through lecture and section as well as readings and assignments. You will receive guidance on readings in the lecture before you tackle the readings. You should complete the readings by the day on which they appear on the syllabus and be prepared to work through them in the discussion sections following the lecture. Note that lecture will include some material not covered in the reading and that you are responsible for all content covered in lecture, section, readings, and assignments.

Defining learning objectives in a way that emphasises the student (University of Washington)

² This means that although the curriculum item is called "learning objectives", within the objectives they only define the expected learning outcomes, not the overall and operational objectives... Brown University.



- (ii) **well-defined learning objectives, separated into categories**, e.g. 'knowledge, competences, skills'; 'general and specific'; 'content, competences and skills'; 'learning and sustainable development objectives'.

Connaissances acquises à la fin de l'UE : Situations de jeux non-coopératifs en information complète et incomplète ; optimisation libre et sous contraintes d'égalités et d'inégalités de fonctions à plusieurs arguments ; intégrales simples et doubles ; vocabulaire des probabilités ; variables aléatoires et fonctions de variables aléatoires ; caractéristiques et moments des variables aléatoires

Savoir-faire acquis à la fin de l'UE : identifier la stratégie optimale d'agents dans les jeux non-coopératifs et calculer l(es) équilibre(s) qui en résultent ; résoudre un programme d'optimisation sous contraintes d'égalités ou d'inégalités ; calculer des intégrales de fonctions simples ou doubles ; calculer des probabilités conjointes, conditionnelles et marginales ; calculer les moments d'une variable aléatoire

Savoir-être acquis à la fin de l'UE : rigueur. intuition. créativité

Definition of learning objectives by category - knowledge, competences, personal qualities (Aix-Marseille Université)

Course Objectives:

- **Skill Objectives:**
 - Critically evaluate empirical research in political science both orally and in written work
 - apply and evaluate theoretical perspectives in Political Science to analyze historical and contemporary political phenomenon
 - Identifying compelling research questions for future exploration
- **Content Objectives:**
 - Evaluate the relationship between electoral system and party system development
 - Compare and contrast theories of institutional change to explain the evolution of modern party systems
 - understand how societal interests are (or are not) represented by political parties

Definition of learning objectives by category - skills, content (Yale University)



Course Learning Objectives (CLO)

At the end of this course, students should be able to:

In terms of knowledge:

- Understand the conceptual and theoretical tools necessary to for comparative and regional studies as well as the variety of types and themes of regional cooperation;
- Engage critically with the literature and the news reporting on different regions across the world as well as regional cooperation within them;
- Understand how economic and material interests interact with ideational and identity factors when it comes to determining how regions develop;
- Know of various regional orders, institutions and challenges.

1

In terms of skills

- Use appropriate referencing and bibliographic methods;
- Demonstrate effective oral presentation skills;
- Carry out independent research using a wide range of sources and present a personal analysis of what is going on in a given state or region;
- Apply the relevant scholarship to understand, synthesize and analyze issues in studying comparative and regional studies;
- Learn how to differentiate between empirical, analytical, prescriptive and normative statements;
- Understand how to recognize a valuable and reliable source of information;
- Develop a capacity to understand the historical roots of regional integration or the lack thereof;
- Effectively communicate key research findings in comparative and regional studies.

In terms of attitudes students should develop in this course:

- Critical attitudes, which are necessary for "life-long learning"
- An open-mindedness and a process of continuous self-critical reflection aiming at self-improvement;
- sensibility towards the ethical dimensions of different aspects of the content of this course;
- an open attitude towards inter-cultural team-work.


Definition of learning objectives by category - knowledge, skills, personal qualities (Versalius College Brussels)



Characteristics of learning objectives (D)

(i) content-based learning objectives (see Figure 24),

Objectif général du cours

 [Plan condensé en format PDF](#)

Ce cours vous initie à l'analyse macroéconomique. Il vise principalement à présenter les outils et techniques de base en économie. Il vous permet d'acquérir le raisonnement économique et de comprendre les phénomènes macroéconomiques. Les grands thèmes abordés sont entre autres :

- la mesure des variables macroéconomiques telles que le produit intérieur brut (PIB), l'indice des prix à la consommation (IPC), l'emploi, le chômage, la balance des paiements et le taux de change;
- la croissance économique;
- la finance, l'épargne et l'investissement.
- le rôle de la monnaie et des intermédiaires financiers;
- l'équilibre macroéconomique;
- la demande agrégée et le multiplicateur des dépenses;
- la politique budgétaire et la politique monétaire.

Content-based learning objectives (Université Laval)

(ii) Cognitive-process oriented learning objectives (Bloom's taxonomy, "introduce [...], familiarize with [...], provide skills [...]"; "students are introduced to [...], learn [...], learn [...], learn [...], learn [...];" "you are able to [...], you can [...], you can list, you can define [...]"; "the objectives of the course are to develop critically [...], to compare [...], to present [...]") (see Figure 25 and Figure 26).

Using Bloom's taxonomy to write learning objectives (University of Oxford)

Aims of the course:

- To develop** a critical **understanding** of the important theoretical contributions to the field of comparative politics and **to develop an understanding** of 'what we currently know' in the sub-discipline of comparative politics.
- To examine** selected debates in comparative politics that are of practical and theoretical importance, paying particular attention to the methodological issues in those debates, and to the utility of different methodological approaches in contemporary political science.
- To explore and discuss** some of the different ways political scientists use comparison as a method of inquiry, in a way that is intended to complement methods teaching in other courses.
- To compare and contrast** contemporary ideas in comparative politics with those of previous generations of political scientists.



General course objectives

What counts as knowledge? How has knowledge been created, circulated, valued, and used historically? And how do the answers to these questions differ through history and across disciplines?

That is some of the questions we will discuss in the course with the aim of seeing both our own knowledge and the knowledge of others in a critical light. What do we know - and how do we know it?

Generally, the aim is to develop skills in critical thinking, cross-disciplinary teamwork, and communication.

