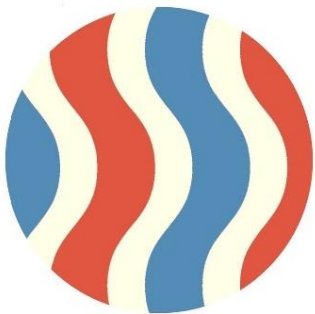


# Alicante Training

Erasmus courses and Traineeships



## Courses 2024 Spring – Summer

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our doors and our minds  
are open.

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# Alicante Training

Erasmus courses and Traineeships

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**Our doors and our minds are open**



**06.05.2024 - 10.05.2024: SDGs in educational centres. Successful experiences and visits to unique facilities (2<sup>nd</sup> edition/24)**

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*Explore innovative approaches to integrate Sustainable Development Goals (SDGs) into educational settings.*

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## **Description**

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries – developed and developing – in a global partnership. All members of society -and educational centres in particular- should contribute to the best of their ability to the achievement of these goals. In the course we will also study how SDGs are implemented in educational centres. By communicating successful experiences and organizing visits to unique facilities we intend that, (1) active teachers and managers share with the attendees their experiences in implementing measures to train / raise awareness of the SDGs among pupils. We believe that it is interesting to learn about the experiences that have worked and those that have not been successful, in order to avoid repeating the mistakes. But the course also shows (2) some interesting facilities existing in the province of Alicante, which can serve as a model or inspiration to generate useful ideas for attendees.

- REMARKS (1): All sessions will be taught by university professors or by active primary or secondary school teachers with experience in each of the technologies.
- REMARKS (2): All attendees who follow the course will receive a document accrediting attendance, participation, and achievement, certifying 30 hours of dedication.



## Learning objectives

1. Understand the concept and significance of Sustainable Development Goals (SDGs) in the context of education.
2. Explore successful experiences and best practices of implementing SDGs in educational centers worldwide.
3. Identify unique facilities and initiatives that promote sustainability and SDGs within educational environments.
4. Analyse challenges and opportunities in integrating SDGs into curriculum, pedagogy, and school culture.
5. Develop strategies for effectively engaging students, educators, and communities in SDG-related initiatives and projects.
6. Foster partnerships and collaboration among educational institutions, government agencies, NGOs, and local communities to advance SDGs.

## Methodology & assessment

1. Guest Lectures and Presentations: Invite experts, educators, and representatives from unique facilities to share their experiences and insights on integrating SDGs into educational centers.
2. Site Visits: Organize visits to exemplary educational centers and sustainable facilities that demonstrate successful implementation of SDGs. Encourage participants to observe practices and interact with stakeholders.
3. Case Studies and Discussions: Analyze case studies of educational centers implementing SDGs. Facilitate group discussions to explore strategies, challenges, and outcomes.
4. Project-Based Learning: Engage participants in collaborative projects to design SDG-focused initiatives for their educational centers. Evaluate project proposals based on feasibility, relevance to SDGs, and potential impact.
5. Reflection and Action Planning: Provide time for reflection on site visits and learning experiences. Guide participants in developing action plans to integrate SDGs into their educational centers.
6. Evaluation: Assess participants' understanding, engagement, and project outcomes through pre-and post-course evaluations, project presentations, and feedback sessions. Adapt course content and activities based on participant feedback and evaluation results.



## Certification details

TWO CERTIFICATES will be issued as part of this course: one in the form of a diploma with the company stamp and signature of the CEO, stating the name of the course, location, length in hours and a certificate of successful completion of the training. The SECOND document, in the form of a certificate, will contain the same basic information as the first one, but in addition will contain the complete content of the course.

## Additional information

- Price: 400 EUR
- Language: English
- Target audience ISCED:
  - Early childhood education (ISCED 0)
  - Primary education (ISCED 1)
  - Lower secondary education (ISCED 2)
  - Upper secondary education (ISCED 3)
- Learning time: 25 hours / 5 days
- Next upcoming session: 06.05.2024 - 10.05.2024



## 20.06.2024 - 25.06.2024 Creation and destruction of ephemeral art as a didactic resource

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*Explore ephemeral art during the Hogueras de San Juan in Alicante, where monuments are built and burned, transforming the experience into unique lessons of creation and transience.*

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### Description

For centuries, Europeans have celebrated the summer solstice with bonfires, symbolizing nature's peak fertility and harmony. Fire was believed to cleanse and protect, while festivities included dancing, rituals, and blessings. In some European regions, like Alicante, bonfire traditions have evolved into an art form, featuring giant sculptures burnt on June 24th, often with social commentary. We're taking advantage of this festival to offer this course to raise awareness of this intangible heritage, with workshops making these sculptures on a smaller scale. They can be used as a didactic tool in the classroom... And to have a good time for a few days during the main festivities of the city (hundreds of street parties, the beach, music, fireworks...). And a party atmosphere that will fill the whole of the city.

In this course you will learn and enjoy life at the same time!

- REMARKS (1): Art teachers and bonfire experts will lead all sessions. Some of the sessions will be out of the classroom, with visits to bonfires and other types of special 'construction'.
- REMARKS (2): You can find more information about the Alicante bonfires in this website: <https://alicanteabout.com/festivals/alicante-bonfires-a-guide-to-the-hogueras-de-san-juan-festival/>

DISCLAIMER: The website linked above does NOT belong to AlicanteTraining. It has no connection with our company. AlicanteTraining is NOT responsible for the information contained on the website or any changes its authors may make in the future.



