



Auera 7
H.S. 39/29.06.2026
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*Pt aviz CA și
aprobare S.U.*

Prorector MA,



Către,

Consiliul de Administrație al Universității din Oradea spre avizare

Senatul Universității din Oradea spre aprobare

Prin prezenta vă rugăm să ne aprobați avizarea Planului de învățământ al Blended Intensive Programme (BIP) – ***Sustainable Inclusion and Well-Being in Schools: Adapted Movement, Narrative and Creative Arts Approaches***, coordonat de Universitatea din Oradea, ca membră a alianței EU GREEN, și care se va desfășura în perioada 12 octombrie – 27 noiembrie 2026. Acest BIP are următoarea structură:

- participare online (Faza de pregătire virtuală): 12 octombrie – 6 noiembrie 2026
- participare fizică în perioada 16–20 noiembrie 2026, găzduită de Universitatea din Oradea
- participare online (Faza finală de sinteză virtuală): 23–27 noiembrie 2026

Partenerii în cadrul acestui BIP sunt:

- Universitatea din Extremadura, Spania
- Universitatea din Parma, Italia
- Universitatea din Gävle, Suedia
- Universitatea din Oradea, Departamentul de Științele Educației, Facultatea de Științe Socio-Umane, Str. Universității nr. 6, Oradea, România

Data:

Decan,
Prof. univ. dr. hab. Barbu Karla



Director departament,
Conf. univ. dr. Florescu Maria-Cristina

Coordonator:
Conf. univ. dr. Bochiș Laura



CURRICULUM

Valid from academic year 2026-2027

UNIVERSITY OF ORADEA

UNIVERSITY OF ORADEA

FACULTY OF SOCIAL-HUMANISTIC SCIENCES

Department of Educational Sciences

**Blended Intensive Programme (BIP) - *Sustainable Inclusion and Well-Being in Schools:
Adapted Movement, Narrative and Creative Arts Approaches***

Duration of studies/no. of credits: 6 weeks/5 credits



1. MISSION OF THE STUDY PROGRAMME (BIP) - *Sustainable Inclusion and Well-Being in Schools: Adapted Movement, Narrative and Creative Arts Approaches*

This Blended Intensive Programme (BIP) is conceived as an advanced academic and professional formation framework within initial and continuing teacher education. Its mission is to cultivate an integrated understanding of sustainable inclusion and learner well-being as foundational dimensions of contemporary schooling. The programme equips participants with interdisciplinary, research-informed, and practice-oriented approaches that enable them to design and implement pedagogical strategies responsive to learner diversity, including students with Special Educational Needs (SEN).

Grounded in the values and strategic priorities of the EU GREEN Alliance, the programme positions well-being not as an auxiliary component of education, but as a structural condition for participation, equity, and sustainable development in schools.

The academic architecture of the BIP is structured around three complementary pedagogical pillars:

- a critical exploration of the interrelations between emotion, well-being, and sustainable inclusion (Module 1);
- the application of adapted movement as a pathway to participation, emotional regulation, and accessibility (Module 2);
- the use of narrative-based interventions, enriched by visual-plastic arts, as modalities for expression, communication, and shared meaning-making (Module 3).

These theoretical and methodological foundations converge in a five-day Integrated Practice Lab (Module 4), during which participants collaborate in international teams to design, test, and refine inclusive micro-lessons. The Practice Lab integrates hands-on experimentation, structured observation in inclusive educational settings, peer collaboration, and guided reflective analysis. The programme subsequently extends into the digital dimension (Module 5), examining how principles of inclusion and well-being can be operationalized in online and hybrid learning environments.

Addressed primarily to Bachelor's and Master's level students enrolled in teacher education and related educational fields, the programme fosters high-level pedagogical reasoning, strategic instructional design, and context-sensitive decision-making. Particular emphasis is placed on reflective practice, interdisciplinary collaboration, and the consolidation of professional identities oriented toward inclusion, creativity, and sustainable educational development.