Learning objectives

A student who has met the objectives of the course will be able to:

- **Identify, analyse, and evaluate** different forms of knowledge and ways of knowing, including the use of different knowledge forms and traditions in different professions.
- **Identify and reflect** on different forms of visualisation of knowledge, their history and impact (maps, diagrams, models etc.).
- **Reflect** on the historical construction of classifications, standards and units and their impact (ex. the metre and other SI units).
- **Analyse** the relationship between knowledge, language, practice and materiality (objects and places).
- **Identify, 'defamiliarize' and evaluate** own beliefs and assumptions regarding what counts as true knowledge.
- **Argue** for own knowledge and ways of knowing in cross-disciplinary milieus, where some people may represent other assumptions about what count as true knowledge (other knowledge cultures).
- **Assess** strong and weak points in arguments brought forward by people from other professions representing different ways of knowing.
- **Communicate** own knowledge, both orally and in writing, including following academic referencing standards and other knowledge conventions in academia.

Writing general learning objectives using Bloom's taxonomy (Danmarks Tekniske Universitet)

2.4 Expected learning outcomes

When reviewing the curriculum database, we also categorised **several different forms of recording learning outcomes**, which are presented below. While there is some variety (mainly in terms of curriculum fit and formats - long, short text, enumeration), there is also **less variety in the content part**, due to the parameters we set in the baseline. Thus, the records differ in terms of whether they have separate learning outcomes for different categories (e.g. knowledge, skills), but not in terms of the use of a learner-centred perspective and the use of Bloom's taxonomy (these two features are present in virtually all records). We present the different forms of records in terms of (A) the formative features of the record and (B) the contextual aspects.

The **design features of the expected learning outcomes** are identical to those of the learning objectives. In terms of **their placement in the curriculum**, the learning outcomes are recorded in a separate category 'learning outcomes', together with the learning objectives or in the course description. In terms of **format**, learning outcomes are identified in long text, short text or listed.



In terms of **content**, learning outcomes are written **from the learner's perspective**,³ using **Bloom's taxonomy**, and are sometimes **grouped by category** (e.g. knowledge, skills, judgement).

Curriculum fit

- (i) separate category "learning achievements"

Learning Outcomes - At the end of the course you will be able to:

1. Identify and critically evaluate (in written and oral presentations) how political action operates through key actors and issues in African Politics today. Means of Assessment: Newsreel, two exams class participation, group project, analytical research paper.
2. Identify and critically evaluate (in written and oral presentations) structural, political markers intrinsically unique to African politics. Means of Assessment: Newsreel, two exams, class participation, group project, analytical research paper.
3. Develop (in written and oral presentations) a coherent and effective argument based on reason and evidence; utilize and interrogate complex knowledge and apply your analysis to a specific phenomenon within a political African context. Means of assessment: Newsreel, analytical research paper, group project, class participation.

Expected learning outcomes defined as a separate category (Colorado State University)

- (ii) defined together with learning objectives / defined as learning objectives

Aims and Learning Outcomes

Comparative politics is one of the three main subfields of political science, alongside political theory and international relations. Whereas political theory deals with normative and theoretical issues, comparative politics deals principally with empirical questions. Similarly, unlike international relations it is concerned primarily with interactions within, rather than between, political systems. As a discipline it therefore deals with the very essence of politics where sovereignty resides (within the state), focusing on where power is located, the institutional organisation of political systems, and authoritative decisions that affect the whole community. For this reason comparative politics constitutes one of the oldest branches of political science.

This course introduces students to the theories and methods of comparative analysis, the diversity of different political systems across the world, the formal and informal features of political actors, institutions, cultures and economies, while drawing upon a wide number of case study countries. By the end of the module students will understand the importance and utility of the comparative method in political science, be able to apply different theoretical frameworks and analytical toolkits to case study countries, compare and contrast the distinctive features of different political systems, evaluate and explain the development of political actors, institutions, cultures and economies, and reflect critically on the strengths and weaknesses of comparative analysis.

Definition of expected learning outcomes together with learning objectives (King's College London)

³ Please note that this is also due to the categorisation criteria presented above.



Objectives

On completion of the course, the student should:

Regarding knowledge and understanding

- have knowledge of central principles and contexts regarding scientific communication, philosophy of science and bioethics
- have knowledge of rhetorical tools to be able to choose the most efficient arguments, the structures and the words to reach out to different audiences within and outside the research community

Page 1 of 3

Course code: 4BI092

- have knowledge of the structure and language style of the scientific article, especially the English used
- have knowledge how a well-structured and designed poster is produced

Regarding skills and abilities

- be able to give structured oral presentation and be able to master audio-visual aids
- be able to summarise in writing, in the form of abstract, scientific articles within the biomedical field
- be able to structure and complete scientific posters
- be able to analyse and present in writing scientific theoretical issues or contexts or ethical problems related to the biomedical field

Defining expected learning outcomes as learning objectives (Karolinska Institutet)

(iii) part of the course description

Course Description

The goal of this course is to introduce students generally to the study of comparative politics of the Middle East and North Africa (MENA) region. This course not only covers major concepts and theories in the study of comparative politics, but also offers empirical analyses of the government and politics in a select group of countries. The course covers a wide range of issues, including the formation of the nation-state, democratisation, authoritarianism, political culture, political development, comparative political economy, nationalism, ethnic politics, politics of religion, and political institutions. The course will also discuss some debates in comparative politics that have been important in the policy-making community in recent decades, such as state-building, role of the state in economy, the concept of social capital, and the effort to promote democracy around the world.

As such, several objectives and learning outcomes of the course become clear:

- Knowledge of the major theories and approaches in the discipline of Comparative Politics
- Ability to critically evaluate and apply such theories and approaches
- Knowledge of major substantive themes in Comparative Politics
- Ability to think critically about the relevance of mainstream theories of Comparative Politics and their relevance to experience and interests of actors in the MENA region
- Ability to analyse world politics from a variety of perspectives
- Ability to apply theories to case studies

Expected learning outcomes defined in the description, together with the learning objective and using Bloom's taxonomy (American University in Cairo)

Format of the record

(i) a short, linked text,

□ Learning outcomes (in Czech)

On completion of this course, students will have a good understanding of Irish cultural history of the period as well as a close working knowledge of key works in poetry, prose and drama.