## Learning objectives

1. Understand the meaning and history of ephemeral art, especially during the Hogueras de San Juan.
2. Explore techniques for creating and designing ephemeral monuments.
3. Analyse the process of construction and destruction as a metaphor for life and culture.
4. Integrate ephemeral art into pedagogy and educational curriculum.
5. Foster appreciation of art as a temporally and emotionally significant expression.
6. Reflect on the environmental and cultural impact of creating and destroying ephemeral art.

## Methodology & assessment

1. Practical Workshops: Conduct hands-on sessions for creating ephemeral art, including design, construction, and documentation.
2. Guided Visits: Organize visits to monuments and artist workshops during the Hogueras de San Juan to understand the creative process.
3. Debates and Analysis: Facilitate discussions on the meaning and effectiveness of ephemeral art as a didactic resource.
4. Individual Projects: Develop individual projects for creating and documenting ephemeral art, evaluating creativity and critical reflection.
5. Continuous Assessment: Monitor participation, engagement, and understanding throughout the course.
6. Final Presentations: Evaluate and share final projects, considering originality, execution, and critical reflection.

## Certification details

TWO CERTIFICATES will be issued as part of this course: one in the form of a diploma with the company stamp and signature of the CEO, stating the name of the course, location, length in hours and a certificate of successful completion of the training.



The SECOND document, in the form of a certificate, will contain the same basic information as the first one, but in addition will contain the complete content of the course.

## Additional information

- Price: 480 EUR
- Language: English
- Target audience ISCED:
  - Early childhood education (ISCED 0)
  - Primary education (ISCED 1)
  - Lower secondary education (ISCED 2)
  - Upper secondary education (ISCED 3)
- Learning time: 30 hours / 6 days
- Next upcoming session: 20.06.2024 - 25.06.2024





## 01.07.2024 - 05.07.2024 Inclusion and violence prevention: international workshop and shared experiences

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*This course provides a global perspective on fostering inclusion and preventing violence through collaborative learning and shared experiences.*

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### Description

Improving the integration of students with fewer opportunities, either because they are socially disadvantaged or because they are functionally diverse, is one of the main objectives of the Erasmus programme. In many cases, a problem of social inclusion is the seed from which violence can germinate. The problem is not simple. Nor is there a single solution that applies to all cases. In this course, teachers and heads of schools located in singular or disadvantaged neighbourhoods will present the main strategies that they themselves have used in their schools, in schools with pupils of more than 45 nationalities or in institutions located in areas of economic and social deprivation. Above all, the course aims to encourage participants to share their experiences, highlighting the strategies that have worked and those that have not, and trying to analyse the causes and strategies that have led to success or failure in each case. The problem does NOT have a universal solution, so it CANNOT be approached as a recipe from a theoretical course: it must be approached as a problem of strategy, so that each teacher has the tools at their disposal and can apply them to their specific situation.

- REMARKS (1): All sessions will be taught by active primary or secondary school teachers with a strong experience in difficult centres.

### Learning objectives

1. Understand the principles and importance of inclusive education.
2. Explore international perspectives on violence prevention in diverse educational settings.



3. Share and analyze successful strategies for creating inclusive and safe learning environments.
4. Develop skills to address discrimination, bullying, and violence through inclusive practices.
5. Foster cross-cultural understanding and empathy to promote inclusivity on a global scale.
6. Establish a network for ongoing collaboration and resource-sharing among participants.

## Methodology & assessment

1. Virtual Workshops: Conduct interactive online workshops with international experts, addressing inclusion and violence prevention.
2. Case Studies: Analyze real-world case studies to understand the challenges and successes of inclusive practices and violence prevention in various global contexts.
3. Group Discussions: Facilitate group discussions for participants to share their experiences, perspectives, and effective strategies for inclusion and violence prevention.
4. Collaborative Projects: Engage participants in collaborative projects addressing specific inclusion and violence prevention challenges in their respective regions.
5. Guest Speakers: Invite experts and practitioners from different countries to share their insights and experiences during virtual guest speaker sessions.
6. Peer Learning: Encourage peer learning through collaborative assignments, discussion forums, and the exchange of resources and best practices.
7. Continuous Assessment: Assess participants' understanding through regular quizzes, discussions, and reflections throughout the course.
8. Final Project: Require participants to develop a final project outlining a comprehensive plan for promoting inclusion and preventing violence in their local or educational contexts.
9. Feedback and Evaluation: Collect participant feedback to continually improve the course. Evaluate the final projects based on creativity, feasibility, and alignment with course objectives.



## Certification details

TWO CERTIFICATES will be issued as part of this course: one in the form of a diploma with the company stamp and signature of the CEO, stating the name of the course, location, length in hours and a certificate of successful completion of the training.

The SECOND document, in the form of a certificate, will contain the same basic information as the first one, but in addition will contain the complete content of the course.

