

University of Sarajevo
September 25-26, 2025

BOOK OF ABSTRACTS

Sarajevo Online Post-Summer School 2025

Inclusion and Interculturality
Through Contemporary
Teaching Competencies

Editors Mirzana Pašić Kodrić, Naida Ajanović Fazlagić,
Merima Čaušević, Alma Ferović-Fazlić, Azur Kuduzović,
Haris Memišević, Mirsada Zečo



Sarajevo Online Post-Summer School 2025 *Inclusion and Interculturality Through Contemporary Teaching Competencies*

Publisher

University of Sarajevo, Obala Kulina bana 7/II,
Sarajevo

For the publisher

Prof. Dr. Tarik Zaimović, Rector

First E-edition

Editors

Assoc. Prof. Dr. Mirzana Pašić Kodrić, Naida Ajanović Fazlagić, MA, Prof. Dr. Merima Čaušević,
Assist. Prof. Alma Ferović Fazlić, Mr. Sci. Azur Kuduzović, Prof. Dr. Haris Memišević,
Assoc. Prof. Dr. Mirsada Zećo

Editorial board

WP3 UNSA

Reviewers

Assoc. Prof. Dr. Sarina Bakić
Assist. Prof. EdD. Edin Kukavica

Sarajevo, 2025.

ISBN

CIP

Technical layout of the publication

Assist. Prof. Alma Ferović Fazlić

By the decision of the Senate of the University of Sarajevo No. _____ of
_____, this publication – Book of Abstracts has received university approval.

Original material in this book of abstracts may be reproduced with the permission of the publisher, provided that (1) the material is not reproduced for sale or profitable gain, (2) the author is informed, and (3) the material is prominently identified as coming from the The Book of Abstracts: *Sarajevo Online Post-Summer School 2025 Inclusion and Interculturality Through Contemporary Teaching Competencies*.

The authors are responsible for the contents of their abstracts and warrant that their abstract is original, has not been previously published, and has not been simultaneously submitted elsewhere. The views expressed in the abstracts in this publication are those of the individual authors and are not necessarily shared by the editor or the reviewers.

Table of Contents

Introductory Note	6	Lecture 6 / Workshop 6	22
Lecture 1 / Workshop 1	10	Equipping Teachers for Inclusion: Building Capacity for Neurodiversity in Education	
Beyond Labels: Exploring Identity, Breaking Barriers and Embracing Intercultural Inclusion		Prof. Dr. Haris Memišević & UNSA WP3 Team	
Prof. Dr. Marija Čutura		University of Sarajevo, Bosnia and Herzegovina	
Assoc. Prof. Dr. Ivona Čarapina Zovko			
University of Mostar, Bosnia and Herzegovina		Lecture 7 / Workshop 7	30
Lecture 2 / Workshop 2	13	No Access, No Problem: Taking Students on an Excursion from Anywhere	
Team-Based Learning and Photovoice in Medical Humanities		Prof. Dr. Václav Stacke	
Assoc. Prof. Dr. Şükrü Erhan Bağcı		University of West Bohemia in Pilsen, Czech Republic	
Çukurova University, Türkiye		Lecture 8 / Workshop 8	32
Lecture 3 / Workshop 3	16	Didactics and Diversity: Reflecting on Diversity with Children	
Teacher Collaboration as an Essential Skill for Creating an Inclusive Society		Prof. Dr. Anja Seifert	
Assoc. Prof. Dr. María Álvarez Couto		Justus Liebig University of Gießen, Germany	
Comillas Pontifical University, Spain		Lecture 9 / Workshop 9	34
Lecture 4 / Workshop 4	18	The contribution of Gesture to Inclusive Communication	
Inclusion and Interculturality: Transforming Education for Diverse Learners through Universal Design for Learning		Dr. Sandrine Simon,	
Apl. Prof. Dr. habil. Sabine Lauber- Pohle		Assoc. Prof. Dr. Leslie Amiot	
Philipps University of Marburg, Germany		University of Limoges, France	
Lecture 5 / Workshop 5	20	Lecture 10 / Workshop 10	37
AI and Contemporary Teaching Competencies		From our student's perspective:	
Nermina Alihodžić Usejnovski, MA		Inclusion and Interculturality Through Contemporary Teaching Competencies	
University of Sarajevo (Alumna), Bosnia and Herzegovina		Hajrija Okanović, Emman Muhović, Majla Murguz	
		University of Sarajevo (Students), Bosnia and Herzegovina	

Herzegovina

Lecture 11 / Workshop 11 38

Inclusive Language in Science Education: A First Step
towards Countering Chemophobia

Assoc. Prof. Dr. Marta E. Alberto,

Assoc. Prof. Dr. Paola Costanzo,

Dr. Teresa Ting

University of Calabria, Italy

SCHEDULE 42

Introductory Note

The *Sarajevo Online Post-Summer School 2025* was conceived as a dynamic meeting point for educators, researchers, alumni and students committed to advancing inclusive and intercultural approaches to teaching in an increasingly interconnected world. Rooted in Sarajevo's symbolic history as a crossroads of cultures and a city marked by both the challenges and the promises of coexistence, the post-summer school sought to provide an intellectual and dialogical space for reflection, exchange, and innovation in teacher education.

The programme focused on the theme of *Inclusion and Interculturality Through Contemporary Teaching Competencies*. Participants engaged with the pressing educational questions of our time: How can education systems respond effectively to the growing diversity of classrooms shaped by migration, national minorities, and globalization? What competencies do teachers require to address the needs of children with different difficulties—children with disabilities, learning challenges, linguistic barriers, and those affected by poverty or displacement? How can internationalisation strengthen teacher education in ways that prepare future educators to foster peace, justice, and inclusive societies?

By combining lectures, workshops, panel discussions, and collaborative group work, in the spirit of EUPeace Mission (<https://www.eupeace.eu/>) and especially the Sarajevo Online Post-Summer School 2025 encouraged participants to critically reflect on global frameworks, such as the United Nations Sustainable

Development Goals, UNESCO's advocacy for inclusive education, and the European Union's emphasis on intercultural dialogue and mobility. It also invited participants to share their own local practices and research, highlighting the diverse ways in which inclusive and intercultural education is being advanced in different contexts.

This Book of Abstracts brings together the scholarly contributions presented during the Sarajevo Online Post-Summer school. The abstracts collected here reflect the richness of perspectives and the variety of methodologies employed by participants, ranging from theoretical analyses to empirical studies and practical innovations. They demonstrate not only the academic rigor but also the ethical and human commitment of those working to ensure that education is a force for peace, justice, and social cohesion.

In compiling this volume, our aim is twofold: to preserve the intellectual achievements of the Sarajevo Online Post-Summer School 2025, and to inspire continued dialogue and collaboration across borders. Just as Sarajevo has long symbolized the meeting of cultures, so too does this collection embody the conviction that intercultural dialogue and inclusive education are indispensable pathways to stronger, more resilient, and more humane societies.

In today's interconnected yet deeply divided world, the role of education is undergoing a profound transformation. No longer is it sufficient to perceive education merely as the transmission of knowledge or the preparation of young people for the labour mar-

ket. Rather, education must be understood as a decisive instrument for cultivating inclusive societies, building peace, and securing justice for all. At its heart lies the conviction that schools and universities are not neutral spaces; they are the very arenas where societies articulate who belongs, who is valued, and whose voices are heard.

Inclusion is the principle that guides this transformative mission. It is not confined to the formal guarantee of access to schools, nor does it stop at the removal of physical barriers. Inclusion is a dynamic, ongoing commitment to ensuring that every learner—regardless of origin, cultural background, socioeconomic position, or personal difficulty—is fully recognized and supported in their learning journey. It requires a rethinking of curricula, pedagogies, and institutional cultures so that they do not merely accommodate difference but actively value it. To embrace inclusion is to affirm diversity as a source of richness for all, and to recognize that the health of democratic societies depends on how they treat their most vulnerable members.