Example of a short definition of expected learning outcomes (Masaryk University)

(ii) long text,



Learning outcomes

Knowledge
Show and systematize knowledge about epidemiology, aetiology, pathogenesis, clinical features, diagnostics and course (according to ICD-10) of mental and behavioural disorders; knowledge about emergency case management in psychiatry; basic principles of prophylaxis, pharmacological treatment, social rehabilitation and role of psychotherapeutic treatment of mental and behavioural disorders in primary care.

Skills
Skills to perform full psychiatric evaluation, recognize, evaluate and to describe core symptoms of mental and behavioural disorders when working in general clinical practice; to differentiate normal and pathological reactions in every-day life situations, to evaluate the possibility of self-harm; to perform an interview, showing empathy, and to comprehend importance of therapeutic relationships in psychiatry; to report the clinical case to other doctors and medical professionals; to evaluate and plan the clinical care patient would need; to evaluate the influence family environment has on the patient; to realize the importance of multidisciplinary team and to show skills to work in it.

Competence
Plan and suggest help in organization and practical work of mental health care services; ethical and legal principles in psychiatry; distributions of competence between different physicians, when it comes to planning and organizing health care of patients with mental and behavioural disorders; to explain and apply principles of confidentiality and informed consent in psychiatry; to show understanding and empathy towards the possible stigmatization of patient and his or her relatives; to explain the concept of the disease to the patient and his or her relatives; to understand personal attitude towards mentally ill patients and the influence this attitude might have on the patients and course of treatment; to integrate newest scientific developments of psychiatry in everyday work and development of research.

Example of writing expected learning outcomes in a long bound text (Riga Strandish University)

(iii) **enumeration.**

Learning outcomes You will be able to:

- Describe and implement life cycle assessment methods for energy projects from an energy, economic and environmental perspective
- Discovery of different energy problems and in each case of the nature of the decision criteria associated.
- Develop life cycle modeling and analysis competences in the comparison of different energy systems.

Image 1: Record of expected learning outcomes by enumeration (Ecole Nationale Supérieure de chimie de Paris)

Content specificities and characteristics of expected learning outcomes

(i) recording from the learner's perspective and applying Bloom's taxonomy (see Figure 35 and Figure 36);

LEARNING OUTCOMES

By the end of this course, students should be able to:

1. **Utilize and demonstrate** familiarity with common tools of comparative analysis;
2. **Critique** different theoretical traditions and empirical orientations in comparative politics;
3. **Demonstrate** the skills needed to **identify** topics worthy of original research and situate them within the extant scholarly literature;
4. **Evaluate** concepts critically, and develop practical operationalization of conceptual measures;
5. Successfully develop a plan of study for the Ph.D. comprehensive examination.

Definition of expected learning outcomes using Bloom's taxonomy (American University)

Learning outcomes You will be able to:

- Describe and implement life cycle assessment methods for energy projects from an energy, economic and environmental perspective
- Discovery of different energy problems and in each case of the nature of the decision criteria associated.
- Develop life cycle modeling and analysis competences in the comparison of different energy systems.

Recording the expected learning outcomes in the form "You will be able to ..." (Ecole Nationale Supérieure de chimie de Paris)



(ii) a record of expected learning outcomes **by category** (see Figure 37 and Figure 38)

Learning outcomes

Knowledge and understanding
On completion of the course, students shall scientifically and professionally be able to

- explain the structure and function of the endocrine system and discuss how its regulation affects the internal environment, growth and metabolic control of the body
- describe the metabolic syndrome and discuss causes contributing to its emergence
- explain in detail the mechanisms behind metabolic diseases and argue for different types of drugs and preventive treatments

This is a translation of the course syllabus approved in Swedish.

2/4

Competence and skills
On completion of the course, students shall scientifically and professionally be able to

- extract, analyse and present information from scholarly journals on endocrine and metabolic issues
- critically review, present and discuss current research on endocrine and metabolic diseases
- clearly formulate a defined research project to address a given issue
- work in groups and make constructive contributions to the group's ability to solve research problems within endocrine and metabolic diseases.

Judgement and approach
On completion of the course, students shall scientifically and professionally be able to

- reflect on and assess research related to the field of metabolic diseases, and formulate hypotheses for the pathogenesis behind these diseases
- reflect on ethical approaches within metabolic research
- identify their need of further knowledge and take responsibility for their ongoing

Record of expected learning outcomes by category (Lund Univeristy)

Learning outcome

A candidate who has passed the course is expected to have the following knowledge and skills, as assessed in relation to the course curriculum:

Knowledge:

- has knowledge of the main features of the philosophical lines of development of the 1900s and knowledge of key philosophers works.
- has more in-depth knowledge of some key philosophical texts from the 1900s.

Skills:

- has the ability to read philosophical original texts (in translation) from the 1900s.
- has the ability to use and critically relate to the secondary literature on twentieth century philosophy.
- has the ability to see the arguments of twentieth century philosophers in relation to each other and to philosophical problems of our own time.

Record of expected learning outcomes by category (Norwegian University of Science and Technology)

2.5 Analysis of the recorded of teaching and learning methods

The analysis indicated that **more than half** (54.12%) of **the curricula do not have teaching and learning methods defined**, 38.82% have a separate category for teaching and learning methods, and a few have only teaching and learning methods defined or teaching and learning methods defined in the course description.

In terms of content, curricula with a separate definition of teaching and learning methods are mostly very **narrowly** defined, **very often specifying only whether they are lectures, tutorials or seminars** (see Figure 37), and some curricula also specify the relationship between the methods themselves (see Figure 38).