## Additional information

- Price: 400 EUR
- Language: English
- Target audience ISCED:
  - Early childhood education (ISCED 0)
  - Primary education (ISCED 1)
  - Lower secondary education (ISCED 2)
  - Upper secondary education (ISCED 3)
- Learning time: 25 hours / 5 days
- Next upcoming session: 01.07.2024 - 05.07.2024



## 08.07.2024 - 14.07.2024 Mindfulness pro prevenci stresu a syndromu vyhoření ve výuce / Mindfulness for Stress and Burnout Prevention in Teaching (special course with Czech / Slovak translation)

*Tento kurz vám pomůže objevit mindfulness jako nástroj pro uvolnění stresu a prevenci syndromu vyhoření ve vzdělávání.*

*This course will help you discover mindfulness as a tool for stress relief and burnout prevention in education.*

### Description

Tento kurz se zabývá konceptem Mindfulness a poskytuje účastníkům nástroje a techniky pro zvládání stresu a prevenci vyhoření v učitelské profesi. Obsah kurzu zahrnuje úvod do mindfulness, porozumění stresu a syndromu vyhoření, praktická cvičení všímavosti a strategie pro začlenění mindfulness do každodenní učitelské praxe. Aktivity kurzu jsou navrženy tak, aby byly interaktivní a poutavé a umožnily účastníkům praktikovat techniky mindfulness v podpůrném prostředí. Prostřednictvím řízených meditací, skupinových diskusí a reflektivních cvičení účastníci získají hlubší porozumění tomu, jak může mindfulness pozitivně ovlivnit jejich pohodu a efektivitu výuky. Celkově je tento kurz nejen informativní, ale také praktický a nabízí hmatatelné dovednosti, které lze okamžitě uplatnit ve třídě. Zkoumáním souvislostí mezi všímavostí, snižováním stresu a prevencí vyhoření ve výuce získají účastníci cenné poznatky a nástroje pro zlepšení své celkové pohody a profesní praxe.

- POZNÁMKY (1): Všechny hodiny povedou univerzitní profesori nebo aktivní učitelé základních či středních škol nebo odborní sportovní/interní trenéři.



This course explores the concept of Mindfulness and provides participants with tools and techniques for managing stress and preventing burnout in the teaching profession. Course content includes an introduction to mindfulness, understanding stress and burnout, practical mindfulness exercises, and strategies for incorporating mindfulness into daily teaching practice. Course activities are designed to be interactive and engaging, allowing participants to practice mindfulness techniques in a supportive environment. Through guided meditations, group discussions and reflective exercises, participants will gain a deeper understanding of how mindfulness can positively impact their well-being and teaching effectiveness. Overall, this course is not only informative but also practical, offering tangible skills that can be immediately applied in the classroom. By exploring the connections between mindfulness, stress reduction, and burnout prevention in teaching, participants will gain valuable insights and tools to improve their overall well-being and professional practice.

→ NOTES (1): All classes will be taught by university professors or active elementary or high school teachers or professional athletic/intern coaches.

## Learning objectives

Cíle kurzu:

1. Porozumět konceptu mindfulness a jeho využití pro snižování stresu a prevenci vyhoření.
2. Naučit se praktické techniky mindfulness pro zlepšení psychické pohody a emocionální stability.
3. Identifikovat příznaky stresu a vyhoření u sebe i u kolegů.
4. Vytvořit individuální strategie mindfulness pro prevenci vyhoření ve vlastní výuce.
5. Rozvíjet schopnost komunikace a hledání podpory u kolegů a vedení.
6. Vytvořit prostředí vzájemné podpory a sdílení zkušeností.

Course Objectives:

1. Understand the concept of mindfulness and its application to reduce stress and prevent burnout.



2. Acquire practical mindfulness techniques to enhance psychological well-being and emotional stability.
3. Recognize signs of stress and burnout in yourself and those you work with.
4. Develop individual mindfulness strategies to prevent burnout in your teaching. Ensure a clear and logical structure in your approach to preventing burnout.
5. Communicate effectively and seek support from colleagues and management.
6. Establish a culture of mutual assistance and knowledge exchange.

## Metodika a hodnocení:

Metodika a hodnocení:

1. Interaktivní workshopy: Zapojení účastníků do diskusí, cvičení a praktických cvičení mindfulness.
2. Reflexe a diskuse: Skupinové diskuse a reflexe vlastních zkušeností s mindfulness ve výuce.
3. Podpora mezi účastníky: Vytváření skupinového prostředí pro sdílení zkušeností a vzájemnou podporu.
4. Hodnocení: Průběžné hodnocení účasti a pokroku, sběr zpětné vazby na obsah a efektivitu kurzu.

Methodology and evaluation:

1. Interactive workshops: engaging participants in discussions, exercises and mindfulness practices.
2. Reflection and discussion: group discussions and reflection on own experiences of mindfulness in teaching.
3. Support among participants: Creating a group environment for sharing experiences and supporting each other.
4. Evaluation: ongoing evaluation of participation and progress, gathering feedback on course content and effectiveness.



## Certification details

V rámci tohoto kurzu budou vydány DVA CERTIFIKÁTY: Jeden ve formě diplomu s razítkem společnosti a podpisem generálního ředitele, ve kterém je uvedeno název kurzu, místo konání, délka v hodinách a potvrzení o úspěšném absolvování školení.

DRUHÝ dokument, ve formě certifikátu, bude obsahovat základní informace stejně jako ten první, ale navíc bude obsahovat kompletní obsah kurzu.

TWO CERTIFICATES will be issued as part of this course: one in the form of a diploma with the company stamp and the CEO's signature stating the name of the course, the venue, the length in hours and a certificate of successful completion of the training.

The SECOND document, in the form of a certificate, will contain the same basic information as the first one, but in addition will contain the complete content of the course.

