



Alicante Training

Erasmus courses **and** Traineeships

Courses
Aug 2023
-
Aug 2024

**In Alicante Training
our doors
and our minds
are open.**

**If you need more information
write us to
[info @alicantetraining.com](mailto:info@alicantetraining.com)
or visit our website:
www.alicantetraining.com**



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Erasmus courses and Traineeships

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Our doors and our minds are open

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AUGUST/23: SDGs in educational centres. Successful experiences and visits to unique facilities. (Dates: 28/08/2023 to 01/09/2023)

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.

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OCTOBER/23: Experiences of welcoming and integrating immigrant pupils. (Dates: 16/10/2023 to 20/10/2023)

Alicante and its province are a unique place where (1) high-income people who have their second home here, (2) European civil servants from the European Intellectual Property Office, the largest European agency outside Brussels, and (3) people who had to migrate for economic reasons or because of war, coexist permanently... with the traditional population of Alicante and a large number of tourists who come to enjoy its beaches. All this makes Alicante a multicultural place where it is enough to walk down the street to hear the most diverse languages and see typical costumes from all over the world. In this context, the students of some schools are a melting pot of cultures, where students of more than forty nationalities live together without any problems of coexistence. In this course we intend to share the experiences of teachers and school managers in schools where students from different ethnic groups live together, the interventions that have been successful, but also those that have NOT worked, with an analysis of why they have failed. At the same time, as far as possible, we intend to visit some of these schools to see first-hand how coexistence is managed and how, during recess, children of different origins play and interact normally.



MARCH/24: New approaches to digital education (for secondary education and VET) (Dates: 25/03/2024 to 29/03/2024)

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.

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MARCH/24: Outdoor education: a practical course without classroom. (Dates: 25/03/2024 to 29/03/2024)

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.

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MAY/24: SDGs in educational centres. Successful experiences and visits to unique facilities. (Dates: 06/05/2024 to 10/05/2024)

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.

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JUNE/24: Creation and destruction of ephemeral art as a didactic resource. (Dates: 20/6/2024 to 25/6/2024)

Since ancient times, people in many countries in Europe have built bonfires to celebrate the summer solstice. In pagan cultures, the summer solstice was a moment of great significance. It represented the peak of the sun and the culmination of the cycle of growth and fertility in nature. It was seen as a magical time when the Earth, the sky and the people were in perfect harmony with each other. Fire was believed to have a cleansing and protective power. It could ward off evil spirits and bring good luck for the rest of the year. When these fires were lit, people danced and jumped around them. They performed rituals and asked for blessings for their land and homes.

Although the celebration of the summer solstice has evolved and merged with other traditions, in some parts of Europe the custom of lighting bonfires still persists.

In the city of Alicante, an artistic component has been added to the tradition of the building of bonfires. Sculptures made of wood and papier-mâché, over 20 metres high, are built in each neighbourhood. They represent caricatures and are burnt on the night of 24th June. These sculptures are often a combination of artistic creation, mockery of those in power and social criticism.

We're taking advantage of this festival to offer this course to raise awareness of this intangible heritage, with workshops to learn how to make these sculptures on a smaller scale. They can be used as a didactic tool in the classroom for artistic expression... 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'.

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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/>

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JULY/24: Inclusion and violence prevention: international workshop and shared experiences. (Dates: 01/07/2024 to 05/07/2024)

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.

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JULY/24: New approaches to digital education (for secondary education and VET) (Dates: 08/07/2024 to 12/07/2024)

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JULY/24: Outdoor education: a practical course without classroom. (Dates: 08/07/2024 to 12/07/2024)

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JULY/24: SDGs in educational centres. Successful experiences and visits to unique facilities. (Dates: 15/07/2023 to 19/07/2023)

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JULY/24: Intensive Spanish language course for education staff. (Dates: 15/07/2024 to 19/07/2024)

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.

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JULY/24: New ways to teach in STEM and Life Sciences: Successful experiences. (Dates: 29/07/2024 to 02/08/2024)

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.

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More information:

Course fees:

- 400€ (including the course, materials and transport when they are necessary).
- All the registered participants can ask for collaboration to find a flat / hostelling according to their preferences.
- All the participants will have a “emergencies telephone number” 24/7 to assist /help the participant if they have a problem.

Special conditions:

- If you arrange a group or more than 6 people, we can offer the course you want in the days you prefer.
- If you arrange a group or more than 10 people, we can offer the course you want in the language and days you prefer.



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To enrol in one of our courses or to get further information please visit our website at www.alicantetraining.com



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