Among those most vulnerable are **children with different difficulties**—children with disabilities, neurodivergent learners, those with learning challenges, those living in poverty, those whose home language differs from the language of schooling, or those who have been displaced by conflict or migration. Their needs are too often overlooked in mainstream educational debates, yet they stand at the very centre of the question of justice in education. When these children are marginalized, societies perpetuate cycles of exclusion, disempowerment, and inequality. When they are embraced and supported, societies model resilience, compassion, and shared responsibility.

The importance of this endeavour is echoed in global policy frameworks. The United Nations' **Sustainable**

Development Goal 4 calls for “inclusive and equitable quality education for all,” while **SDG 16** emphasizes the creation of “peaceful and inclusive societies” and the provision of “access to justice for all.” These goals are not abstract aspirations; they are practical imperatives that can only be realized when education systems place vulnerable children at the centre of reform. UNESCO has long championed the principle that inclusive education is the most effective means of combating discriminatory attitudes and fostering solidarity. Similarly, the **OECD’s work on global competence** highlights the necessity of equipping learners to understand and appreciate different perspectives, while the **European Union** stresses intercultural dialogue, linguistic diversity, and internationalisation as cornerstones of democratic cohesion.

At the core of these commitments stands **teacher education**. Teachers are entrusted not only with guiding learning, but with shaping the ethical climate of classrooms. They are mediators of cultures, translators of values, and facilitators of dialogue. Their ability to respond to the complex needs of learners—including children with different difficulties—depends on their professional competencies. Contemporary teaching competencies include:

- **Cultural responsiveness**, to value and integrate the identities and languages of minority and immigrant learners.
- **Differentiated pedagogy**, to design flexible approaches that allow children with disabilities and learning difficulties to thrive.
- **Social-emotional awareness**, to create safe environments for children who have experienced trauma, displacement, or systemic disadvantage.
- **Critical reflection**, to recognize and disman-

the exclusionary practices and biases within education systems themselves.

It is precisely here that the **internationalisation of teacher education** plays a pivotal role. Exposure to global perspectives, participation in cross-border collaborations, and engagement with international research equip future educators with the tools to teach inclusively in complex, pluralistic societies. Teachers who are trained to see diversity not as a challenge but as an opportunity are better prepared to contribute to peacebuilding, to uphold justice, and to nurture strong, inclusive institutions. Internationalisation, then, is not a luxury or an enrichment—it is a moral and professional necessity in preparing educators for the realities of the twenty-first century.

This Book of Abstracts, *Inclusion and Interculturality Through Contemporary Teaching Competencies*, is dedicated to exploring these intertwined themes. It argues that inclusion must begin with those learners most at risk of marginalization: children with disabilities, children from minority and immigrant backgrounds, and children experiencing socio-economic and cultural disadvantage. Their participation is the true test of whether societies are serious about justice and peace. Through a range of theoretical, empirical, and practice-oriented perspectives, the book highlights how teacher education can be reimagined to equip educators with the competencies necessary to foster intercultural dialogue, support diverse learners, and contribute to the creation of inclusive societies.

The chapters that follow demonstrate that education, when it is inclusive, does more than prepare individuals for employment; it prepares communities for coexistence. It builds the social fabric that enables societies to resist division, violence, and exclusion. It nurtures citizens who are not only knowledgeable but

also empathetic, capable of dialogue, and committed to justice. To neglect the inclusion of vulnerable children is to undermine this social fabric; to prioritise it is to strengthen the very foundations of peace.

It is in this spirit that this Book of Abstracts invites readers—educators, policymakers, researchers, and students alike—to reflect on how contemporary teaching competencies can transform classrooms into laboratories of justice, interculturality, and peace. It is our conviction that the promise of inclusive education is not merely a pedagogical aspiration but a global responsibility: one that affirms the dignity of every learner and safeguards the possibility of a more just and peaceful future for all.

The *Sarajevo Online Post-Summer School 2025* was conceived as a dynamic meeting point for educators, researchers, and students committed to advancing inclusive and intercultural approaches to teaching in an increasingly interconnected world. Rooted in Sarajevo's symbolic history as a crossroads of cultures and a city marked by both the challenges and the promises of coexistence, the summer school sought to provide an intellectual and dialogical space for reflection, exchange, and innovation in teacher education.

The programme focused on the theme of *Inclusion and Interculturality Through Contemporary Teaching Competencies*. Participants engaged with the pressing educational questions of our time: How can education systems respond effectively to the growing diversity of classrooms shaped by migration, national minorities, and globalization? What competencies do teachers require to address the needs of children with different difficulties—children with disabilities, learning challenges, linguistic barriers, and those affected by poverty or displacement? How can internationalisation strengthen teacher education in ways

that prepare future educators to foster peace, justice, and inclusive societies?

By combining lectures, workshops, panel discussions, and collaborative group work, the Sarajevo Online Post-Summer School encouraged participants to critically reflect on global frameworks, such as the United Nations Sustainable Development Goals, UNESCO's advocacy for inclusive education, and the European Union's emphasis on intercultural dialogue and mobility. It also invited participants to share their own local practices and research, highlighting the diverse ways in which inclusive and intercultural education is being advanced in different contexts.

This **Book of Abstracts** brings together the scholarly contributions presented during the Online Post-Summer school. The abstracts collected here reflect the richness of perspectives and the variety of methodologies employed by participants, ranging from theoretical analyses to empirical studies and practical innovations. They demonstrate not only the academic rigor but also the ethical and human commitment of those working to ensure that education is a force for peace, justice, and social cohesion.

In compiling this volume, our aim is twofold: to preserve the intellectual achievements of the Sarajevo Online Post-Summer School 2025, and to inspire continued dialogue and collaboration across borders. Just as Sarajevo has long symbolized the meeting of cultures, so too does this collection embody the conviction that intercultural dialogue and inclusive education are indispensable pathways to stronger, more resilient, and more humane societies.

**Assoc. Prof. Dr. Mirzana Pašić Kodrić & UNSA WP3
Team**

Important links:

Additional scientific sources and materials regarding every topic for all lectures /workshops can be found in the scientific sources / materials available at the link:

https://pfunsaba-my.sharepoint.com/personal/post-summer_school2025_pf_unsa_ba/_layouts/15/onedrive.aspx?CT=1758401188616&OR=OWA%2DNT%2DMail&CID=e9800628%2Ded23%2D8cd2%2De524%2D9145ac811001&e=5%3Ab3ea5d72ee1242f7bb88942bef8a0b04&sharingv2=true&fromShare=true&at=9&id=%2Fpersonal%2Fpost%2Dsummer%5Fschool2025%5Fpf%5Funsaba%5Fba%2FDocuments%2FMaterials%2FFolderCTID=0x0120008C8F8A756B528246A016B0AB7F05C29D&view=0

Please search for scientific sources/materials named by Lecture 1, 2, 3 etc.

All scientific sources /materials that follow each topic are recommended by lecturers of each lecture/ workshop.

Lecture 1 / Workshop 1

Beyond Labels: Exploring Identity, Breaking Barriers and Embracing Intercultural Inclusion

Prof. Dr. **Marija Čutura,**
Assoc. Prof. Dr. **Ivona Čarapina**
Zovko
University of Mostar, Bosnia and Herzegovina

In a progressively globalized and diverse world, the notions of identity and intercultural inclusion are essential in influencing social interactions and educational settings. Labels profoundly influence identity. Identity labeling entails the categorization of individuals or groups based on traits, roles, or affiliations, utilizing labels that may be self-designated or externally imposed. Although labels can cultivate a sense of belonging and collective identity, they may also be constrictive, perpetuating stereotypes, fostering prejudice, and leading to exclusion. Recognizing one's identity and understanding its impact on interactions with individuals from various cultural backgrounds is essential for promoting inclusion. Identity, as a fundamental aspect of self-awareness, is crucial for cultivating intercultural competence, allowing individuals to engage in social interactions with respect, curiosity, and inclusivity. This workshop critically examines the complexity of identity and intercultural inclusion through a method of 'conceptual unpacking' utilizing research methodology-based approaches. Each re-

search framework will be associated with empirical studies, illustrating the analysis of identity and inclusion in intercultural interactions. The concluding segment of the workshop will emphasize self-reflection activities. This workshop seeks to equip students with the necessary tools to critically evaluate identity formation and its connection to inclusivity within multicultural contexts by merging research methodologies with personal exploration, thereby promoting comprehensive engagement with diverse perspectives and enhancing understanding of inclusive social interactions in varied environments.