## Additional information

- Language: Czech / Slovak
- Target audience ISCED:
  - Early childhood education (ISCED 0)
  - Primary education (ISCED 1)
  - Lower secondary education (ISCED 2)
  - Upper secondary education (ISCED 3)
- Learning time: 35 hours / 7 days
- Next upcoming session: 08.07.2024 - 14.07.2024



## 08.07.2024 - 14.07.2024 Strategies for Managing Stress and Promoting Teacher Well-being

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*In this course, we explore essential techniques and insights to help educators effectively navigate the challenges of teaching while prioritizing their own mental and physical health. Join us on a journey towards resilience, balance, and fulfilment in the teaching profession.*

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### Description

The course called "Strategies for Managing Stress and Promoting Teacher Well-being" offers a range of valuable content and engaging activities aimed at helping educators effectively cope with stress and prioritize their well-being. The course delves into various stress management techniques, such as mindfulness practices, time management strategies, and self-care routines, to equip teachers with the necessary tools to navigate the challenges of their profession. Additionally, the course explores the importance of maintaining a healthy work-life balance and provides practical tips on how to prevent burnout and enhance overall well-being. By enrolling in this course, participants will not only gain a deeper understanding of the impact of stress on their mental and physical health but also learn how to implement evidence-based strategies to mitigate its effects. Through interactive activities, case studies, and reflective exercises, teachers will have the opportunity to apply the concepts learned in real-life scenarios, fostering a deeper level of engagement and retention. Ultimately, "Strategies for Managing Stress and Promoting Teacher Well-being" offers a holistic approach to self-care and stress management, empowering educators to thrive in their roles and prioritize their own well-being.

- REMARKS (1): All sessions will be taught by university professors or by active primary or secondary school teachers or specialized sports/well-being monitors.





## Learning objectives

1. Understand the concept of stress and its impact on teacher well-being.
2. Identify common stressors faced by teachers in educational settings.
3. Explore effective strategies for recognizing signs of stress in oneself and others.
4. Develop personalized stress management plans tailored to individual needs and contexts.
5. Learn practical techniques for promoting physical and mental well-being in the teaching profession.
6. Acquire communication skills to articulate stress-related concerns and seek support within professional networks.
7. Cultivate mindfulness practices to enhance resilience and emotional regulation in stressful situations.
8. Explore the role of work-life balance in maintaining overall well-being and job satisfaction.
9. Examine the importance of self-care rituals and routines in sustaining long-term health and happiness.
10. Foster a supportive learning community where teachers can share experiences, challenges, and strategies for managing stress effectively.

Through engaging discussions, interactive activities, and reflective exercises, this course aims to equip educators with the knowledge, skills, and resources needed to navigate the demands of teaching while prioritizing their own well-being.

## Methodology & assessment

1. **Interactive Workshops:** Host sessions where participants engage in discussions, case studies, and role-playing activities to understand stress management concepts. These sessions encourage peer learning and practical skill development.
2. **Guest Speaker Sessions:** Invite experts to deliver talks on psychology, mindfulness, and education, providing insights into stress science and effective coping mechanisms.
3. **Self-Assessment Tools:** Administer surveys to identify stress triggers and coping mechanisms, forming the basis for personalized stress management plans.



4. Mindfulness and Relaxation Practices: Integrate exercises promoting self-awareness, stress reduction, and emotional resilience.
5. Case Studies and Scenarios: Present real-life situations relevant to teaching, prompting analysis and application of stress management strategies.
6. Group Discussions and Peer Support: Facilitate sharing of experiences, challenges, and successes in stress management.
7. Reflective Journaling: Encourage participants to journal about stressors, coping strategies, and personal growth throughout the course.
8. Action Planning and Goal Setting: Guide participants in developing actionable stress management plans and setting realistic goals.
9. Follow-Up Sessions and Peer Mentoring: Offer post-course opportunities for continued engagement, support, and accountability.
10. Feedback and Evaluation: Collect feedback to assess effectiveness and adjust course content based on participant input.

## Certification details

TWO CERTIFICATES will be issued as part of this course: one in the form of a diploma with the company stamp and signature of the CEO, stating the name of the course, location, length in hours and a certificate of successful completion of the training.

The SECOND document, in the form of a certificate, will contain the same basic information as the first one, but in addition will contain the complete content of the course.

## Additional information

- Language: English
- Target audience ISCED:
  - Early childhood education (ISCED 0)
  - Primary education (ISCED 1)
  - Lower secondary education (ISCED 2)
  - Upper secondary education (ISCED 3)
- Learning time: 35 hours / 7 days
- Next upcoming session: 08.07.2024 - 14.07.2024



## 08.07.2024 - 14.07.2024 Effective Breathing Techniques, Ergonomic Practices, and Burnout Prevention for Educators

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*This course empowers educators with practical strategies to enhance well-being, optimize work environments, and prevent burnout in the teaching profession.*

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### Description

The course titled "Effective Breathing Techniques, Ergonomic Practices, and Burnout Prevention for Educators" offers a unique opportunity for educators to enhance their well-being and productivity in the workplace. The course covers a wide range of topics, including techniques to improve breathing patterns, ergonomic practices to prevent physical strain, and strategies to prevent burnout. By focusing on these key areas, educators can learn how to manage stress more effectively, maintain a healthy work-life balance, and ultimately improve their overall quality of life. The course (1) provides valuable information on how to optimize breathing techniques and ergonomic practices and (2) emphasizes the importance of burnout prevention for educators. By understanding the impact of stress and burnout on their mental and physical health, educators can take proactive steps to prevent burnout and maintain a positive mindset. Additionally, the course offers practical activities and resources that educators can incorporate into their daily routines to promote self-care and well-being. Overall, "Effective Breathing Techniques, Ergonomic Practices, and Burnout Prevention for Educators" is a valuable course that equips educators with the knowledge and skills needed to thrive in their profession while prioritizing their health and well-being.

- REMARKS (1): All sessions will be taught by university professors or by active primary or secondary school teachers or specialised sports/wellbeing monitors.