The BIP is implemented in accordance with the Erasmus+ Blended Intensive Programme structure and comprises three mandatory and complementary phases:

- Virtual Preparation Phase (12 October – 6 November 2026; Modules 1–3), dedicated to establishing the theoretical and methodological foundations of the programme through a structured combination of synchronous and asynchronous academic engagement;
- Physical Mobility Phase (16–20 November 2026; Module 4 – Integrated Practice Lab), hosted by the University of Oradea, preceded by a short virtual preparation component and focusing on applied pedagogical design, observation, and reflective professional experimentation;
- Final Virtual Synthesis Phase (23 November – 27 November 2026; Module 5 – Toolkit Finalization), during which participants consolidate their learning, finalize collaborative outputs, and receive formative feedback.



A travel interval (9–13 November 2026) is allocated to facilitate participants' mobility arrangements.

Awarding 5 ECTS credits, this Blended Intensive Programme represents a concrete expression of the EU GREEN Alliance's commitment to transforming teacher education across Europe. By embedding inclusion, well-being, and sustainability not as peripheral concerns but as structuring principles of pedagogical practice, the programme contributes to building a shared European educational culture — one in which future teachers are equipped to respond to diversity with creativity, responsibility, and professional confidence.

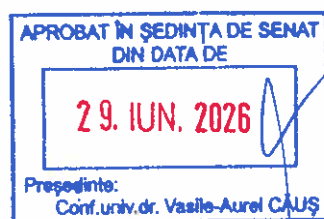
2. OBJECTIVES OF THE STUDY PROGRAMME (BIP)

The programme pursues the following interconnected objectives, oriented toward the advancement of inclusive, sustainable, and internationally grounded initial teacher education:

- to advance innovative and interdisciplinary approaches within initial teacher education, ensuring that inclusion, well-being, creative expression, and adapted movement become integral dimensions of the professional formation of pre-service teachers, in alignment with the values and priorities of the EU GREEN Alliance;
- to strengthen the quality and coherence of pre-service teacher preparation by embedding inclusive and sustainable pedagogical principles that future teachers can apply effectively across diverse school contexts;
- to consolidate structured trans-European cooperation in initial teacher education, enhancing meaningful collaboration and academic exchange among pre-service teachers and academic staff within the EU GREEN network;
- to foster a shared and conceptually grounded understanding of inclusive and sustainable education within teacher education programmes, positioning well-being, emotional literacy, and student-centered learning as core elements of future teachers' professional identity;
- to ensure the availability and accessibility of open educational resources (EU GREEN Toolkit) that translate inclusive and well-being-oriented principles into applicable frameworks for school practice.

The programme is addressed primarily to students enrolled in initial teacher education programmes (at undergraduate and postgraduate levels) who are preparing for entry into the teaching profession. Where relevant, participation may include students from closely related disciplines contributing to educational practice, provided that their academic trajectory is oriented toward pedagogical work. Within this framework, participants will strengthen their capacity to translate theoretical foundations of inclusive and sustainable education into structured, context-responsive pedagogical practices.

Developed under the EU GREEN Alliance, the programme offers a critically grounded engagement with creative and embodied pedagogical approaches. Participants will examine their methodological scope, pedagogical value, and contextual limitations to support informed professional judgement in diverse educational environments.



3. COMPETENCES THAT STUDENTS WILL OBTAIN UPON COMPLETION

General Competence

Participants acquire the capacity to design, implement, and critically evaluate educational practices grounded in inclusion, sustainability, learner well-being, and creativity, within diverse educational contexts.

I. Professional Competences Specific to the Programme

- C1.** Designing educational activities and structured interventions responsive to learner diversity and contextual variability, with explicit attention to participation, equity, and well-being.
- C2.** Implementing learning experiences that integrate creative, embodied, and interdisciplinary approaches (e.g., movement-based learning, narrative methods, visual-plastic expression) in pedagogically coherent ways.
- C3.** Assessing learning processes, student engagement, and developmental progress using evaluation strategies appropriate for diverse and inclusive educational environments.
- C4.** Providing differentiated pedagogical support to learners with diverse educational needs, including those with Special Educational Needs (SEN), within inclusive educational frameworks.

II. Transversal Competence

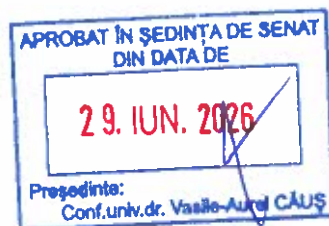
- CT1.** Engaging in systematic reflection, analysis, and continuous improvement of professional practice, applying ethical principles and professional standards specific to Education Sciences, and collaborating effectively within interdisciplinary and multicultural teams in the EU GREEN Alliance context.

