

COURSE SYLLABUS

Module on Mobility Of Staff In The European Union¹

<i>Authors:</i>	Writing handed over to Gracienne Lauwers Supported in the task completion by: Juliana Latifi, Nikoleta Mita , Kseanela Sotirofski Internal evaluation: Ielizavieta Kovalska
<i>ECTS:</i>	

<i>Module workload²</i>		
■ Reading tasks		
Page³ density <input checked="" type="checkbox"/> max 20 pages <input type="checkbox"/> 20–30 pages <input type="checkbox"/> 30–40 pages <input type="checkbox"/> 40–50 pages	Text Difficulty <input type="checkbox"/> No new concepts ⁴ <input type="checkbox"/> Some new concepts ⁵ <input checked="" type="checkbox"/> Many new concepts ⁶	Reading Purpose <input type="checkbox"/> Survey ⁷ <input type="checkbox"/> Understand ⁸ <input checked="" type="checkbox"/> Engage ⁹
Writing tasks		
<input type="checkbox"/> applicable for this course <input checked="" type="checkbox"/> not applicable for this course		
Page Density <input type="checkbox"/> less than 250 words <input type="checkbox"/> 250–500 words	Text Genre <input type="checkbox"/> Narrative ¹⁰ <input type="checkbox"/> Argument ¹¹ <input type="checkbox"/> Research ¹²	Drafting <input type="checkbox"/> Drafting only with no revision ¹³ <input type="checkbox"/> Minimal drafting with at least one revision ¹⁴ <input type="checkbox"/> Extensive drafting with multiple revision ¹⁵

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² Criteria used are those of the online Course Workload Estimator <http://cte.rice.edu/workload/> developed by RICE University CTE (Center for Teaching Excellence)

³ Single-Spaced, Times New Roman, 11-Point Font

⁴ The students knows the meaning of each word and has enough background knowledge to immediately understand the ideas expressed

⁵ The student is unfamiliar with the meaning of some words and does not have enough background knowledge to immediately understand some of the ideas expressed

⁶ The student is unfamiliar with the meaning of many words and does not have enough background knowledge to immediately understand most of the ideas expressed

⁷ Reading to survey main ideas, student skips entire portions of text

⁸ Reading to understand the meaning of each sentence

⁹ Reading while also working problems, drawing inferences, questioning, and evaluating

¹⁰ Paper that requires very little planning or critical engagement with content

¹¹ Paper that requires critical engagement with content and detailed planning, but no outside research

¹² Paper that requires detailed planning, outside research, and critical engagement

¹³ The student submits an essay that was never revised

¹⁴ The student submits an essay that was revised at least once

¹⁵ The student submits an essay that was revised multiple times

DESCRIPTION OF THE CONTENT OF THE MODULE	
Para Nr.	Title, content, learning outcomes
1	The TFEU articles on the freedom of movement of workers in Europe and the benefits given Union workers
2	The free movement rights of teachers in their capacity of workers: meaning, scope, extent
3	The public service exception and the teaching profession
4	The basic right not to be discriminated against based on nationality that a teacher EU national enjoys
5	Linguistic requirements for Union teachers
6	Recognition of academic qualifications of teachers in other member states

EXPECTED LEARNING OUTCOMES OF THE MODULE:	
Nr.	Students learn about:
	<ul style="list-style-type: none"> - the free movement rights of teachers in their capacity of workers - the concept of 'teacher' as an EU worker - the basic right not to be discriminated against based on nationality that a teacher EU national enjoys - the non applicability of the exception for employment in the public service on the teaching profession - the derogations member states can introduce

TEACHING METHODS:	
Nr.	Web learning
	<p>The module is taught through web learning. The EduLaw website stores materials to support the teaching and learning activities for the students. Case law materials are regularly uploaded by the authors. Free access is secured any time of day.</p>

ASSESSMENT CRITERIA AND %		
1	Examined by written exam	80%
2	Students submit a case study report	20%

Grade	4	5	6	7	8	9	10
Points	00 to 40	41 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100
	F	FX	E	D	C	B	A

REQUIRED READING:
online module syllabus

SUGGESTED READING AND RESOURCES
<ul style="list-style-type: none"> - Yearbooks of the European Association for Education Law and Policy (http://www.ua.ac.be/main.aspx?c=.ELA&n=47178) - Nigel Foster, EU Law Directions, Oxford University Press - International Journal for Education Law and Policy (http://www.ua.ac.be/main.aspx?c=.ELA&n=47177)

CASE LAW – JUDGMENTS OF THE COURTS TO ILLUSTRATE THE COURSE

<http://curia.europa.eu/juris/recherche.jsf?cid=1156223>

C-473/93 Commission of the European Communities v Grand Duchy of Luxemburg [1996]

C-139/85 Kempf v Staatssecretaris van Justitie [1986]

C-149/79 Commission v Belgium [1980] and [1982]

C-272/92 Spotti v Freistaat Bayern [1993]

C-328/90 Commission v Greece [1992]

C-33/88 Allué and Coonan v Università delgi Studi di Venezia [1989]

C-379/87 Groener v Minister for Education and City of Dublin [1989]

C-4/91 Bleis v Ministère de l'Education Nationale [1991]

C-53/81 Levin v Staatssecretaris van Justitie [1982]

C-66/85 Lawrie-Blum v Land Baden-Württemberg [1986]