## Learning objectives

1. Understand the importance of breathing techniques and ergonomic practices in promoting physical and mental health.
2. Learn a variety of effective breathing exercises to reduce stress, improve focus, and enhance overall well-being.
3. Explore ergonomic principles and strategies to create comfortable and supportive workspaces in educational settings.
4. Identify common signs and risk factors of burnout among educators.
5. Develop personalized burnout prevention plans incorporating mindfulness, self-care, and boundary-setting strategies.
6. Acquire communication skills to advocate for healthy work environments and self-care practices within educational institutions.

## Methodology & assessment

1. Interactive Workshops: Engage participants in hands-on workshops covering breathing techniques, ergonomic adjustments, and burnout prevention strategies. Facilitate group discussions and practical exercises to reinforce learning.
2. Guest Speaker Sessions: Invite experts in wellness, ergonomics, and education to deliver guest speaker sessions. Provide insights and practical tips for implementing effective strategies in real-world teaching environments.
3. Demonstration and Practice Sessions: Conduct demonstration sessions for breathing techniques and ergonomic adjustments, allowing participants to practice and receive feedback. Encourage reflection on personal experiences and challenges.
4. Case Studies and Scenarios: Present case studies and scenarios illustrating common ergonomic issues and burnout challenges faced by educators. Encourage participants to analyze, problem-solve, and apply course concepts to real-life situations.
5. Peer Support and Collaboration: Foster a supportive learning environment where participants can share experiences, exchange ideas, and provide mutual support in implementing strategies for well-being and burnout prevention.



6. Self-Assessment and Reflection: Administer self-assessment tools and reflection exercises to help participants identify areas for improvement and track progress in implementing effective techniques and practices.
7. Evaluation: Conduct pre-and post-course assessments to measure changes in participants' knowledge, attitudes, and behaviors related to breathing techniques, ergonomic practices, and burnout prevention. Gather feedback through surveys and discussions to inform course improvements and future iterations.

## Certification details

TWO CERTIFICATES will be issued as part of this course: one in the form of a diploma with the company stamp and signature of the CEO, stating the name of the course, location, length in hours and a certificate of successful completion of the training.

The SECOND document, in the form of a certificate, will contain the same basic information as the first one, but in addition will contain the complete content of the course.

## Additional information

- Price: 560 EUR
- Language: English
- Target audience ISCED:
  - Early childhood education (ISCED 0)
  - Primary education (ISCED 1)
  - Lower secondary education (ISCED 2)
  - Upper secondary education (ISCED 3)
- Learning time: 35 hours / 7 days
- Next upcoming session: 08.07.2024 - 14.07.2024



## 08.07.2024 - 14.07.2024 Utilizing Sports, Dance and Relaxation Activities as Tools for Educators' Well-being

*This course explores how movement-based activities can enhance educators' physical health, emotional well-being, and overall quality of life.*

### Description

The comprehensive course called "Utilizing Sports, Dance, and Relaxation Activities as Tools for Educators' Well-being" offers a unique opportunity for educators to enhance their overall well-being through engaging content and activities. The course delves into the importance of incorporating sports, dance, and relaxation techniques into educators' daily routines to promote physical, mental, and emotional health. By exploring various strategies and practices, educators can learn how to effectively manage stress, improve their mood, and boost their energy levels, ultimately leading to a more balanced and fulfilling lifestyle. Through a combination of short theoretical knowledge and a lot of practical applications, this course equips educators with the necessary tools to prioritize self-care and cultivate a positive work-life balance. Participants will have the chance to explore different types of sports, dance styles, and relaxation exercises that can be easily integrated into their professional and personal lives. By understanding the benefits of these activities and how they contribute to overall well-being, educators can not only enhance their own health and happiness but also create a more positive and supportive learning environment for their students. This course serves as a valuable resource for educators looking to invest in their well-being and develop sustainable habits that will benefit them both inside and outside the classroom.

- REMARKS (1): All sessions will be taught by university professors or by active primary or secondary school teachers or specialised sports/weebeing monitors.



## Learning objectives

1. Understand the benefits of sports, dance, and relaxation activities for promoting educators' well-being.
2. Explore a variety of sports, dance forms, and relaxation techniques suitable for educators of all fitness levels and interests.
3. Learn practical strategies for incorporating movement-based activities into daily routines to reduce stress and improve mood.
4. Develop mindfulness skills to enhance self-awareness, emotional regulation, and stress management.
5. Cultivate a supportive community where educators can share experiences, challenges, and successes in utilizing movement-based activities for well-being.
6. Foster a culture of self-care and holistic wellness within educational institutions.

## Methodology & assessment

1. **Interactive Workshops:** Engage participants in experiential workshops exploring different sports, dance styles, and relaxation practices. Facilitate group discussions and hands-on activities to reinforce learning.
2. **Guest Instructors:** Invite experienced instructors from various sports, dance, and wellness disciplines to lead sessions and provide expertise. Offer diverse perspectives and practical tips for integrating movement-based activities into educators' lives.
3. **Movement Sessions:** Conduct regular movement sessions, including sports drills, dance classes, and relaxation workshops. Encourage active participation and exploration of different movement modalities to discover what resonates best with individual preferences and needs.
4. **Reflective Journaling:** Encourage participants to maintain reflective journals throughout the course. Prompt journaling activities around experiences, insights, and challenges encountered while engaging in movement-based activities for well-being.
5. **Peer Support and Feedback:** Foster a supportive learning environment where participants can offer encouragement, share resources, and provide constructive feedback to one another. Encourage peer collaboration and accountability in implementing wellness practices.