EXPECTED LEARNING OUTCOMES

No.	Knowledge	Skills	Responsibility and Autonomy
1	Explains the conceptual and normative frameworks underpinning inclusive and sustainable education, including principles of equity, learner well-being, accessibility, and diversity in educational contexts.	Designs educational activities and structured pedagogical interventions responsive to learner diversity and contextual variability, integrating participation, accessibility, and well-being as operational principles.	Assumes responsibility for applying ethical principles and professional standards in pedagogical decision-making, ensuring equity, confidentiality, and respect for learner diversity.
2	Describes the theoretical and methodological foundations of creative and embodied pedagogical approaches, including movement-based learning, narrative interventions, and visual-plastic expression, and their	Implements coherent learning experiences that integrate creative, embodied, and interdisciplinary approaches, adapting strategies to educational	Assumes shared responsibility for collaborative educational design within interdisciplinary and multicultural teams, contributing actively to



	relevance in inclusive settings.	aims and group characteristics.	reflective and inclusive professional practice.
3	Explains principles and strategies of assessment and differentiated support in inclusive educational environments, including the evaluation of learning processes, engagement, and developmental progress.	Applies formative and summative assessment methods adapted to learner variability and provides differentiated pedagogical support, including for learners with Special Educational Needs (SEN).	Engages in systematic reflection and critical analysis of pedagogical practice, assuming responsibility for continuous professional improvement.
4	Describes principles of classroom management, group facilitation, and psychological safety relevant to inclusive and well-being-oriented learning environments.	Manages learning groups in ways that promote participation, psychological safety, and constructive interaction, adjusting strategies to contextual and learner-specific needs.	Demonstrates professional autonomy in educational decision-making and in planning ongoing professional development within inclusive and sustainable education frameworks.
5	Identifies key principles of reflective professional practice, ethical standards specific to Education Sciences, and frameworks for effective interdisciplinary and multicultural collaboration in educational contexts.	Applies systematic self-evaluation and evidence-based methods to improve pedagogical practice; applies ethical principles and professional norms in educational activities; and performs tasks specific to collaborative teamwork in interdisciplinary and multicultural educational projects.	Engages with professional integrity, sensitivity to diversity, equity, and learner well-being; and acts with team spirit, empathy, and respect in communication and interaction with educational partners within the EU GREEN Alliance.



UNIVERSITY OF ORADEA
FACULTY OF SOCIAL-HUMANISTIC SCIENCES
DEPARTMENT OF EDUCATIONAL SCIENCES
FIELD OF STUDY: EDUCATION SCIENCES

Valid from academic year:
2026-2027

Blended Intensive Programme (BIP) – Sustainable Inclusion and Well-Being in Schools:
Adapted Movement, Narrative and Creative Arts Approaches
 Duration of studies / no. of credits: **6 weeks / 5 credits**

CURRICULUM

Modules	Hours				Evaluation	Credits	IS (hours)
	C	S	L	P			
Well-being and Inclusion in Sustainable Education	6	–	–	4	Cv	1	17
Adapted Movement for Sustainable Inclusion and Physical Well-Being	6	–	–	4	Cv	1	17
Integrating Narrative and Creative Arts for Sustainable Inclusion and Expression	6	–	–	4	Cv	1	17
Integrated Practice Lab: Art, Narrative and Movement for Inclusive Schools and Well-Being	6	–	–	4	Cv	1	17
Digital Inclusion and Well-Being in Sustainable Teaching Practice	6	–	–	4	Cv	1	17
TOTAL	30	–	–	20	–	5	85

Legend: C – Course; S – Seminar; L – Practical works (Laboratory); P – Project; Evaluation – form of verification; Cv – colloquium; Credits – number of ECTS credits; IS – individual study.

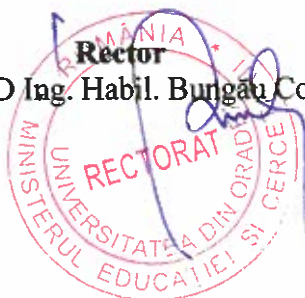
All modules include both a **virtual (online)** and a **physical (on-site)** component, integrated within the Blended Intensive Programme structure.