Teaching methods

Group work, lecture, self-reliant study activities, seminar: coached exercises

Example of a rough definition of teaching and learning methods (Ghent University)

17. Learning and Teaching Methods:		
Method	Formal Contact Hours	Notional Learning Hours (including formal contact hours)
Lecture	22.00	88.00
Seminar	3.00	6.00
Tutorial	2.00	8.00
Project Supervision	0.00	0.00
Demonstration	0.00	0.00
Practical Classes and Workshops	0.00	0.00
Supervised time in studio / Workshop	0.00	0.00
Fieldwork	0.00	0.00
External Visits	0.00	0.00
Work Based Learning	0.00	0.00
Guided Independent Study	Not Applicable	48.00
Placement	0.00	0.00
Year Abroad	0.00	0.00
TOTAL	27.00	150.00

Defined relationship between methods (University of Glasgow)



Detailed descriptions of teaching and learning methods, which also include other dimensions (objectives of each method, content, assessment methods, etc.), are rare.

INSTRUCTIONAL FORMAT, COURSE PEDAGOGY, AND APPROACH TO LEARNING

Students are required to attend all lectures and seminars. If a student is unavoidably absent from lecture, recordings of each lecture can be accessed via www.bu.edu/core/cc101. This site, however, is intended for review purposes only, and is monitored. Attendance is taken at lecture, and students should speak with their seminar leader to account for absences. Individual seminar leaders will note attendance in seminar. And, as our aim is to look and speak directly to each other, the use of electronic devices is not allowed either in lecture or seminar. Questions and active participation are, on the other hand, strongly encouraged.

Lectures/Plenary Sessions: Lecture will focus on the cultural context and main concepts of each of the works studied, and will connect these works to the ongoing themes and questions of the course. As designated by individual seminar leaders, students will demonstrate their comprehension and critical evaluation of key ideas raised in lecture through discussion in seminar, oral responses to specific questions, or written responses either to specific questions or on subjects of the student's choice. As individual seminars will vary in the direction they take, but the body of lectures is common to all, the common final exam will focus on questions and topics specifically raised in lecture.

Seminars: Seminar discussion will focus on the analysis and critical evaluation of works studied with particular attention to how the basic questions studied differ in the broad range of cultural and historical settings considered. Discussions of particular works will be supplemented with sessions dedicated to techniques used to examine these works through writing and other media, as well as to reflection on individual and group creative works that further explore these ideas.

The aim of seminar is that students learn to share, evaluate and collaborate on an understanding of some of the greatest works developed by the human mind and that students explicitly reflect on their own process of learning and understanding. Active participation is crucial to this end. Always come prepared, not only by having read, viewed or listened to the work under discussion, but with questions that you wish to bring to the attention of your peers and with ideas about alternative approaches to the concepts being explored.

Museum of Fine Arts: All students participate in one of several small group tours of works at the Museum of Fine Arts associated with the cultures examined in the course. Tours will be led by one or more faculty members and may or may not be directed at a particular seminar. Students are ex-

CC 101 SYLLABUS, FALL 2019

4

pected to have examined the guide to the MFA works under consideration before coming on the tour and to be prepared to discuss the works. Students also complete at least one reflective writing assignment considering the nature of creativity as expressed through the works seen in the museum.

Writing/Reflection Assignments/Creative Work: There will be a strong focus on both writing-to-learn and learning-to write in CC 101, particularly in anticipation of work to be done in the spring-semester course CC 102, which will give credit for Foundational Writing (WR 120). We will particularly consider, develop and reflect upon various criteria offered for aesthetic expression, the critiques of aesthetic expression that we encounter, and what creativity entails and requires in regard to the works studied.

Although individual seminar leaders will vary in their particular assignments, at least one paper will consider the course's learning objectives through an argumentative, thesis-driven paper. Other related assignments will be ongoing throughout the semester and may include identification and explication of a focal question, outlining of critical arguments, peer evaluation, and presentations to the seminar. In addition, CC 101 requires one-on-one work with the Core Writing Fellow assigned to each seminar. Students are encouraged to work regularly with their Writing Fellow, who will also be in direct and regular communication with their seminar leader.

As our aim in this course is to study other cultures in order finally to become more aware of ourselves as global citizens, several reflective assignments will be due throughout the semester. Topics of reflection papers will be discussed in seminar but any student should feel to alert their seminar leader ahead of time to particularly sensitive issues, and accommodations will be made.

Creativity in CC 101 is expressed in (a) interpretation, (b) posing questions, and (c) written and other forms of creative expression. Students experiment with creating written or other products in imaginative ways, explore how CC101 works conceive of creativity/innovation as well as their opposites and perhaps their limitations, and reflect, in writing and in discussion, on the nature of creativity. As problem-solving, creativity is a means to an end. As a source of deep human satisfaction, it is an end in itself. We will put emphasis on the learnable nature of creativity but believe that students will also naturally experience creativity as a fundamental aspect of human nature.

Students will accordingly develop and execute at least one creative work and reflect on that work and on the creative process more generally, both in writing and in discussion. Creative work may take any one of a number of forms, such as composing a Homeric simile, producing a scene from a play studied, work in the art of rhetoric, or using the principles of Greek art as seen on the Parthenon and in the MFA to create visual art.

Creative projects may be developed and executed individually or as part of peer work. Individual seminar leaders will work with students to decide upon and develop appropriate creative projects.

Peer Work: Students will explore the views and cultural presuppositions of the various cultures studied and compare these to their own worldviews not only in seminar and in their individual writing assignments, but also by working directly with their peers. Peer work will take various forms as determined by individual seminar leaders, but may include such activities as group work on a creative project, group preparation for seminar presentations on particular works, peer evaluation of written work, or class debates. This work will be evaluated through oral and written feedback as assigned by individual seminar leaders.

An example of a very detailed description of teaching and learning methods that also includes other dimensions - objectives, assessment, content... (Boston University)



2.6 Analysis of the assessment and evaluation methods

The analysis of the different assessment records in the whole sample shows that the syllabus **most often lists different assessment modes** (81.77%) (e.g. exam, colloquium, seminar assignment are the most common, some syllabuses also include participation in lectures/exercises, presentation of seminar assignments as an assessment mode), and that these same **modes** are **often weighted**, in short, it is specified how much of the final grade will be accounted for by each assessment mode (58.23%).