6. Group Discussions and Sharing Circles: Facilitate group discussions and sharing circles where participants can discuss their experiences, insights, and progress in utilizing sports, dance, and relaxation activities for well-being. Provide opportunities for peer learning and support.
7. Evaluation: Assess participants' learning and growth through pre-and post-course surveys, self-assessments, and reflective exercises. Gather feedback on the effectiveness of the course content, delivery methods, and overall experience to inform future iterations and improvements.

## Certification details

TWO CERTIFICATES will be issued as part of this course: one in the form of a diploma with the company stamp and signature of the CEO, stating the name of the course, location, length in hours and a certificate of successful completion of the training.

The SECOND document, in the form of a certificate, will contain the same basic information as the first one, but in addition will contain the complete content of the course.

## Additional information

- Price: 560 EUR
- Language: English
- Target audience ISCED:
  - Early childhood education (ISCED 0)
  - Primary education (ISCED 1)
  - Lower secondary education (ISCED 2)
  - Upper secondary education (ISCED 3)
- Learning time: 35 hours / 7 days
- Next upcoming session: 08.07.2024 - 14.07.2024





## 08.07.2024 - 12.07.2024 New approaches to digital education (for secondary education and VET)

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*Explore innovative strategies and tools  
to enhance digital learning experiences  
in secondary education and vocational education and training (VET).*

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### Description

Digital education is one of the goals that the Erasmus+ Programme pursues in its latest edition. As a response to that, we offer this course to improve the digital teaching skills. This course would like to review the most effective tools, applications and new approaches to be applied with our increasingly technological students. The aim of this course is for teachers with user-level computer skills to acquire the skills to create materials and publish or share them with their students using new technologies. The course is developed in a participative way, being the teachers the ones who must elaborate didactic materials, videos, tests, performances and other materials, which must also be reflected in a diary-blog or web-diary that will be elaborated by the participants throughout the course. The contents of the course include Blogging, Applications for online teaching (Meet / Zoom / Webex /Loom and others); Creation of didactic materials (advanced resources in Power point / Advanced GoogleSlide / Style rules for presentations – not everything goes); Create your own Youtube video channel; ESL videos, Canvas; Applications for student participation (Quizzes, Quizlet, Kahoot), Google Resources for Teaching, AI resources for education, ChatGPT and other free resources.

- REMARKS (1): All sessions will be taught by university professors or by active primary or secondary school teachers with experience in each of the technologies.
- REMARKS (2): It is highly recommended that those attending the course bring their own laptop, so that they can work more comfortably (in their own



language) and, in addition, they will be able to take the applications with which we work installed and well configured.

## Learning objectives

1. Understand the latest trends and developments in digital education for secondary education and VET.
2. Explore effective strategies for integrating technology into teaching and learning practices.
3. Learn how to design engaging and interactive digital learning experiences tailored to the needs of secondary education and VET students.
4. Discover new tools and platforms for creating multimedia content, interactive assessments, and collaborative projects.
5. Develop skills in digital literacy, critical thinking, and problem-solving necessary for success in the digital age.
6. Foster a supportive learning community where educators can share experiences, challenges, and best practices in digital education.

## Methodology & assessment

1. Interactive Workshops: Engage participants in hands-on workshops covering various aspects of digital education, including digital tools, instructional design, and assessment strategies.
2. Case Studies: Analyze case studies of successful digital education initiatives in secondary education and VET settings. Discuss challenges, solutions, and best practices.
3. Guest Speakers: Invite experts and practitioners in digital education to deliver guest lectures and share insights into emerging trends and innovative practices.
4. Project-Based Learning: Facilitate collaborative projects where participants design and implement digital learning activities for their students. Evaluate project outcomes based on creativity, effectiveness, and alignment with learning objectives.



5. Online Resources and Discussions: Provide access to online resources, discussion forums, and webinars to support ongoing learning and collaboration among participants.
6. Peer Feedback and Evaluation: Encourage participants to provide constructive feedback on each other's digital learning projects. Evaluate participant engagement, contributions, and project outcomes throughout the course.
7. Reflection and Action Planning: Guide participants in reflecting on their learning experiences and developing action plans for integrating new approaches to digital education into their teaching practice.
8. Final Assessment: Assess participants' understanding and application of new approaches to digital education through a final project or presentation demonstrating their learning and insights gained from the course.

## Certification details

TWO CERTIFICATES will be issued as part of this course: one in the form of a diploma with the company stamp and signature of the CEO, stating the name of the course, location, length in hours and a certificate of successful completion of the training.

The SECOND document, in the form of a certificate, will contain the same basic information as the first one, but in addition will contain the complete content of the course.

## Additional information

- Price: 400 EUR
- Language: English
- Target audience ISCED:
  - Early childhood education (ISCED 0)
  - Primary education (ISCED 1)
  - Lower secondary education (ISCED 2)
  - Upper secondary education (ISCED 3)
- Learning time: 25 hours / 5 days
- Next upcoming session: 08.07.2024 - 12.07.2024



## 08.07.2024 - 12.07.2024 Outdoor education: a practical course without classroom

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*Explore Alicante's rich natural landscape, harnessing its resources from the city, sea, and surrounding mountains for experiential learning.*

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### Description

The city, the countryside, the university campus, the sea, the beach... The students' environment offers numerous didactic resources that allow teaching in which the students, through their own experience, learn by themselves with a significant learning outcome that will be difficult to forget. The didactic model of the course is based on taking advantage of the city of Alicante, its environment and its services as a huge laboratory where teachers turn into students, and they will be able to check the functionality of the model and will be able to devise their own formulas to adapt this model to their areas of knowledge. Briefly, the idea is to use the city as an educational tool, exploiting the fact that Alicante is a city with a beach, a port, a European Agency (EUIPO), a very mild climate and surrounded by mountains.