Keywords: identity, intercultural inclusion, identity labels, intercultural competence



Assoc. Prof. Dr. Ivona Čarapina Zovko is an Associate Professor at the University of Mostar. She completed her doctoral studies in psychology at the Faculty of Humanities and Social Sciences, University of Zagreb. Since 2013 she has been teaching courses on psychology methodology, psychology of work and organizational psychology. Her research focuses on the career development of young people in the transition from the education system to the labor market, primarily on active job search and the psychological and social consequences of unemployment. The focus of her interest are vulnerable individuals such as young people, the unemployed and women who are victims of violence. She participated in the UNICEF projects "Evaluation of the impact of the preparatory pre-school program in the year before entering primary school", "Strengthening the Mental Health Protection of Professionals and Vulnerable Groups in the Federation of Bosnia and Herzegovina: Research of mental health indicators of experts and groups potentially affected by the COVID-19 pandemic in the FBiH" as

a researcher. She participated as a member of the advisory board of the University of Mostar as part of the UNIGEM project promoting gender equality and addressing social conflicts related to sex differences in university settings. She is currently involved in EU Peace project in working packet 5.

E-mail: ivona.carapinazovko@ff.sum.ba



Prof. Dr. Marija Čutura is a full professor at the Faculty of Economics, University of Mostar. She holds a degree in Political Science from the University of Zagreb and later pursued postgraduate studies in Business Economics at the Faculty of Economics, University of Mostar, earning an MSc in Economics. She further advanced her qualifications with a PhD in Economics from the University of Sarajevo, School of Economics and Business.

Professor Čutura has authored and co-authored over 40 scientific papers published in academic journals and co-authored four books. In 2014, she received the Danubius Young Scientist Award. Her research is mostly interdisciplinary, integrating economic theory, social psychology, and sociology to examine complex socio-economic phenomena. She has explored concept of animosity, analyzing how historical and socio-political perceptions shape regional trade. Another key focus is ethnocentrism, particularly its socio-economic impact and its links to national identity. Additionally, she has published studies on young

people's perspectives, covering different topics such as: ethnocentrism, social values, political culture, trust in domestic institutions, self-employment skills and views on European Union membership.

Beyond academia, Professor Čutura actively participates in professional associations and educational initiatives. She has led training programs on research methodology in the social sciences for academic staff and serves as a member of scientific advisory councils, including both state and federal committees for science.

E-mail: marija.cutura@ef.sum.ba

Lecture 2 / Workshop 2

Team-Based Learning and Photovoice in Medical Humanities

Assoc. Prof. Dr. **Şükrü Erhan Bağcı**
Çukurova University, Türkiye

This lecture/workshop is designed to investigate approaches that assist educators tasked with teaching in large, overcrowded classrooms while remaining dedicated to promoting active learning and student involvement. The objective is to examine techniques that can address the structural difficulties associated with large class sizes and to brainstorm potential instructional designs that may provide effective solutions. Accordingly, the lecture/workshop will center on a case study from the Faculty of Medicine at Çukurova University in Türkiye, serving as a foundation for reflecting on how these strategies can be tailored and applied in similarly restricted educational contexts.

This lecture/workshop is designed to disseminate the insights of both educators and students concerning the aforementioned implementation. It will be structured into three parts: The initial part will outline the justification and development process of the course in question. The subsequent part will highlight the students' outputs pertaining to the course themes,

along with their reflections as articulated in the feedback forms utilized for course assessment. The final part will facilitate a discussion session that will engage lecture/workshop participants in addressing questions, critiques, and contributions related to the course.

Large class sizes are among the most pressing challenges faced by medical schools in Türkiye. In such educational settings, it is often difficult to implement active learning approaches that empower students to take ownership of their learning processes and to develop a critical perspective on the issues addressed. As a result, students in Turkish medical schools generally remain passive recipients of knowledge, which not only hinders their acquisition of essential competencies, but also poses a barrier to their development as self-directed learners and active citizens—qualities that are increasingly expected of future physicians.

While decreasing student enrollment is the ideal

resolution to the issue of overcrowded medical education classes, the course design discussed in this lecture/workshop serves as a pragmatic approach to this extensive challenge. This study seeks to offer valuable insights particularly for educators operating in large-class environments, tasked with delivering curricula that tackle social issues and promote critical thinking.

Keywords: team-based learning, photovoice, medical humanities



Assoc. Prof. Dr. Şükrü Erhan Bağcı serves as the Head of the Department of Medical Education and Informatics at the Faculty of Medicine, Çukurova University, located in Adana, Türkiye. With a background in psychological counseling and adult education, complemented by postdoctoral research conducted in Germany, he operates at the convergence of medical education, adult learning, and the sociology of education. His research and publications focus on themes such as equality, participation, and transformative skills within health professions education. Additionally, he leads a national research project funded by TÜBİTAK, aimed at developing an undergraduate medical education program for extraordinary situations in the age of multiple crises. He actively contributes to international academic discourse through interdisciplinary teaching, research, and academic networks, and he also serves as a co-editor for the Journal of Critical Pedagogy in Türkiye.

E-mail: erhanbagci@gmail.com

Lecture 3 / Workshop 3

Teacher Collaboration as an Essential Skill for Creating an Inclusive Society

Assoc. Prof. Dr. **María Álvarez Couto**
Comillas Pontifical University,
Spain

Teacher collaboration involves moving teaching practices from independence among teachers to interdependence at any educational level. That is, it implies a change in perspective: from considering other teachers as a weak source of influence on one's own teaching practice to seeing them as a relatively strong source of influence. Collaborative practices can have different degrees of intensity, from the exchange of ideas and anecdotes to co-teaching. Regardless of the degree of collaboration, there is a clear need for the presence of different soft skills in the teachers that predispose them to collaborate, for example, teamwork or effective assertive communication. Therefore, it is necessary for teachers to work on these competencies from the first moments of their training, both initial and continuous, since teacher collaboration is a strategy that is directly related to educational inclusion. Research shows that the higher the level of teacher collaboration, the greater the development of soft skills such as teamwork, empathy, adaptability and communication. All

this, in turn, is related to better professional interpersonal relationships, that have a positive impact on well-being, learning and the creation of optimal educational models for all students, including those with greater support needs. Collaboration requires willingness, but also a capacity for reflection, criticism and self-criticism in order to improve collaborative practices and, ultimately, educational attention to students.

Keywords: teacher collaboration, inclusion, soft skills, interdependence



Assoc. Prof. Dr. María Álvarez Couto holds PhD. in Education, she graduated in Pedagogy, holds Master in Special Education from the Complutense University of Madrid (UCM, Spain), and Master in Teacher Training, specializing in Educational Guidance, by the University Rey Juan Carlos (URJC, Spain). She is currently an associate professor at the Department of Education, Research Methods and Evaluation of the Faculty of Human and Social Sciences of the Universidad Pontificia Comillas, where she teaches subjects related to attention to diversity and neurodevelopmental disorders.

E-mail: macouto@comillas.edu

Lecture 4 / Workshop 4

Inclusion and Interculturality: Transforming Education for Diverse Learners, through Universal Design for Learning

Apl. Prof. Dr. habil. **Sabine Lauber-Pohle**
Philipps University of Marburg,
Germany

This session is designed for higher education teaching staff who wish to make their teaching more inclusive and culturally responsive. As student populations grow increasingly diverse—across dimensions such as culture, language, disability (including physical, sensory, and cognitive), and educational background—traditional teaching methods often fall short in meeting the full spectrum of learner needs. Universal Design for Learning (UDL) offers a robust, research-based framework for proactively designing teaching and learning environments that anticipate diversity and reduce barriers to participation and achievement.