ONE CREDIT POINT REQUIRES A TOTAL OF 27 HOURS OF STUDY PROGRAMME, DIDACTIC AND INDIVIDUAL ACTIVITY.

Head of Department
 Associate Professor PhD Florescu Maria
 Cristina

Dean
 Professor PhD Habil. Barth Karla Melinda

Rector
 Professor PhD Ing. Habil. Burgau Constantin



UNIVERSITY OF ORADEA
FACULTY OF SOCIAL-HUMANISTIC SCIENCES
DEPARTMENT OF EDUCATIONAL SCIENCES
FIELD OF STUDY: EDUCATION SCIENCES

Valid from academic year:
2026-2027

Blended Intensive Programme (BIP) – Sustainable Inclusion and Well-Being in Schools:
Adapted Movement, Narrative and Creative Arts Approaches
 Duration of studies / no. of credits: **6 weeks / 5 credits**

DISTRIBUTION OF VIRTUAL AND IN-PRESENCE ATTENDANCE

Modules	VT	VP	PT	PP	Total	Evaluation	Credits	IS (hours)
Well-being and Inclusion in Sustainable Education	2	–	4	4	10	Cv	1	17
Adapted Movement for Sustainable Inclusion and Physical Well-Being	2	–	4	4	10	Cv	1	17
Integrating Narrative and Creative Arts for Sustainable Inclusion and Expression	2	–	4	4	10	Cv	1	17
Integrated Practice Lab: Art, Narrative and Movement for Inclusive Schools and Well-Being	2	–	4	4	10	Cv	1	17
Digital Inclusion and Well-Being in Sustainable Teaching Practice	2	–	4	4	10	Cv	1	17
TOTAL	10		20	20	50	–	5	85

Legend: VT – virtual theory; VP – virtual practical; PT – in-presence theory; PP – in-presence practical; Cv – colloquium; IS – individual study

All modules include both a **virtual (online)** and a **physical (on-site)** component, integrated within the Blended Intensive Programme structure.

Head of Department

Associate Professor PhD Florescu Maria
 Cristina



Dean

Professor PhD Habil. Barbu Karla Melinda



Rector

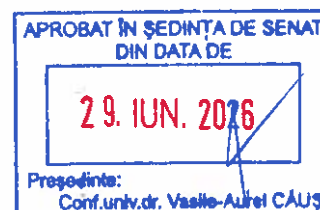
Professor PhD Ing. Habil. Bungău Constantin



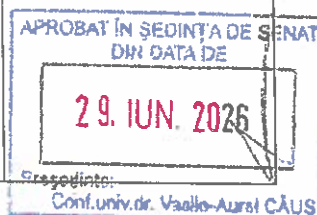
Correlation between Expected Learning Outcomes and Competences Associated with Programme Modules

Annex to the Curriculum – valid from academic year 2026-2027

UNIVERSITY OF ORADEA Faculty of Social-Humanistic Sciences Study Programme: Blended Intensive Programme (BIP) – Sustainable Inclusion and Well-Being in Schools: Adapted Movement, Narrative and Creative Arts Approaches Duration of studies / no. of credits: 6 weeks / 5 credits Valid from academic year 2026-2027				
ESCO competences: Essential skills and competences: • support students with special educational needs • promote inclusion in education • apply differentiated instruction strategies • use reflective practice to continuously improve teaching Transversal Competence: • work within interdisciplinary teams				
General Competence: Participants acquire the capacity to design, implement, and critically evaluate educational practices grounded in inclusion, sustainability, learner well-being, and creativity, within diverse educational contexts.				
I. Professional Competences Specific to the Programme: C1. Designing educational activities and structured interventions responsive to learner diversity and contextual variability, with explicit attention to participation, equity, and well-being. C2. Implementing learning experiences that integrate creative, embodied, and interdisciplinary approaches (e.g., movement-based learning, narrative methods, visual-plastic expression) in pedagogically coherent ways. C3. Assessing learning processes, student engagement, and developmental progress using evaluation strategies appropriate for diverse and inclusive educational environments. C4. Providing differentiated pedagogical support to learners with diverse educational needs, including those with Special Educational Needs (SEN), within inclusive educational frameworks.				
II. Transversal Competence: CT1. Engaging in systematic reflection, analysis, and continuous improvement of professional practice, applying ethical principles and professional standards specific to Education Sciences, and collaborating effectively within interdisciplinary and multicultural teams in the EU GREEN Alliance context.				
EXPECTED LEARNING OUTCOMES*				Modules contributing to the achievement of learning outcomes
No.	Knowledge	Skills	Responsibility and Autonomy	
C1 – Designing educational activities and structured interventions responsive to learner diversity and contextual variability, with explicit attention to participation, equity, and well-being.				• Well-being and Inclusion in Sustainable Education • Integrated Practice Lab: Art, Narrative and Movement for Inclusive Schools and Well-Being
1	Explains the conceptual and normative frameworks underpinning inclusive and sustainable education, including principles of equity, learner well-being, accessibility, and diversity in educational contexts.	Designs educational activities and structured pedagogical interventions responsive to learner diversity and contextual variability, integrating participation, accessibility, and well-being as operational principles.	Assumes responsibility for applying ethical principles and professional standards in pedagogical decision-making, ensuring equity, confidentiality, and respect for learner diversity.	