Much **less frequent** are **in-depth descriptions of** assessment methods (18.82%). We identified 6 different combinations occurring in the whole sample:

- only a set of assessment methods is defined;
- a defined set of assessment methods and weighted grading percentages;
- a defined set of assessment methods and an in-depth description;
- only an in-depth description of the evaluation methods;
- a defined set of assessment methods, weightings and an in-depth description of the assessment methods; and
- the absence of any definition.

The leading one is a record containing a set of assessment methods and weighted proportions (42%), followed by a record that is only a set of assessment methods (22%), and **it is also relatively common to find curricula that do not have any assessment methods defined at all** (17%).



3 Proposed curriculum elements

We propose that the curricula should include the following technical specifications:

1. name of the training
2. educational programme (if part of wider programme)
3. minimum entry requirements
4. the educator and the institution delivering it
5. brief CV of the training implementor
6. description of the training
7. goals of the training (broader)
8. intended learning outcomes (list)
G. themes/topics covered
10. methods of teaching and learning
11. methods of assessment
12. student committment
13. language of delivery
14. workload (number of hours breakdown according to the type of work, the number of ECTS)
15. required reading, literature



4 Resources and literature

1. Aarhus University. (n.d.). Available from <https://kursuskatalog.au.dk/en/course/94021/101E19-Advanced-Political-Theory-Normative-Analysis-of-Public-Policy>
2. Abo Akademi University. (n.d.). Available from <https://studiehandboken.abo.fi/en/course/705954.0/2160>
3. Université Aix-Marseille. (n.d.). Available from <https://www.univ-amu.fr/>
4. American University. (n.d.). Available from <https://www.american.edu/>
5. American University in Cairo. (n.d.). Available from <https://www.aucegypt.edu/>
6. Athabasca University. (n.d.). Available from <https://www.athabascau.ca/>
7. Bilkent University. (n.d.). Available from <https://stars.bilkent.edu.tr/syllabus/view/POLS/303/>
8. Boston University. (n.d.). Available from <https://www.bu.edu/wheelock/faculty-staff/courses/syllabi/>
9. Brown University. (n.d.). Available from <https://www.brown.edu/>
10. Colorado State University. (n.d.). Available from <https://www.colostate.edu/>
11. Columbian College of Arts and Sciences. (n.d.). Available from <https://columbian.gwu.edu/>
12. Columbia University. (n.d.). Available from <https://www.college.columbia.edu/facultyadmin/faculty/courseadmin/syllabus>
13. Conservatoire national des arts et métiers. (n.d.). Available at [http://formation.cnam.fr/rechercher-par-discipline/psychologie-du-langage-et-clinique-du-dialogue-208710.kisp?RF=.](http://formation.cnam.fr/rechercher-par-discipline/psychologie-du-langage-et-clinique-du-dialogue-208710.kisp?RF=)
14. Dalhousie University. (n.d.). Available from <https://www.dal.ca/>
15. Danmarks Tekniske Universitet. (n.d.). Available from <https://kurser.dtu.dk/course/10603>
16. Dublin City University. (n.d.). Available from https://www101.dcu.ie/registry/module_contents.php?function=2Csubcode=3MMN621
17. Ecole nationale supérieure des beaux-arts. (n.d.). Available at <https://www.beauxartsparis.fr/en>.
18. Ecole nationale supérieure de chimie de Paris. (n.d.). Available at <https://www.chimieparistech.psl.eu/>.
19. Ecole Normale Supérieure de Lyon. (n.d.). Available from <http://www.ens-lyon.fr/formation/catalogue-de-cours/all-9205/2019>
20. Ecole Normale Supérieure - PLS. (n.d.). Available from <https://www.phys.ens.fr/spip.php?article1842Clang=fr>
21. Elliott School of International Affairs. (n.d.). Available from <https://elliott.gwu.edu/>



22. Emory University. (n.d.). Available from <https://www.emory.edu/home/index.html>
23. Erasmus University College. (n.d.). Available from https://eur.osiris-student.nl/#/onderwijscatalogus/extern/indeling/ESPHIL_BA_WB
24. Florida international University. (n.d.). Available from <https://www.fiu.edu/>
25. Georgetown University. (n.d.). Available from <https://www.georgetown.edu/>
26. Ghent University. (n.d.). Available from <https://www.ugent.be/en>
27. Goethe Universität (University of Frankfurt). (n.d.). Available from <https://qis.server.uni-frankfurt.de/qisserver/rds?state=verpublishCstatus=initCvmfile=noCpublishid=290673CmoduleCall=webInfoCpublishConfFile=webInfoCpublishSubDir=veranstaltung>
28. Graz University of Technology. (n.d.). Available from <https://www.tugraz.at/home/>
29. Harvard University. (n.d.). Available from <https://www.harvard.edu/>
30. Hasselt University. (n.d.). Available from <https://uhintra03.uhasselt.be/studiegidswww/opleidingsonderdeel.aspx?i=4196#anker33043>
31. Hebrew University of Jerusalem. (n.d.). Available from <https://shnaton.huji.ac.il/index.php/NewSyl/96215/2/2020/>
32. International College of Liberal Arts. (n.d.). Available from <https://www.icla.ygu.ac.jp/en/>
33. Johns Hopkins University. (n.d.). Available from <https://www.jhu.edu/>
34. Karolinska Institutet. (n.d.). Available from <https://ki.se/en>
35. King's College London. (n.d.). Available from <https://www.kcl.ac.uk/>
36. KU Leuven. (n.d.). Available from https://onderwijsaanbod.kuleuven.be/syllabi/e/WOEA4AE.htm#activetab=doelstellingen_idp29168
37. Le Mans Université. (n.d.). Available from <http://www.univ-lemans.fr/fr/index.html>
38. Liberty University. (n.d.). Available from https://liberty.campusconcourse.com/view_syllabus?course_id=40488
39. Louisiana State University. (n.d.). Available from <https://www.lsu.edu/>
40. Loyola University of Chicago. (n.d.). Available from <https://www.luc.edu/>
41. Ludwig -Maximilians - Universitat Munchen. (n.d.). Available at <https://lsf.verwaltung.uni-muenchen.de/qisserver/rds?state=verpublishCstatus=initCvmfile=noCpublishid=779666CmoduleCall=webInfoCpublishConfFile=webInfoCpublishSubDir=veranstaltung>.
42. Lund University. (n.d.). Available from <https://www.lunduniversity.lu.se/>