The session focuses on how the three core UDL principles—multiple means of engagement, representation, and expression—can be effectively applied in higher education settings. Special attention will be given to how these principles support international, multilingual, neurodiverse students, students with disabilities, and those who are the first in their families to attend university.

A key emphasis lies in exploring the intersection between UDL and intercultural pedagogy, encouraging participants to critically reflect on their teaching assumptions, materials, and practices. Attendees will gain practical strategies for creating equitable, accessible, and culturally affirming learning environments within their own disciplines and institutions.



Apl.Prof. Dr. habil. Sabine Lauber-Pohle studied Educational Science with a specialization in Adult Education, complemented by minors in European Ethnography and Intercultural Education. Since 2010, her research has focused on Visual Impairment Education for adult learners, with particular emphasis on the professional development of educators and inclusive didactics. She is responsible for the design and coordination of two part-time postgraduate degree programs in Education for the Blind and Visually Impaired and serves as editor of the academic journal *blind-sehbehindert*.

E-mail: lauber@uni-marburg.de

Lecture 5 / Workshop 5

AI and Contemporary Teaching Competencies

Nermina Alihodžić Usejnovski, MA
University of Sarajevo (Alumna),
Bosnia and Herzegovina

The development of artificial intelligence is bringing significant changes to education, opening up possibilities for new methods of teaching and learning. In the contemporary context, the integration of AI tools has become an essential part of teaching competencies, as it enables more creative, interactive, and student-centered approaches. One area where AI can be particularly effective is literature teaching. Traditional analysis of literary works is based on reading, interpretation, and discussion, but the application of AI technologies – such as generating images from textual descriptions – extends these boundaries and creates opportunities for innovative classroom activities. Using Shakespeare's *Romeo and Juliet* as an example, students can employ AI tools to create visual representations of characters based on their own descriptions, focusing not only on physical appearance but also on personality traits and emotions. These AI-generated images can then be compared with portrayals from various film or stage adaptations, encouraging discussion about similarities and

differences in the representation of literary characters. In doing so, students develop analytical and critical thinking skills, gain awareness of how artistic and technical choices influence visual interpretation, and recognize that representations of literary texts are always, to some degree, subjective. This approach to literature teaching demonstrates that AI can serve as a valuable pedagogical tool, bridging traditional methods with digital innovations. It encourages students to practice precise description, argumentation, and creative expression while simultaneously building digital skills necessary for life and work in today's society. The integration of artificial intelligence into literature education does not replace classical approaches but rather enriches them, allowing students to achieve a deeper understanding of the text while strengthening competencies that go beyond the boundaries of literary interpretation.

Keywords: AI, contemporary teaching, literature



Nermina Alihodžić Usejnovski, M.A., is an alumna of the University of Sarajevo and currently a PhD candidate in the field of Teaching Methodology. She has fifteen years of experience in teaching Bosnian language and literature and presently serves as Head of the director's office – Pre-University Education Institute of Sarajevo Canton.

Her scholarly and professional work is primarily focused on teaching methodology, with particular emphasis on the correlation of teaching content and learning outcomes, innovative and contemporary approaches to education, language acquisition and literacy development, as well as teacher professional development and classroom practices. She is the author of numerous academic and professional papers, as well as several books and handbooks designed to support language learning and teaching practice.

E-mail: nermina.usejnovski@gmail.com

Lecture 6 / Workshop 6

Equipping Teachers for Inclusion: Building Capacity for Neurodiversity in Education

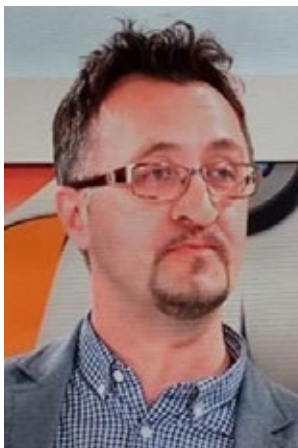
Prof. Dr. **Haris Memišević** & **UNSA
WP3 Team**

University of Sarajevo, Bosnia and
Herzegovina

Teachers today face a new set of challenges compared to those just a generation ago. Classrooms are becoming increasingly diverse, not only in terms of culture, language, and ability, but also in terms of neurodiversity. Among the greatest challenges in contemporary education is the effective inclusion of children with developmental disabilities, particularly children with autism. While inclusive education is widely endorsed as a guiding principle, its implementation requires that teachers be specifically equipped to meet the needs of students with autism. This presentation explores the role of teachers in fostering inclusive education, with a specific focus on working with children with autism. It highlights the unique learning profiles and support needs of autistic students and identifies the core competencies that educators must possess to teach effectively in neurodiverse classrooms. These include an understanding of autism, skills in individualized instruction and communication strategies, the ability to adapt curriculum and environment, and a positive, respectful attitude

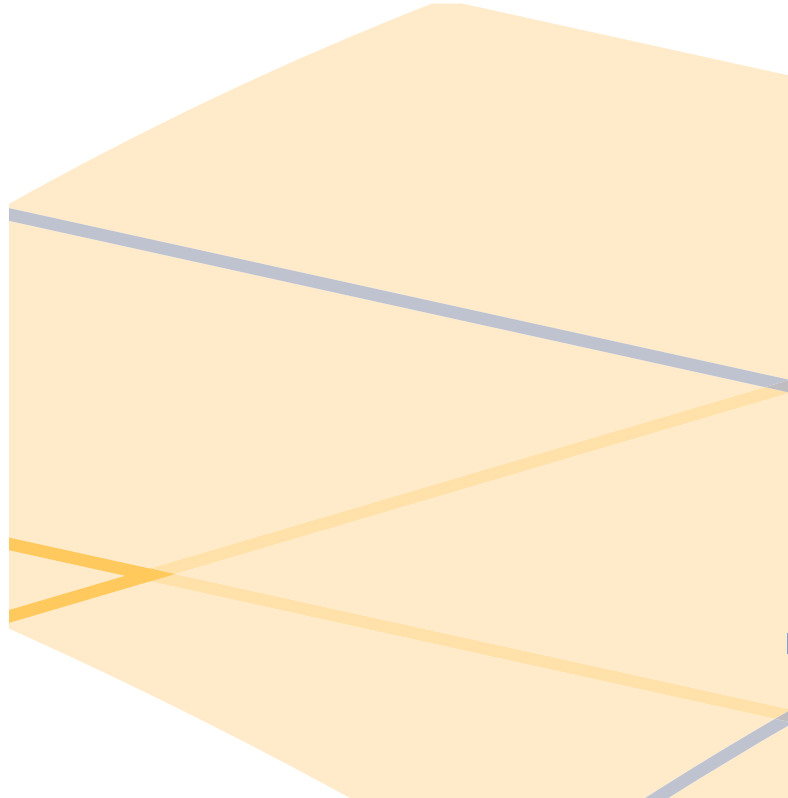
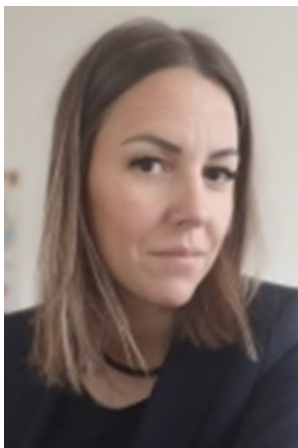
toward difference. Despite policy-level support for inclusive education, current teacher training programs often lack sufficient focus on neurodevelopmental diversity, leaving many educators underprepared. Drawing on current research, international frameworks, and examples from practice, this presentation argues for a rethinking of how we prepare teachers for inclusive roles. The conclusion emphasizes that meaningful inclusion of children with autism will only be possible if initial and in-service teacher education is reformed to include systematic, evidence-based training on neurodiversity.

Keywords: inclusive education, autism spectrum disorder, teacher competencies, teacher education



Prof. Dr. Haris Memisevic is a full professor of Special Education at the University of Sarajevo, Faculty of Educational Sciences. He has a wide experience in the field of developmental disabilities. He published three books and over fifty scientific articles. He is the recipient of the State Science Award for 2023, the highest scientific recognition given in the field of science in Bosnia and Herzegovina.