### Learning objectives

1. Understand ecological systems and environmental dynamics.
2. Develop outdoor survival skills and safety protocols.
3. Foster teamwork, leadership, and communication through outdoor challenges.
4. Cultivate environmental stewardship and sustainable practices.
5. Enhance physical fitness and well-being through outdoor activities.
6. Embrace cultural and historical significance of Alicante's natural surroundings.



## Methodology & assessment

1. Field Trips: Organize excursions to diverse outdoor locations such as beaches, mountains, and parks for practical learning.
2. Experiential Learning: Engage in hands-on activities including hiking, camping, and water sports to build skills and deepen understanding.
3. Environmental Studies: Conduct ecological investigations and wildlife observation to learn about local flora and fauna.
4. Group Projects: Collaborate on environmental conservation initiatives and community-based projects.
5. Reflections and Debates: Encourage reflective journals and group discussions to process experiences and discuss environmental issues.
7. Practical Assessments: Evaluate skills and knowledge through performance-based assessments during outdoor activities.
8. Peer Evaluation: Foster peer feedback and support to enhance learning and teamwork.
9. Final Presentation: Present projects and insights gained from outdoor experiences, demonstrating understanding of course objectives.

## Certification details

TWO CERTIFICATES will be issued as part of this course: one in the form of a diploma with the company stamp and signature of the CEO, stating the name of the course, location, length in hours and a certificate of successful completion of the training.

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## Additional information

- Price: 400 EUR
- Language: English
- Target audience ISCED:
  - Early childhood education (ISCED 0)
  - Primary education (ISCED 1)
  - Lower secondary education (ISCED 2)
  - Upper secondary education (ISCED 3)
- Learning time: 25 hours / 5 days
- Next upcoming session: 08.07.2024 - 12.07.2024



**15.07.2024 - 19.07.2024: SDGs in educational centres. Successful experiences and visits to unique facilities (3<sup>rd</sup>. edition / 24)**

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*Explore innovative approaches to integrate Sustainable Development Goals (SDGs) into educational settings.*

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## **Description**

The 2030 Agenda for Sustainable Development, adopted by all United Nations Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries – developed and developing – in a global partnership. All members of society – and educational centres in particular – should contribute to the best of their ability to the achievement of these goals. In the course we will also study how SDGs are implemented in educational centres. By communicating successful experiences and organizing visits to unique facilities we intend that, (1) active teachers and managers share with the attendees their experiences in implementing measures to train / raise awareness of the SDGs among pupils. We believe that it is interesting to learn about the experiences that have worked and those that have not been successful, in order to avoid repeating the mistakes. But the course also shows (2) some interesting facilities existing in the province of Alicante, which can serve as a model or inspiration to generate useful ideas for attendees.

- REMARKS (1): All sessions will be taught by university professors or by active primary or secondary school teachers with experience in each of the technologies.
- REMARKS (2): All attendees who follow the course will receive a document accrediting attendance, participation, and achievement, certifying 30 hours of dedication.



## Learning objectives

7. Understand the concept and significance of Sustainable Development Goals (SDGs) in the context of education.
8. Explore successful experiences and best practices of implementing SDGs in educational centers worldwide.
9. Identify unique facilities and initiatives that promote sustainability and SDGs within educational environments.
10. Analyse challenges and opportunities in integrating SDGs into curriculum, pedagogy, and school culture.
11. Develop strategies for effectively engaging students, educators, and communities in SDG-related initiatives and projects.
12. Foster partnerships and collaboration among educational institutions, government agencies, NGOs, and local communities to advance SDGs.

## Methodology & assessment

7. Guest Lectures and Presentations: Invite experts, educators, and representatives from unique facilities to share their experiences and insights on integrating SDGs into educational centers.
8. Site Visits: Organize visits to exemplary educational centers and sustainable facilities that demonstrate successful implementation of SDGs. Encourage participants to observe practices and interact with stakeholders.
9. Case Studies and Discussions: Analyze case studies of educational centers implementing SDGs. Facilitate group discussions to explore strategies, challenges, and outcomes.
10. Project-Based Learning: Engage participants in collaborative projects to design SDG-focused initiatives for their educational centers. Evaluate project proposals based on feasibility, relevance to SDGs, and potential impact.
11. Reflection and Action Planning: Provide time for reflection on site visits and learning experiences. Guide participants in developing action plans to integrate SDGs into their educational centers.
12. Evaluation: Assess participants' understanding, engagement, and project outcomes through pre-and post-course evaluations, project presentations, and feedback sessions. Adapt course content and activities based on participant feedback and evaluation results.





## Certification details

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## Additional information

- Price: 400 EUR
- Language: English
- Target audience ISCED:
  - Early childhood education (ISCED 0)
  - Primary education (ISCED 1)
  - Lower secondary education (ISCED 2)
  - Upper secondary education (ISCED 3)
- Learning time: 25 hours / 5 days
- Next upcoming session: 15.07.2024 - 19.07.2024



# Alicante Training

Erasmus courses and Traineeships

## 15.07.2024 - 19.07.2024 Intensive Spanish language course for education staff / Curso intensivo de español para docentes

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*Dive into Spanish language immersion tailored for educators, taught by native Spanish-speaking instructors in Spain.*

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### Description

In this course we aim to update your knowledge of Spanish, whatever level it may be. The didactic model we propose is refreshing, with many activities in the street and in real situations, such as shopping, eating out, booking a hotel, finding your way, etc. The goal is that the participants acquire sufficient knowledge of Spanish to be able to move around the city and immerse themselves in the Spanish culture, lifestyle and traditions. The course is designed for any level of previous knowledge, with “help” in five different European languages in case you need it.