43. Maastricht University. (n.d.). Available from <https://www.maastrichtuniversity.nl/>
44. Masaryk University. (n.d.). Available from <https://is.muni.cz/course/phil/spring2020/AJ16075>
45. Massachusetts Institute of Technology. (n.d.). Available from <https://www.mit.edu/>
46. McGill University. (n.d.). Available from <https://www.mcgill.ca/study/2020-2021/courses/relg-207>
47. Monash University. (n.d.). Available from <https://www3.monash.edu/pubs/2019handbooks/units/A11111.html>
48. Nagoya University. (n.d.). Available from <https://en.nagoya-u.ac.jp/>
49. National University of Singapore. (n.d.). Available from https://ivle.nus.edu.sg/lms/public/view_moduleoutline.aspx?CourseID=543459_B8-40F0-4D34-B445-A02B080669BDCClickFrom=StuViewBtn
50. Nazarbayev University. (b. d.). Available from <https://registrar.nu.edu.kz/course-catalog>
51. New York University. (n.d.). Available from <https://www.nyu.edu/>
52. Northeastern University. (b. d.). Dostopno prek [https://wl11gp.neu.edu/udcprod8/bwckctlg.p_disp_course_detail?cat_term_in=201530Csubj_code_in=POLSCrse_num_in=7360#_utma=72955916.1124582519.1591166458.1591166459.1591166459.1C&utm=72955916.4.10.1591166459C&utmz=72955916.1591166459.1.1.utmcsr=google|utmccn=\(organic\)|utmcmd=organic|utmctr=\(not%20provided\)C&utmvmv=-C&utm=153744062](https://wl11gp.neu.edu/udcprod8/bwckctlg.p_disp_course_detail?cat_term_in=201530Csubj_code_in=POLSCrse_num_in=7360#_utma=72955916.1124582519.1591166458.1591166459.1591166459.1C&utm=72955916.4.10.1591166459C&utmz=72955916.1591166459.1.1.utmcsr=google|utmccn=(organic)|utmcmd=organic|utmctr=(not%20provided)C&utmvmv=-C&utm=153744062)
53. Norwegian University of Science and Technology. (n.d.). Available from <https://www.ntnu.edu/studies/courses/FI1104/2019/1#tab=omEmnet>
54. Osaka University. (n.d.). Available from https://koan.osaka-u.ac.jp/campusweb/campusquare.do?_flowExecutionKey=c2FD9EAE1-DCF4-AC8C-6D0A-5BD855621065_k45EF696A-AE58-C018-6A7F-B1179E2BEE74
55. Pennsylvania State University. (n.d.). Available from <https://www.psu.edu/>
56. Princeton University. (n.d.). Available from <https://www.princeton.edu/>
57. Radboud University. (n.d.). Available from <https://www.ru.nl/courseguides/socsci/courses-osiris/psych/sow-psb1ge06e-general-introduction-psychology/>
58. Riga Stradins University. (n.d.). Available from https://www.rsu.lv/en/course/PUNK_005?t=1
59. Sabanci University. (b. d.). Available from <https://www.sabanciuniv.edu/en>
60. Saint Louis University. (n.d.). Available from <https://www.slu.edu/>
61. San José State University. (n.d.). Available from <https://www.sjsu.edu/>
62. Saylor Academy. (n.d.). Available from <https://www.saylor.org/>



63. Sciences Po Campus de Paris. (n.d.). Available from <https://www.sciencespo.fr/college/fr/campus/paris.html>
64. Sciences Po Collège universitaire. (n.d.). Available from <http://formation.sciences-po.fr/enseignement/2020/KDEC/5050>
65. Sciences Po Lille. (n.d.). Available from <https://www.sciencespo-lille.eu/>
66. Stanford University. (n.d.). Available from <https://www.stanford.edu/>
67. Stony Brook University. (n.d.). Available from <https://www.stonybrook.edu/>
68. Slovak University of Technology in Bratislava. (n.d.). Available from <https://is.stuba.sk/katalog/syllabus.pl?predmet=338605;quick=1>
69. Swiss Federal Institute of Technology Zurich (ETH). (n.d.). Available at <http://www.vvz.ethz.ch/Vorlesungsverzeichnis/lerneinheit.view?lerneinheitId=135142Csemkez=2020SCansicht=KATALOG1TENClang=en>.
70. Tallinn University. (n.d.). Available from https://ois.tlu.ee/portal/page?_pageid=35,454989C_1d=portalC_schema=PORTALCp_action=viewCp_id=86305Cp_session_id=62310206Cp_public=1Cp_mode=1
71. Technische Universität München. (n.d.). Available from <https://campus.tum.de/tumonline/webnav.ini>
72. Tsinghua University. (n.d.). Available from <https://www.tsinghua.edu.cn/en/index.htm>
73. UC Davis. (n.d.). Available from <https://www.ucdavis.edu/>
74. UC San Diego. (n.d.). Available from <https://ucsd.edu/>
75. Universidad de Navarra. (n.d.). Available from https://aula-virtual.unav.edu/webapps/blackboard/execute/content/blankPage?cmd=viewCcontent_id=1383369_1Ccourse_id=27407_1
76. Universidade de Coimbra. (n.d.). Available from https://apps.uc.pt/courses/EN/unit/68541/16701/2020-2021?common_core=trueCtype=ramCid=1433
77. Universidade de Sao Paulo. (n.d.). Available from <https://uspdigital.usp.br/jupiterweb/jupCarreira.jsp?codmnu=8275>
78. Universidade do Porto. (n.d.). Available from https://sigarra.up.pt/fbaup/pt/ucurr_geral.ficha_uc_view?pv_ocorrencia_id=441_126
79. Università Ca' Foscari Venezia. (n.d.). Available from <https://www.unive.it/1ta/insegnamento/275997/programma>
80. Università degli Studi di Milano. (n.d.). Available from <https://www.unimi.it/en/education/bachelors-degree-programme-courses/2019/parliamentary-law>
81. Università degli Studi di Padova. (n.d.). Available from <https://en.di1ttica.unipd.it/off/2017/LT/PS/PS1085/000ZZ/PSP4068087/NO>



