Flagship Educational Activity:

Educating with Impact: Inclusion, Technology, and Creative Expression through the EUNICoast Alliance

Intended Learning Outcomes (ILOs)

List 4–6 learning outcomes that reflect the selected competencies. Each outcome should be clear, measurable, and action-oriented.

- Analyze and discuss inclusive educational practices for addressing social issues such as gender, bullying, language barriers, and second-chance education in diverse school settings.

- Evaluate the ethical implications of educational decisions and demonstrate integrity in real life teaching and assessment scenarios.

- Apply digital tools and AI-based solutions to enhance teaching, learning, or educational research in coastal or island contexts.

- Develop inclusive, creative lesson designs that integrate visual, musical, or cultural expression tailored to different learning needs.

- Engage in critical reflection on educational innovation and propose context-sensitive improvements aligned with the values of inclusion and diversity.

- Collaborate effectively in interdisciplinary, multilingual teams to co-create solutions for educational challenges affecting underrepresented learners.

Course Content

Relevant EUNICoast Competency Domains

Provide a concise summary of the course, including its academic focus, main learning activities, and types of outputs or assessments expected.

This Winter School offers an interdisciplinary and practice-oriented exploration of inclusive, ethical, and creative approaches to education, with a particular focus on challenges faced in coastal and island contexts. It brings together doctoral students, early-career researchers, and educators to critically examine topics such as gender in education, ethical integrity, language diversity, educational technology, AI, and second-chance education. The course emphasizes active participation through seminars, collaborative group work, case-based discussions, and experiential learning activities. Participants will engage with real-world scenarios drawn from EUNICoast partner institutions, fostering transnational exchange and professional reflection. Key learning activities include peer-led debates, applied pedagogical design, and co-creation of inclusive educational resources.

Main modules or thematic blocks

> List and briefly describe the course's main content units. Indicate whether the module is theoretical, practical, or blended.

1. Diversity and Inclusion
- *The impact of gender in education*
- *Early childhood education*
- *Academic and career guidance (VET), social inclusion, and second-chance education*
- *Language difficulties and bullying*
- *Learning Service*

2. Innovation and Educational Technology
- *Effects of technological advancements on teaching and learning – Social media and new technologies*
- *Educational innovation*
- *Artificial Intelligence (AI): Challenges and innovations in education*
- *Research methodologies and data analysis in educational and social contexts*

3. Creativity, Culture, and Expression
- *Education in visual, musical, and performing arts*
- *Sport and health in educational contexts*
- *Education and psychological development (perceptual, cognitive, social, and emotional)*
- *History of education in school and social contexts*
- *Language acquisition and teaching (didactic focus).*

Indicative Weekly Schedule (optional)

> Provide an overview of the course structure by week or day (if intensive). Include session types (lecture, workshop, fieldwork), and time allocations if available.

Day	Session Title	Activity Type	Time Allocation
Day 1 *Diversity and Inclusion (Part I)*	Welcome & Introduction to the Flagship Activity	Plenary Session	30 min
	Introduction to EUNICoast: Mission, Vision and Values	Plenary Session	30 min
	The impact of gender in education	Lecture	60 min
	Early childhood education	Case Study	60 min

Day	Session Title	Activity Type	Time Allocation
	Language difficulties and bullying	Interactive Workshop	90 min
Day 2 *Diversity and Inclusion (Part II)*	Academic and career guidance (VET), social inclusion, and second-chance education	Panel / Group Work	90 min
	Learning Service	Workshop	90 min

		Teaching Experiences Conference	Conference organised by UIB-IRIE	120 min
Day 3 *Innovation and Educational Technology*		Effects of technological advancements on teaching and learning	Lecture + Q&A	75 min
		Educational innovation	Interactive Seminar	75 min
		Research methodologies and data analysis in educational and social contexts	Scenario Workshop	75 min
		Hands-on Workshop	Hands-on Lab	75 min
Day 4 *Innovation and Educational Technology: Artificial Intelligence*		Artificial Intelligence (AI): Challenges and innovations in education	Lecture + Hands on	90 min
		Artificial Intelligence (AI): Challenges and innovations in education Artificial Intelligence (AI): Challenges and innovations in education	Lecture + Hands on	120 min
		Artificial Intelligence (AI): Challenges and innovations in education	Lecture + Hands on	90 min
Day 5 *Creativity, Culture, and Expression*		Education in visual, musical, and performing arts	Seminar	60 min
		Sport and health in educational contexts	Seminar	60 min
		History of education in school and social contexts	Lecture	60 min
		Education and psychological development (perceptual, cognitive, social, and emotional)	Seminar	60 min
		Language acquisition and teaching (didactic focus)	Lecture	60 min
		Closure – Certificate hand over – Final Picture		30 min

*Note: Afternoon activities will follow on:

- Day 2: Visit to Palma Historic City Centre
- Day 4: Escape Room + Fingerfood

Teaching and Learning Methods

Pedagogical Approach

> **Describe the overall teaching philosophy and learning strategies used in the course. Indicate how active, collaborative, or experiential learning is integrated.**

Learning is structured to foster active participation, collaborative problem-solving, and context sensitive reflection, particularly in relation to the unique social, cultural, and technological challenges of coastal and island communities.

Each day integrates a variety of learning strategies, including lectures, outdoor activities, case studies, workshops, and collaborative activities, that balance theoretical understanding with practical application. Challenge-based learning encourages participants to work in multilingual and interdisciplinary teams to co-design inclusive, creative, and tech-enhanced educational responses. Real-life scenarios from EUNICoast partner contexts are used to enhance situated learning, ensuring relevance to the participants' own teaching and research environments.

The course promotes experiential learning through interactive formats such as scenario-based discussions, pedagogical design labs, and ludic afternoon activities (e.g., escape rooms, cultural visits, boat rides), which provide informal yet meaningful spaces for applying learning, exchanging perspectives, and building cross-cultural connections.