E-mail: hmemisevic@pf.unsa.ba



Naida Ajanović Fazlagić, MA, obtained both her undergraduate and master's degrees at the University of Sarajevo and is currently pursuing doctoral studies at the Faculty of Educational Sciences of the University of Sarajevo. Her academic orientation has been shaped by interests in education, inclusion, interculturality, and innovative approaches to contemporary educational practices.

She is professionally engaged in the field of international cooperation, with a particular focus on the development and implementation of international projects, the establishment and strengthening of partnership networks, and the promotion of the internationalization of higher education.

Her professional experience demonstrates a strong commitment to academic development, the advancement of educational quality, and the integration of the Bosnian and Herzegovinian higher education area into international educational and research contexts.

E-mail: nfazlagic@pf.unsa.ba



Prof. Dr. Merima Čaušević completed her undergraduate, master's, and doctoral studies at the Department of Theory and Pedagogy at the Music Academy of the University of Sarajevo. She deals with research in the field of general music education and Bosnian music. She gained significant pedagogical experience working with children and young people of different ages. She is an active participant in scientific and professional seminars, symposia, congresses in the country (Bosnia and Herzegovina) and abroad (Norway, Türkiye, Poland, Netherlands, Croatia, Slovenia). She has been a member of the FBiH Musicological Society since 1998, of which she has been president since May 2025, and of the European Association for Music in Schools (EAS – European Association for Music in Schools) since 2010. She has participated in several scientific and professional projects in front of the UNSA Faculty of Pedagogy, and as part of Erasmus, she was a guest lecturer at universities in Slovenia and Slovakia. She is the author/co-author of several scholarly and professional books, mono-

graphs, scientific and professional works in anthologies and magazines. She is a reviewer for books, manuals, curricula, works in anthologies and magazines in Bosnia and Herzegovina, Croatia and Serbia. She is a member of the editorial boards of magazines, scientific, program and organizational committees of symposia in the country and the region.

E-mail: mcausevic@pf.unsa.ba



Assist. Prof. Alma Ferović-Fazlić, MA, obtained her postgraduate studies at the Royal Academy of Music in London, as the first and only Bosnian-Herzegovinian citizen to date in the Musical Theatre Department. She is currently a PhD student at the Music Academy – University of Sarajevo and an assistant professor at the Academy of Performing Arts in Sarajevo, where she has been teaching Voice since 2018 on Acting department. She is the recipient of several awards for her pedagogical, artistic and scientific work. She is an associate of the Royal Academy of Music, and also founder of iMTM Sarajevo, a platform for performing arts. As a guest lecturer, she collaborates with the Royal Academy of Dramatic Art in London and Zagreb. She is certified vocal coach (EFP), member of EVTA, AOTOS, and VASTA, and author of several academic articles published across the region. She is an international examiner for RSL Awards exams in London in the field of musical theatre and acting.

E-mail: alma.ferovic.fazlic@asu.unsa.ba



Mr. Sci. Azur Kuduzović is a graduate special education typhologist (visual impairment) and master of social sciences in the field of typhology (visual impairment) from the University of Tuzla. He dedicated his career to the education and rehabilitation of visually impaired people, earning the title of instructor of orientation and movement of blind people. Through many years of experience, he was involved in management structures in specialized educational institutions. For more than 15 years, he worked as a specialist of orientation and mobility (O&M) at the JU Center for Blind and Visually Impaired Children and Youth in Sarajevo, where he was also the director of that institution for three years. His experience includes the position of sports director in Special Olympics B&H. He is currently employed as an assistant at the Faculty of Education of the University of Sarajevo, where he contributes to the teaching process in the field of education and rehabilitation. Azur Kuduzović is also the author of the manual for orientation and mobility of blind and visually impaired people. He is

also active in professional associations of educators and rehabilitators "STOL" and working groups, participating in the creation of inclusive educational practices. His commitment to professional development is evident through numerous seminars and conferences where he has participated and lectured. As an invited speaker, he has shared his knowledge at international conferences in Skopje and Ljubljana. He has participated in the evaluation of online teaching and is a member of the Commission for Inclusive Education. His work also includes leadership in school boards and activities in the swimming association. As a practicing expert, he has been engaged in higher education institutions in Sarajevo, Tuzla and Mostar.

E-mail: akuduzovic@pf.unsa.ba



Assoc. Prof. Dr. Mirsada Zečo completed her undergraduate and master's studies at the Music Academy in Sarajevo. She obtained her doctoral degree at the Faculty of Education, University of Sarajevo. She currently holds the position of Associate Professor at the Faculty of Education, Department of Preschool Education, Primary Education, and Education and Rehabilitation. Since 1999, she has been actively involved in numerous volunteer projects and music workshops. Through her work in preschool, primary, and secondary education as a music education lecturer, she has gained deep insight into the everyday challenges of working with children in both public and private educational institutions. She explores new directions in music pedagogy and music therapy, including the use of sound bowls, gongs, and similar forms of sound stimulation, in her roles as a musician and researcher. Throughout her academic career, she has published one scientific monograph as well as numerous scholarly and professional papers. She is a member of the Musicological Society of the Fed-

eration of Bosnia and Herzegovina and the Regional Network for Psychology and Music (RNPaM)

E-mail: mzeco@pf.unsa.ba



Assoc. Prof. Dr. Mirzana Pašić Kodrić, UNSA WP3 Team Leader, is an associate professor of literature and head of the Department of Elementary Class Education at the University of Sarajevo – Faculty of Educational Sciences. She is also a contemporary Bosnian and Herzegovinian writer and a member of the Writers' Association of Bosnia and Herzegovina, as well as several other literary organizations both within the country and abroad. Her works include academic books and papers in the fields of literature and bibliotherapy, alongside books and various texts in creative writing (poetry, short stories and dramas), some of which have been translated into several languages. She has received numerous international awards for her literary contributions, including the 1st Prize AAZAAD International Award in Fiction (2021, World Literature India) for the best short story in English, Freedom of the Word. In addition, she is also one of the founders of the Institute of Children's Literature of Bosnia-Herzegovina and, over the years, taught Bosnian, Croatian and Serbian Languages and

Cultures at Arizona State University, Melikian Center for Russian, Eurasian, and East European Studies, Critical Languages Institute, where she also served as director of the Sarajevo Summer School Practicum.

E-mail: mpkodric@pf.unsa.ba

Lecture 7 / Workshop 7

No Access, No Problem: Taking Students on an Excursion from Anywhere

Prof. Dr. **Václav Stacke**
University of West Bohemia in
Pilsen, Czech Republic

Fieldwork and excursions constitute an indispensable component of education. However, various circumstances may prevent students from participating in fieldwork. Health-related limitations, financial constraints, global pandemics, armed conflicts, and other external factors can hinder participation. Additionally, some field sites may be inaccessible due to safety concerns or excessive distance from the institution, making in-person visits impractical. Moreover, traditional field trips often leave a considerable environmental footprint, as they frequently require extensive travel by car or even air transport.

This conference paper explores the potential of virtual field trips as an effective tool for either fully replacing or complementing traditional fieldwork and excursions. We will present examples of geographical field trips focusing on Czech volcanic landscapes, landscapes affected by surface mining, as well as examples from other natural science disciplines and related fields (e.g., an introductory visit to a laboratory). In the first part of the paper, we will demonstrate

how virtual environments can be effectively utilized and how content can be meaningfully integrated into them. The second part will address the didactic transformation of content and the use of a model of the in-depth structure of education to ensure pedagogical integrity, ensuring that learning remains unhindered. Finally, we will discuss methods for collecting high-quality data suitable for use in virtual field trips.

Keywords: EUPeace, virtual field trip, virtual excursion, virtual fieldwork, inclusive education, content transformation.