- REMARKS (1): All sessions will be taught by university professors or by active primary or secondary school teachers with experience in each of the technologies.

### Learning objectives

1. Develop proficiency in Spanish language communication skills.
2. Enhance vocabulary and grammar for effective teaching and interaction.
3. Gain cultural insights and sensitivity for teaching Spanish-speaking students.
4. Improve listening, speaking, reading, and writing skills in Spanish.
5. Build confidence in using Spanish language in educational settings.
6. Foster intercultural understanding and appreciation.



## Methodology & assessment

1. Immersive Instruction: Conduct classes primarily in Spanish to provide immersion experience.
2. Communicative Activities: Engage in role-plays, group discussions, and language games to practice language in context.
3. Language Labs: Utilize language labs for audiovisual materials, pronunciation practice, and interactive exercises.
4. Authentic Materials: Use authentic texts, videos, and cultural artifacts to expose learners to real-world language use.
5. Peer Interaction: Facilitate peer interactions and language exchange activities to practice conversational skills.
6. Formative Assessments: Conduct regular quizzes, presentations, and speaking tasks to monitor progress.
7. Performance Tasks: Assign projects and presentations requiring language use and cultural understanding.
8. Final Exam: Evaluate language proficiency through comprehensive written and oral exams.
9. Feedback and Reflection: Provide constructive feedback and encourage self-reflection to support continuous improvement.

## Certification details

TWO CERTIFICATES will be issued as part of this course: one in the form of a diploma with the company stamp and signature of the CEO, stating the name of the course, location, length in hours and a certificate of successful completion of the training.

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## Additional information

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- Language: English
- Target audience ISCED:
  - Early childhood education (ISCED 0)
  - Primary education (ISCED 1)
  - Lower secondary education (ISCED 2)
  - Upper secondary education (ISCED 3)
- Learning time: 25 hours / 5 days
- Next upcoming session: 15.07.2024 - 19.07.2024



**29.07.2024 - 02.08.2024 New ways to teach in STEM and Life Sciences: Successful experiences.**

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*Explore innovative teaching methods  
tailored for primary and secondary educators in STEM and life sciences.*

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## **Description**

As no one could understand a hospital using 20th century procedures, education must also adapt to state-of-the-art teaching procedures. The current trend is that students must learn for themselves, in other words, they must learn how to learn. In this course, we will explore 5 great ways to get students to seek information and learn on their own. Participants will try out these five different teaching styles for themselves as if they were learners: (1) problem-based learning, (2) challenge-based learning, (3) flipped classroom, (4) service-based learning and (5) project-based learning.... Depending on the use of time, other learning modalities, perhaps more specific to certain areas of knowledge, may be considered. In addition to teaching the different models, a critical analysis of each model will be made. The experience of the teachers taking part in the course, this time as students, will enable them to analyse for themselves the strengths and weaknesses of each of the procedures.

- REMARKS (1): All sessions will be taught by university lecturers or by active primary or secondary school teachers with experience in each of the methodologies.
- REMARKS (3): It is highly recommended that those attending the course bring their own laptop / tablet to search better the information and in their own language.



## Learning objectives

1. Discover cutting-edge teaching approaches and resources in STEM and life sciences education.
2. Learn practical strategies to enhance student engagement and learning outcomes.
3. Explore successful experiences and best practices from educators in the field.
4. Foster creativity, critical thinking, and problem-solving skills among students.
5. Develop adaptable lesson plans and activities for diverse learning environments.
6. Cultivate a collaborative learning community among educators to share insights and support professional growth.

## Methodology & assessment

1. Workshops and Demonstrations: Engage participants in hands-on workshops and demonstrations showcasing new teaching methods and technologies.
2. Case Studies: Analyze case studies of successful STEM and life sciences education initiatives, examining strategies, challenges, and outcomes.
3. Peer Collaboration: Facilitate peer collaboration and sharing of successful teaching experiences through group discussions and collaborative projects.
4. Reflective Practice: Encourage reflective practice through journaling, self-assessment, and group reflection sessions to refine teaching strategies and approaches.
5. Action Research: Implement action research projects where participants apply new teaching methods in their classrooms, evaluate effectiveness, and share findings with the group.
6. Feedback and Evaluation: Provide ongoing feedback and evaluation through peer review, participant surveys, and instructor assessments to inform course improvements and measure learning outcomes.
7. Final Projects: Require participants to develop and present final projects showcasing innovative teaching approaches and successful experiences in STEM and life sciences education.
8. Community Building: Foster a supportive online community where participants can continue to share resources, collaborate on projects, and seek advice beyond the course duration.



## Certification details

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## Additional information

- Price: 400 EUR
- Language: English
- Target audience ISCED:
  - Early childhood education (ISCED 0)
  - Primary education (ISCED 1)
  - Lower secondary education (ISCED 2)
  - Upper secondary education (ISCED 3)
- Learning time: 25 hours / 5 days
- Next upcoming session: 29.07.2024 - 02.08.2024



# Alicante Training

Erasmus courses and Traineeships

To enrol in one of our courses or to get further information please visit our website at [www.alicantetraining.com](http://www.alicantetraining.com)



**Our doors and our minds are open**