82. Universität Bern. (n.d.). Available from <https://www.ksl.unibe.ch/KSL/1ms36gz3nxv4YGMAnNzYwA/1ms76>
83. Universität Heidelberg. (n.d.). Available from <https://www.uni-heidelberg.de/en>
84. Universität Leipzig. (b. d.). Dostopno prek https://almaweb.uni-leipzig.de/scripts/mgrqispi.dll?APPNAME=CampusNetCPRGNAME=COURSEDE_TAILSCARGUMENTS=-N000000000000001,-N000534,-NO,-_N374455029519565,-N374455029510566,-NO,-NO,-NO
85. Universitat Pompeu Fabra. (n.d.). Available from <https://www.upf.edu/>
86. Universiteit Leiden. (n.d.). Available from <https://studiegids.universiteitleiden.nl/en/courses/94993/modern-and-contemporary-art-and-photography>
87. Universiteit Utrecht. (n.d.). Available from https://osiris.uu.nl/osiris_student_uuprd/OnderwijsCatalogusKiesCursus.do
88. Université catholique de Louvain. (n.d.). Available from <https://uclouvain.be/cours-2019-lecge1212>
89. Université de Liège. (n.d.). Available from <https://www.programmes.uliege.be/cocoon/20192020/cours/ARCH0221-1.html>
90. Université de Montréal. (n.d.). Available from <https://www.umontreal.ca/>
91. Université de Namur. (n.d.). Available from <https://www.unamur.be/>
92. Université de Nantes. (n.d.). Available from <https://www.univ-nantes.fr/>
93. Université de Poitiers. (n.d.). Available from <http://formations.univ-poitiers.fr/fr/index/licence-XA/licence-XA/licence-lettres-JANQIZG4/ue1-mention-fon1mentaux-lettres-K55CWLD5/litterature-francaise-roman-19e-20e-s-JAWIIFEL.html>
94. Université de Reims Champagne-Ardenne. (n.d.). Available from <https://www.univ-reims.fr/>
95. Université de Strasbourg. (n.d.). Available from https://www.unistra.fr/index.php?id=27920Ctx_unistrarof_pi1%5BProf-program%5D=ME4Ctx_unistrarof_pi1%5BProf-course%5D=FRUAI0673021VCOEN213Cchash=01cd314cd50e2399ec5a6bd8ff_80cc63
96. Université du Luxembourg. (n.d.). Available from <https://wwwfr.uni.lu/>
97. Université Côte d'Azur. (n.d.). Available from <https://univ-cotedazur.fr/>
98. Université Grenoble Alpes. (n.d.). Available from <https://www.univ-grenoble-alpes.fr/>
99. Université Laval. (n.d.). Available from <https://www.ulaval.ca/>
100. Université Lyon 2. (n.d.). Available from <https://www.univ-lyon2.fr/>
101. Université Paris I - Panthéon Sorbonne. (n.d.). Available from <https://www.pantheonsorbonne.fr/diplomes/summer-school-ufr27/courses-syllabi/teachers-and-syllabi/linear-algebra/>



102. Université Paris II. (n.d.). Available from <https://www.u-paris2.fr/en>
103. Université Paris III. (n.d.). Available from <http://www.univ-paris3.fr/>
104. Université Paris Sorbonne Paris IV. (n.d.). Available at <https://www.sorbonne-universite.fr/>
105. Université Paul Valéry Montpellier 3. (n.d.). Available from <https://www.univ-montp3.fr/>
106. Université Rennes 2. (n.d.). Available from <https://www.univ-rennes2.fr/>
107. Université Saint-Louis Bruxelles. (n.d.). Available from <https://www.usaintlouis.be/sl/2018/CECGE1211.html>
108. University of Montenegro. (n.d.). Available from <https://www.ucg.ac.me/>
109. University of Adelaide. (n.d.). Available from <https://www.adelaide.edu.au/course-outlines/104516/1/sem-2/2019/>
110. University of Amsterdam. (n.d.). Available from <https://coursecatalogue.uva.nl/xmlpages/page/2019-2020-en/search-course/course/69176>
111. University of Antwerp. (n.d.). Available from <https://www.uantwerpen.be/en/about-uantwerp/faculties/design-sciences/studying-and-education/erasmus-and-exchange/course-catalogue-for/>
112. University of Belgrade. (n.d.). Available from <https://www.bg.ac.rs/en/>
113. University of Bergen. (n.d.). Available from <https://www.uib.no/emne/AORG103>
114. University of Bologna. (n.d.). Available from <https://www.unibo.it/en/teaching/course-unit-catalogue/course-unit/2019/423168>
115. University of Bristol. (b. d.). Available from <https://www.bris.ac.uk/unit-programme-catalogue/UnitDetails.jsa;jsessionid=C3796D772377CBA6E8CE838FE6AAF221?ayrCode=21%2F22CunitCode=EDUC10005>
116. University of British Columbia. (n.d.). Available from <http://www.calen1r.ubc.ca/vancouver/index.cfm?tree=3,328,0,0>
117. University of California. (n.d.). Available from <https://www.universityofcalifornia.edu/>
118. University of Colorado. (n.d.). Available from <https://www.cu.edu/>
119. University of Copenhagen. (n.d.). Available from <https://kurser.ku.dk/course/asoa15100u/2020-2021>
120. University of Delhi. (n.d.). Available from <http://www.du.ac.in/>
121. University of Dublin. (n.d.). Available from <https://www.tcd.ie/sociology/undergraduate/modules/jf/intro/index.php>
122. University of Florence. (n.d.). Available from <https://www.unifi.it/p-ins2-2020-575326-0.html>
123. University of Florida. (n.d.). Available from <https://www.ufl.edu/>