Prof. Dr. Václav Stacke is from Czechia. His entire professional career has revolved around geography. He earned his bachelor's degree in Economic and Regional Geography, followed by a master's in Physical Geography and Geoecology and a Ph.D. in Environmental Geography. He started his post-doc position at the Faculty of Education of the University of West Bohemia in Pilsen, where he continues to work to this day. Over time, he gradually transitioned from a promising career in physical geography to focus on the geography education. He currently serves as the Head of the Department of Earth Sciences, the Head of the Centre for Educational Research, and Assistant to the Vice-Dean for Creative Activities, responsible for the internal grant system. His publications span both physical geography and the didactics of geography. In the field of didactics, his main interests include the proper application of didactic transformation in geography teacher education, and Virtual Field Trips. In physical geography, he focuses on landscape development in relation to climate change and land

use changes. He teaches both physical and regional geography subjects and didactics-oriented courses. His international experience includes a four-month internship at the University of New Mexico, numerous conferences, and field research across Europe. What he considers his greatest professional achievement is that the department he leads runs like a well-oiled machine – and that the graduates of the Geography Teacher Training programme are excellently prepared for real-world practice, with around 90% going on to take up relevant teaching positions and remaining in them long-term. In his free time, Václav enjoys sleeping and eating. He's also passionate about traveling and exploring the beauty and complexity of our planet. He prefers destinations that are still relatively untouched and where good food is part of the experience. So far, he has been lucky enough to visit 43 countries across all continents.

E-mail: stacke@cbg.zcu.cz

Lecture 8 / Workshop 8

Didactics and Diversity: Reflecting on Diversity with Children

Prof. Dr. Anja Seifert

Justus Liebig University of Gießen,
Germany

This workshop will focus on the question of how the (plural) life worlds of children in a migration society can become a didactic reference point for inclusive teaching that is oriented towards ideals such as diversity sensitivity and discrimination critique in a post-migrant society. Children ask questions, and many of these questions relate to the major themes of inclusion and interculturality and also touch upon socio-political and political issues as well as questions about the (uncertain) future. Even young children are actively involved in social and political discourses and debates on issues such as diversity, anti-Semitism, racism, children's rights, migration and flight, as well as local problems like poverty (in old age), homelessness, and (racist) attacks. The reflective engagement with diversity as a normality poses a central challenge for both (prospective) teachers and students. How is diversity represented in children's and school books, and what further possibilities and potentials do these entail? It is about didactically guided reflection on categories of diversity in context.

Keywords: Diversity, children's books, didactics, inclusion, peace



Prof. Dr. Anja Seifert is a professor of Pedagogy and Primary Education at the Institute of Early Childhood and Primary Education, Justus Liebig University of Gießen (JLU), Germany. She holds a State Examination in Educational Sciences from the University of Education in Heidelberg and completed her second State Examination during her teacher traineeship at the Teacher Institute in Potsdam. In 2002, she earned her doctorate in Educational Sciences from the University of Essen, focusing on cultural studies, childhood, and youth studies. Her academic career spans several institutions, including the University of Cologne and the University of Education Ludwigsburg, where she served as Academic Senior Counsellor for over a decade. Since 2020, she has held a full professorship at JLU Gießen and served as Managing Director of the Institute for Childhood and Primary Education from 2020 to 2022. She is actively involved in academic governance and quality assurance, serving on various interdisciplinary committees and as an evaluator of national and international study programs. She

is a member of multiple boards and councils at JLU, including the Faculty Council FB 03 and the Centre for Teacher Training. Her teaching portfolio includes seminars, lectures, and thesis supervision in Educational Sciences, Early Childhood Education, and Primary Education at BA, MA, and PhD levels. She also organizes academic events, such as the 2023 conference on the internationalization of teacher education.

E-mail: anja.seifert@erziehung.uni-giessen.de

Lecture 9 / Workshop 9

The contribution of Gesture to Inclusive Communication

Dr. **Sandrine Simon**,
Assoc. Prof. Dr. **Leslie Amiot**
University of Limoges, France

At school or university, oral language can be a problem for many students (hearing impaired, specific language impairment, foreign language native, etc.) preventing them from fully benefiting from the learning they are taught. Various studies show that gesture makes a significant contribution to the teaching/learning of mathematics or foreign/second languages (Macedonia, 2019), to the memorisation of new words by children with a language disorder (Fagard & Schelstraete, 2024) or listening comprehension in young children (Cauna, Tellier & Colé, 2021) : embodying learning to facilitate it.

Sometimes, “gesture” can be used as an alternative form of communication (sign language for deaf people for example) or as a complement to oral language in environments that require it (completed spoken language but also multi-sensory learning, communication underwater or in a noisy space, etc.), gesture may be or may not be iconic/intuitive.

In this workshop, we will look at the use and learning

of gesture to facilitate oral comprehension for these different audiences at school, with the aim of creating a more inclusive access to language and learning.

This workshop will alternate theoretical contributions and interactive learning/recuperation phases.

Keywords: inclusion, gesture, language difficulties, learning



Dr. Sandrine Marie Simon is a teacher trainer at the Teacher Education Institute (INSPE) in Limoges. Specialised in English as a foreign language (EFL) and the didactics of EFL for future primary teachers, she did a PhD on inclusive education for which she worked 2 years in a Canadian school as a remedial teacher. Her teaching experience concerns primary, secondary, higher and adult education. Her research topics are how to develop self-confidence in the learning and teaching of EFL and how to make sure no pupil is left aside. She participated in an Erasmus+ project Pathways to Inclusive Pedagogy, is the coordinator of a workpackage (WP3) on the Internationalisation of teacher education for EUPeace project (<https://www.eupeace.eu/>). She also writes books for children and writes for and with disabled adults (www.sandrine-marie-simon.fr).

E-mail: sandrine.simon@unilim.fr



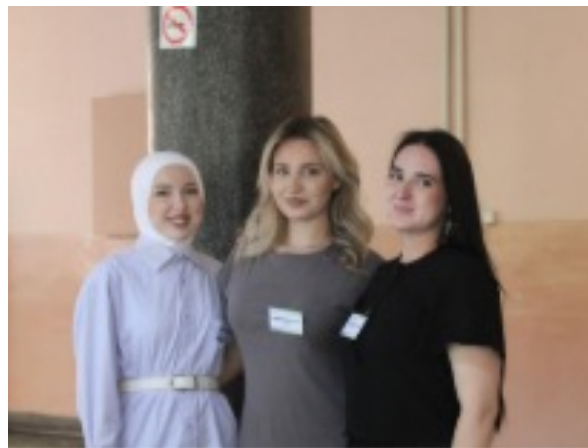
Assoc. Prof. Dr. Leslie Amiot holds a PhD in Psycholinguistics and is an Associate Professor in Psychology and Education, researcher at theFrED laboratory - Education and Diversity in French-speaking Areas. She has been training teachers and future teachers for 19 years in child and adolescent development and inclusive education. She is the Inclusive School Project Manager at INSPE in Limoges, responsible for the Master's degree in 'Supporting Inclusive Dynamics' and the University Diploma in 'Becoming an Inclusive School Actor'.