C2 – Implementing learning experiences that integrate creative, embodied, and interdisciplinary approaches (e.g., movement-based learning, narrative methods, visual-plastic expression) in pedagogically coherent ways.				• Adapted Movement for Sustainable Inclusion and Physical Well-Being • Integrating Narrative and Creative Arts for Sustainable Inclusion and Expression
2	Describes the theoretical and methodological foundations of creative and embodied pedagogical approaches, including movement-based learning, narrative interventions, and visual-plastic expression, and their relevance in inclusive settings.	Implements coherent learning experiences that integrate creative, embodied, and interdisciplinary approaches, adapting strategies to educational aims and group characteristics.	Assumes shared responsibility for collaborative educational design within interdisciplinary and multicultural teams, contributing actively to reflective and inclusive professional practice.	
C3 – Assessing learning processes, student engagement, and developmental progress using evaluation strategies appropriate for diverse and inclusive educational environments.				• Well-being and Inclusion in Sustainable Education • Digital Inclusion and Well-Being in Sustainable Teaching Practice
3	Explains principles and strategies of assessment and differentiated support in inclusive educational environments, including the evaluation of learning processes, engagement, and developmental progress.	Applies formative and summative assessment methods adapted to learner variability and provides differentiated pedagogical support, including for learners with Special Educational Needs (SEN).	Engages in systematic reflection and critical analysis of pedagogical practice, assuming responsibility for continuous professional improvement.	
C4 – Providing differentiated pedagogical support to learners with diverse educational needs, including those with Special Educational Needs (SEN), within inclusive educational frameworks.				• Adapted Movement for Sustainable Inclusion and Physical Well-Being • Integrated Practice Lab: Art, Narrative and Movement for Inclusive Schools and Well-Being
4	Describes principles of classroom management, group facilitation, and psychological safety relevant to inclusive and well-being-oriented learning environments.	Manages learning groups in ways that promote participation, psychological safety, and constructive interaction, adjusting strategies to contextual and learner-specific needs.	Demonstrates professional autonomy in educational decision-making and in planning ongoing professional development within inclusive and sustainable education frameworks.	
CT1 – Engaging in systematic reflection, analysis, and continuous improvement of professional practice, applying ethical principles and professional standards specific to Education Sciences, and collaborating effectively within interdisciplinary and multicultural teams in the EU GREEN Alliance context.				• Integrating Narrative and Creative Arts for Sustainable Inclusion and Expression • Digital Inclusion and Well-Being in Sustainable Teaching Practice
5	Identifies key principles of reflective professional practice, ethical standards specific to Education Sciences, and frameworks for effective interdisciplinary and multicultural	Applies systematic self-evaluation and evidence-based methods to improve pedagogical practice; applies ethical principles and professional norms in educational activities; and performs tasks specific to collaborative teamwork in interdisciplinary and	Engages with professional integrity, sensitivity to diversity, equity, and learner well-being; and acts with team spirit, empathy, and respect in communication and interaction with educational partners	



	collaboration in educational contexts.	multicultural educational projects.	within the EU GREEN Alliance.	
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Date of approval by the Department
Department of Educational Sciences

Date of approval by the Faculty Council
Faculty of Social-Humanistic Sciences

Head of Department,
Associate Professor PhD Maria Cristina FLORESCU



Dean,
Professor PhD Habil. KATH Melinda BARTH