124. University of Georgia. (n.d.). Available from <https://www.uga.edu/>
125. University of Glasgow. (n.d.). Available from <https://www.gla.ac.uk/>
126. University of Groningen. (n.d.). Available from <https://www.rug.nl/ocasys/gmw/vak/show?code=PABA-A103>
127. University of Hawaii at Manoa. (n.d.). Available from <https://manoa.hawaii.edu/>
128. University of Helsinki. (n.d.). Available from <https://courses.helsinki.fi/en/pap334>
129. University of Iceland. (n.d.). Available from <https://ugla.hi.is/kennsluskra/index.php?tab=namCchapter=namskeidCid=10543120206Ckennsluar=2020>
130. University of Illinois at Chicago. (n.d.). Available from <https://www.uic.edu/>
131. University of Leeds. (n.d.). Available from <http://webprod3.leeds.ac.uk/catalogue/dynmodules.asp?Y=201920CM=FOAR-1000>
132. University of London. (n.d.). Available from <https://london.ac.uk/courses/comparative-politics-ps2082>
133. University of Maine. (n.d.). Available from <https://umaine.edu/>
134. University of Manchester. (n.d.). Available from <https://www.manchester.ac.uk/study/undergraduate/courses/2021/00514/bsc-anatomical-sciences/course-details/BIOL10401#course-unit-details>
135. University of Maryland. (n.d.). Available from <https://www.umd.edu/>
136. University of Melbourne. (n.d.). Available from <https://handbook.unimelb.edu.au/2020/subjects/soci10001>
137. University of Michigan. (n.d.). Available from <https://umich.edu/>
138. University of Mississippi. (n.d.). Available from <https://olemiss.edu/>
139. University of Missouri. (n.d.). Available from <https://missouri.edu/>
140. University of Missouri-Kansas City. (n.d.). Available from <https://www.umkc.edu/>
141. University of New Mexico. (n.d.). Available from <https://www.unm.edu/>
142. University of North Texas. (b. d.). Available from <https://www.unt.edu/>
143. University of Oslo. (n.d.). Available from <https://www.uio.no/studier/emner/hf/ifikk/ANT4301/index-eng.html>
144. University of Oulu. (n.d.). Available from <https://weboodi oulu.fi/oodi/opintjaktied.jsp?MD5avain=CKieli=6COpinKohd=6516849COnkollmKelp=0Coo SortJari=2Cvl tila=4Ctakaisin=vl kehys.jspCOpas=2246COrg=7ChaettuOpas=2246ChaeOpintJaks=haeopintojaksot>
145. University of Oxford. (n.d.). Available from <https://www.ox.ac.uk/>
146. University of Pennsylvania. (n.d.). Available from <https://www.upenn.edu/>
147. University of Rochester. (n.d.). Available from <https://www.rochester.edu/>
148. University of Sydney. (n.d.). Available from <https://www.sydney.edu.au/units/SCLG3612>



149. University of Tasmania. (n.d.). Available from <https://www.utas.edu.au/courses/cale/units/hga277-sociology-of-youth>
150. University of Technology Sydney. (n.d.). Available from <https://handbook.uts.edu.au/subjects/details/89202.html>
151. University of Tennessee, Knoxville. (n.d.). Available from <https://www.utk.edu/>
152. University of Tokyo. (n.d.). Available from <https://catalog.he.u-tokyo.ac.jp/detail?code=09201101Cyear=2020>
153. University of Toronto. (n.d.). Available from <https://www.utoronto.ca/>
154. University of Turku. (n.d.). Available from <https://opas.peppi.utu.fi/en/course/FICS0003/22417>
155. University of Virginia. (n.d.). Available from <https://www.virginia.edu/>
156. University of Zagreb. (n.d.). Available from [https://mse.mef.unizg.hr/medical-studies-in-english/curriculum/courses?studij=Medicina%20\(in%20English%20language\)Ckol=2682College=Medical%20and%20Molecular%20BiologyCpid=156](https://mse.mef.unizg.hr/medical-studies-in-english/curriculum/courses?studij=Medicina%20(in%20English%20language)Ckol=2682College=Medical%20and%20Molecular%20BiologyCpid=156)
157. University of Queensland. (n.d.). Available from https://course-profiles.uq.edu.au/student_section_loader/section_1/101351?_ga=2.24529946.1.1896521675.1590749659-2104182715.1590749659
158. University of Warsaw. (n.d.). Available from http://informatorects.uw.edu.pl/en/courses/view?prz_kod=2300-MD%2FANDR-MKD-1
159. University of Warwick. (n.d.). Available from <https://courses.warwick.ac.uk/modules/2020/EQ927-20>
160. University of Washington. (n.d.). Available from <https://www.washington.edu/>
161. University of Wyoming. (n.d.). Available from <http://www.uwyo.edu/>
162. University of Ljubljana. (n.d.). Available from <https://www.uni-lj.si/>
163. Uppsala Universitet. (n.d.). Available from <https://www.uu.se/en/admissions/master/selma/kursplan/?kpid=43089CkKod=2SK128>
164. Vanderbilt University. (n.d.). Available from <https://www.vanderbilt.edu/>
165. Vesalius College Brussels. (n.d.). Available from <https://www.vesalius.edu/>
166. Vytautas Magnus University. (b. d.). Available at rek https://www.vdu.lt/en/in-https://www.vdu.lt/wp-content/uploads/2020/05/TEON0201_Bioetikos-apra%C5%A1as_2019-05-22_ang-1.pdf
167. Webster University - Vienna Private University. (n.d.). Available from <https://webster.ac.at/>
168. Western Michigan University. (n.d.). Available from <http://homepages.wmich.edu/~hega/PSCI641/>
169. Yale University. (n.d.). Available from <https://www.yale.edu/>