E-mail: leslie.amiot@unilim.fr

Lecture 10 / Workshop 10

From our student's perspective:
Inclusion and Interculturality
Through Contemporary Teaching
Competencies

**Hajrija Okanović, Emman Muhović,
Majla Murguz**
University of Sarajevo (Students),
Bosnia and Herzegovina



In our presentation, we want to explain what the educational path of a student of the Faculty of Education of the University of Sarajevo looks like in the construction of everything that is Inclusion and Interculturality Through Contemporary Teaching Competencies. We will talk about the importance of education, especially the teaching profession, but also about our perception of inclusion and interculturality in accordance with our acquired knowledge. The topic is particularly interesting to us since we are from Bosnia and Herzegovina, which is an excellent example of the coexistence of different cultures, religions and traditions, but also about inclusion, which can be particularly sensitive when it comes to national minorities as well as immigrant populations everywhere in the world

Lecture 11 / Workshop 11

Inclusive Language in Science Education: A First Step towards Countering Chemophobia

Assoc. Prof. Dr. **Marta E. Alberto**,
Assoc. Prof. Dr. **Paola Costanzo**,
Dr. **Teresa Ting**
University of Calabria, Italy

The fact that the language of science is highly specialised and not-so-inclusive, accounts for poor understanding of science. To this, add the fact that cognitive short-cuts, such as “this is natural” and “this is synthetic”, are often used to judge the benefits and risks of chemical products, contributing to the unfortunate phenomenon of “chemophobia” [1-3]. This fear of chemistry is evident with the public’s persistent and irrational fear regarding synthetic chemicals, leading many to believe that when a product contains chemicals or has a chemical formula, it is unsafe: all substances can be described chemically, and the “natural aspirin” derived from the bark of certain willow trees is chemically identical to that synthesized industrially, both capable of relieving headaches to the same degree, differing only in the fact that the synthetic product makes the price of aspirin accessible to more people. In addition, the misconception of chemistry that underlies chemophobia, is the same that leads consumers to show a notable level of disregard for dose–response relationships. To over-

come chemophobia and improve chemistry and scientific literacy, it is necessary to not only strengthen all levels of science education, but also adopt more effective communication strategies, using, for example, more inclusive and unbiased language during science-instruction.



Assoc. Prof. Dr. Marta E. Alberto is Associate Professor of Physical Chemistry at the University of Calabria. She received the European Master's degree in Theoretical Chemistry and Computational Modelling (TCCM, <https://www.emtccm.org/>) in 2007, an Erasmus Mundus Joint Master involving several leading European universities, developing her master thesis at the Ecole Nationale Supérieure de Chimie de Paris (ENSCP, FRANCE). She earned her PhD from UNICAL in 2010, with part of her doctoral research conducted at the University of Porto, Portugal. In 2014 she was awarded the prestigious Marie Skłodowska-Curie Individual Fellowship (MSCA-IF, Call 2014), a highly competitive European grant, which enabled her to carry out a two-year research project at ENSCP-Chimie ParisTech (PSL, Paris, France). For her scientific achievements, she obtained the National Prize "Gastone De Santis-ITALFARMACO" from the Italian Chemistry Society (SCI) and the "Telesio Medal" from the SCI-Calabria. She is currently member of the Guarantee Committee

(CUG) of her Host Institution (UNICAL) and member of the Internationalization Committee of the CTC Department. She also provides Chemistry training for secondary school "Science Teachers". She plays an active role in several initiatives targeting lower and upper secondary schools, serving as a qualified trainer in STEM as part of the European Researchers' Night (SUPERSCIENCEME) and PNRR-funded projects.

E-mail: marta.alberto@unical.it



Assoc. Prof. Dr. Paola Costanzo is Associate Professor in Organic Chemistry at the University of Calabria. She is co-author of over 50 papers in peer-reviewed international journals. In 2020, she received the Junior Research Award for Organic Chemistry in its Methodological Aspects. During her career, she taught Organic Chemistry for Bachelor's degree courses in Innovative Materials Science for nanotechnology and for Master's degree courses in Conservation and Restoration of Cultural Heritage. Actually, she also teaches for Bachelor's degree courses in Chemistry, Biological Science and Technology, and for Master's degree courses in Chemistry. She is involved in an orientation activity for University incoming students in the project "Piano Lauree Scientifiche". She also is a Chemistry Teacher trainer for University TEd-Courses, for Secondary Schools. She cooperated with Lower and Upper Secondary schools as a Qualified Trainer for STEM, digital, and innovation skills, in PNRR projects.

E-mail: paola.costanzo@unical.it



Dr. Teresa Ting is Senior Researcher of English Applied Linguistics at the University of Calabria: she holds BSci Degrees in Biology and Psychology and a PhD in Neurobiology (learning and memory: USA); an MA-Education on English Foreign Language Education and Research (UK). She researches the learning of complex discipline-specific concepts and discourse at secondary and tertiary-level instruction, applying research from cognitive neuroscience to the design of student-centred instructional materials.

E-mail: teresa.ting@unical.it

SCHEDULE

Thursday, 25th September 2025

9:00 – 10:00 WELCOME WORDS		
TIMESLOT	DESCRIPTION	NOTES
9:00 – 9:10	Prof. Dr. Tarik Zaimović, UNSA Rector EUPeace and Sarajevo On-line Post-Summer School 2025	
9:10 – 9:20	Prof. Dr. Kemal Durić, UNSA Vice-Rector for International Cooperation EUPeace and Sarajevo On-line Post-Summer School 2025	
9:20 – 9:30	Prof. Dr. Dženana Husremović, UNSA Vice-Rector for Education and Student Inquiries EUPeace and Sarajevo On-line Post-Summer School 2025	Prof. Dr. Dušanka Bošković, UNSA Vice-Rector for Quality EUPeace and Sarajevo On-line Post-Summer School 2025
9:30 – 9:40	Assoc. Prof. Dr. Mirzana Pašić Kodrić, UNSA WP3 Coordinator Inclusion and Interculturality Through Contemporary Teaching Competencies	
9:40 – 9:50	Dr. Sandrine Simon, ABD in Educational Science The Importance of EUPeace Spring, Summer & Winter Schools	
9:50 – 10:00	Dr. Wiebke Nierste, JLU Coordination WP3, Bahar Özer, MA UMR Coordination WP3 From Winter School 2025 to Sarajevo Online Post-Summer School 2025 – Reflections & Connections	

10:00 – 11:00 LECTURE 1

TIMESLOT	DESCRIPTION	NOTES
10:00 – 10:45	Lecture 1/ Workshop 1 Beyond Labels: Exploring Identity, Breaking Barriers and Embracing Intercultural Inclusion – SUM Prof. Dr. Marija Čutura Assoc. Prof. Dr. Ivona Čarapina Zovko	
10:45 – 11:00	Discussion – SUM	

11:00 – 11:15 COFFEE BREAK

11:15 – 12:15 LECTURE 2

11:15 – 12:00	Lecture 2/ Workshop 2 Team-Based Learning and Photovoice in Medical Humanities – CU Assoc. Prof. Dr. Şükrü Erhan Bağcı	
12:00 – 12:15	Discussion – CU	

12:15 – 13:15 LECTURE 3

12:15 – 13:00	Lecture 3/ Workshop 3 Teacher Collaboration as an Essential Skill for Creating an Inclusive Society – COMILLAS Assoc. Prof. Dr. María Álvarez Couto	
13:00 – 13:15	Discussion – COMILLAS	

13:15 – 13:30 REFLECTION 1

Reflection on the first part of the session

Moderators: **Assist. Prof. Alma Ferović Fazlić & Naida Ajanović Fazlagić, MA**

13:30 – 14:30 LUNCH BREAK

14:30 – 15:30 LECTURE 4

TIMESLOT	DESCRIPTION	NOTES
14:30 – 15:15	Lecture 4/ Workshop 4 Inclusion and Interculturality: Transforming Education for Diverse Learners through Universal Design for Learning – UMR Apl. Prof. Dr. habil. Sabine Lauber-Pohle	
15:15 – 15:30	Discussion – UMR	

15:30 – 16:30 LECTURE 5

15:30 – 15:45	Lecture 5/ Workshop 5 AI and Contemporary Teaching Competencies , Nermina Alihodžić-Usejnovski, MA UNSA Alumna	
15:45 – 16:30	Discussion – UNSA Alumni	

16:30 – 17:30 LECTURE 6

16:30 – 17:15	Lecture 6/ Workshop 6 Inclusion and Interculturality Through Contemporary Teaching Competencies – UNSA Prof. Dr. Haris Memišević & UNSA WP3 Team	
17:15 – 17:30	Discussion – UNSA	

17:30 – 18:00 REFLECTION 2

Reflection on the second part of the Session

Moderators: **Assoc. Prof. Dr. Mirzana Pašić Kodrić & Prof. Dr. Merima Čaušević**

18:00 – 19:00 INTERCULTURAL EVENING TEA – “LET’S GET TO KNOW EACH OTHER” – AN OPPORTUNITY FOR STUDENTS FROM ALL UNIVERSITIES TO GET TO KNOW EACH OTHER ONLINE

Friday, 26th September 2025

9:00 – 10:00

TIMESLOT	DESCRIPTION	NOTES
9:00 – 9:45	Lecture 7/ Workshop 7 No Access, no Problem: Taking Students on an Excursion from anywhere – UWB Prof. Dr. Václav Stacke	
9:45 – 10:00	Discussion – UWB	

10:00 – 11:00

10:00 – 10:45	Lecture 8/ Workshop 8 Didactics and Diversity: Reflecting on Diversity with Children – JLU Prof. Dr. Anja Seifert	
10:45 – 11:00	Discussion – JLU	

11:00 – 11:15 COFFEE BREAK

11:15 – 12:15

11:15 – 12:00	Lecture 9/ Workshop 9 The contribution of Gesture to Inclusive Communication – UNILIM Dr. Sandrine Simon, ABD Assoc. Prof. Dr. Leslie Amiot	
12:00 – 12:15	Discussion – UNILIM	

12:15 – 13:15

12:15 – 13:00	Lecture 10/ Workshop 10 – UNSA Students' Presentations	
13:00 – 13:15	Discussion – UNSA Students' Presentations	

13:15 – 13:30

Reflection on the first part of the session

Moderators: Assoc. Prof. Dr. Mirsada Zećo & Mr. Sci. Azur Kuduzović

13:30 – 14:30 LUNCH BREAK

14:30 – 15:30

TIMESLOT	DESCRIPTION	NOTES
14:30 – 15:15	Lecture 11/ Workshop 11 Inclusive Language in Science Education: A First Step towards Countering Chemophobia – UNICAL Assoc. Prof. Dr. Marta Erminia Alberto, Assoc. Prof. Dr. Paola Costanzo, Dr. Teresa Ting	
15:15 – 15:30	Discussion – UNICAL	

15:30 – 16:30

15:30 – 15:45	Online Evaluation	
15:45 – 16:30	Results of the online evaluation and discussion Moderators: Assoc. Prof. Dr. Mirzana Pašić Kodrić & Naida Fazlagić Ajanović, MA	

16:30 – 17:30

16:30 – 17:15	Conclusion and Recommendations	
17:15 – 17:30	Greetings – Sarajevo Online Post-Summer School 2025	

Reviews

The manuscript, or rather the summaries, are intended for the introduction of all professionals in the field of intercultural education, sociology of education and culture, pedagogy, and peace studies. The manuscript consists of 43 pages, with summaries of lessons and biographies of lecturers.

This is original material based on the needs of young people today, given the context in which we live today, with an emphasis on education in modern times and the problems and challenges that education faces. The material took into account the context of the modern era, divided societies, and the world as a whole, emphasizing the issues of globalization, minorities, and migration, but also taking into account children, male and female students with various types of difficulties. The aim of the presented lessons and their summaries is to offer answers to how the education process can respond to the needs of the development of peace, justice, and inclusive societies in the future.

The material is presented clearly, plainly, and conceptually so that it can serve its specific purpose.

Assoc. Prof. Dr. Sarina Bakić

The Sarajevo Online Post-Summer School 2025 justified all the expectations of its initiators and creators to fill the gap between needs and expectations on the one hand and, possibilities and desires on the other hand for effective dialogue, exchange of experiences, delegation of solutions to problems in an inclusive

and intercultural approach to education in a dynamic world in a time full of challenges of a different nature.

An intensive and extensive two-day session of not a large but respectable group of educators, researchers, alumni and students – but, first and foremost, enthusiasts – determined and dedicated to make the world at least a little better than they found it, resulted in numerous lectures, presentations, conversations and discussions that ultimately resulted in this collection of abstracts, which is concise but still provides a reference and meritorious insight into the state and situation in several thematic areas.

The main and general theme of the school held in online format, on September 25 and 26, 2025, within the framework of the EUPeace Alliance, was Inclusion and Interculturality through Contemporary Teaching Competencies, with a particular focus on recording the acute challenges of the time we live in: from the effort to find an effective way to deal with increasingly heterogeneous classrooms through the competencies of teachers that are already present, and in the foreseeable future, their presence will be the necessity in order to deal with the needs of children with increasingly pronounced personal and social difficulties, as well as occupations until seeing how internationalization can strengthen precisely those competencies necessary for the functioning of teachers in inclusive societies, on the basis of justice and peace.

Two intensive working days, eleven lectures and the same number of thematic workshops, a series of

competent and innovative academics have shown that the perspective of education in these challenging and fraught, constantly changing and uncertain times is not at all dark or foggy as one might conclude based on an insight into the conditions.

An indicator of this is this Collection of Abstracts, which is more than what its title suggests: it is, in fact, a collection of perspectives, proposals for new and diverse methodologies, theoretical presentations, conclusions of empirical studies and practical innovations... indicating that the wider, supranational educational and academic community possesses not only the necessary theoretical and practical knowledge, but also ethical awareness and human determination, and a willingness to commit to the mission of promoting education as a force for peace, justice and social cohesion.

Moreover, it is education that is the fundamental and crowning tool for the transformation of existing social institutions, but more importantly the upbringing and education of future generations that will build democratic, socially and otherwise sensitive and inclusive societies, that will base mutual coexistence on the cultivation of peace as a necessary framework for any type of normal functioning of social institutions that will work to ensure the same initial foundations for all, equal conditions and social justice for all. The classroom is a place not only for mere education but, before and after everything, for the creation of change, the acceptance of the second and longer, the formation of a new mindset among the generations in the classrooms, and based on the philosophy of inclusion that is delivered - and will be delivered - by those who in this time are in charge of tracing the basic directions of movement towards a transformative goal: educators. Clearly, institutional support and the cooperation of all elements and segments of na-

tional societies, as well as international associations, alliances and organizations that will help create completely new scientific, administrative and institutional frameworks, are necessary on this path.

Namely, the challenge has long outgrown national and wider borders and has become global, as evidenced by the involvement of the United Nations Organization with most sub-organizational forms, above all UNESCO and/or the OECD, which, not only advocate the principle that inclusive education is the most effective means of combating discriminatory attitudes and encouraging solidarity, where the competencies of educators have an emphasized role in training students to understand and appreciate different perspectives, while the EU insists on intercultural dialogue, acceptance linguistic diversity and internationalization as the foundations of democratic cohesion. Of course, all these organizations emphasize the obligation of teacher education.

It is precisely this - the role of the teacher - that makes the internationalization of education, the EU-Peace Alliance and The Sarajevo Online Post-Summer School 2025 so significant above and beyond the given framework. Exposure to global challenges, participation in cross-border collaborations and engagements in international research make it no longer a need but a necessity for any, especially specialist inclusive teaching in complex, heterogeneous and pluralistic societies. Teachers themselves, willing to accept others and those who are different and to convey this attitude to their students, are the best representatives of the new mindset necessary for establishing peace, social justice and building serious and dedicated inclusive societies.

Assist. Prof. EdD. Edin Kukavica

About EUPeace

EUPeace is the European University for Peace, Justice, and Inclusive Societies.

Our mission is to provide tomorrow's citizens with the skills, knowledge, and experience to cultivate Peace, Justice,

and Inclusive Societies. We explicitly address all sciences and fields, from the humanities and social sciences to the

natural and life sciences as well as engineering, and are inspired by the rebuilt bridge of Mostar

– the symbol in our logo – as a testament to how dialogue can overcome conflict.

Participating Institutions:

Philipps-Universität Marburg		Marburg University
Justus-Liebig-Universität Gießen		Justus Liebig University Giessen
Université de Limoges		University of Limoges
Università della Calabria		University of Calabria
Universidad Pontificia Comillas		Comillas Pontifical University
Západočeská univerzita v Plzni		University of West Bohemia in Pilsen
Sveučilište u Mostaru		University of Mostar
Çukurova Üniversitesi		Çukurova University
Univerzitet u Sarajevu		University of Sarajevo

