**COURSE OUTLINE**

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| 1. **Information about the program** | |
| **1.1** Higher education institution | **“Alexandru Ioan Cuza” University of Iaşi** |
| **1.2** Faculty | **Faculty of Economics and Business Administration** |
| **1.3** Cycle of study | **Bachelor, Master and Youth Researchers** |
| **1.4** Study program / Qualification | **Summer School**  „European Smart Cities for Sustainable Development (SmartEU)”  Project no. 620415-EPP-1-2020-1-RO-EPPJMO-MODULE. |

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| **2. Information about the course** | | | | | | | |
| **2.1** Course title | | | **NEW FORMS OF EMPLOYMENT ACROSS EUROPEAN UNION** | | | | |
| **2.2** Course coordinator | | | Professor, PhD. Hab. **Ana-Maria Bercu** | | | | |
| **2.3** Year of study | All years of study | **2.4** Semester | **2** | **2.5** Type of evaluation\* | **M** | **2.6** Course status\*\* | **O** |

\* *MT-mid-term, O-oral exam, E-exam, M-mixed;* \*\* *C-compulsory/o-optional/E-elective*

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| **3. Estimated time allocation** (hours per semester and teaching activities) | |
| Time allocation | h |
| Study based on course book, course materials, bibliography and other | 12 |
| Supplementary study in the library, on electronic platforms and on the field | 10 |
| Preparing seminars/laboratories, assignments, papers, portfolios and essays | 10 |
| Tutorship | 4 |
| Examination | 4 |
| Other activities ................................... |  |
| Total | 40 |

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| **4. Prerequisites** (if applicable) | |
| **4.1** Referring to curriculum | **Not necessary** |
| **4.2** Referring to competences | **Not necessary** |

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| **5. Conditions** (if applicable) | |
| **5.1** For the course | **Not necessary** |
| **5.2** For the seminar / laboratory | **Not necessary** |

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| **6. Specific competences accumulated** | |
| **Professional competencies** | C1: The course will enforce students with the knowledge about the era of on-demand work in smart cities, about the employment crises and the challenges among youth in different EU countries.  C2: The students will learn about the importance of information technologies and the IT skills necessary for increasing youth employability in EU countries.  C3: The students will debate on European Best Practice in shaping and enforcing labour conditions. |
| **Transversal competencies** | CT 1: Self-training need and identifying the resources and means for personal and professional training development in order of insertion and adaptation to labour market requirements.  CT 2: Fulfilment term, rigorous, efficient and accountable professional tasks with ethical principles and professional ethics. |

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| **7. Course objectives** (based on specific competencies accumulated) | |
| **7.1 General objective** | The students will have a solid knowledge about the labour relations in the EU and about the importance of IT skills for responding to the concept of Smart Cities. They are able to work within the inter-European framework and the different national systems of industrial relations and labour law. |
| **7.2 Specific objectives** | After successfully finalizing this course, students will be able to:   1. Describe the current practices and future trends regarding [on-demand work in smart cities](http://journals.openedition.org/factsreports/4290#tocto1n2); 2. Gain a deep understanding of the forms of employment that are new or have become increasingly important in Europe since the year 2000; 3. Understand the influence of information and communication technologies (ICTs) skills on youth employability;  * Achieve knowledge in the field of labour relations, in order to understand the relationships between employers and employees based on European and national law, the process between management and the representative of the employees which take the decision at the workplace which include wages, benefits, working conditions, hours of work, job security, and safety. |

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| **8. Content** | | | |
| **8.1** | **Course** | **Teaching methods** | **Observations**  (time) |
| 1. | **III.1 Employment and human capital. The era of on-demand work in smart cities**  III.1.1 European Institution and European Labour Law  III.1.2 Free movement for workers and citizens within EU  III.1.3 The EU Charter in the context of the social dimension of European integration  III.1.4 Non-discrimination and equal treatment between men and women (Articles 21 and 23)  III.1.5 Learning cities and human capital | Interactive course, heuristic conversation, problem solving method | 16 hours |
| 2. | **III.2 The employment crisis. Youth employability, in relation to the new challenges of smart cities**  III.2.1 Main differences between the Eurozone and other countries  III.2.2 The importance of information technologies and the computer skills for increasing youth employability. Think smart, act smart! | Interactive course, heuristic conversation, problem solving method | 12 hours |
| 3. | **III.3 European Best Practice in shaping and enforcing labour conditions**  III.3.1 Working conditions. European rules and procedures  III.3.2 Training and improvement of employees, especially youth  III.3.3 Industrial relations: unitarism, pluralism and radicalism.  III.3.4 Trade Union Tarde-Offs: Unions, Voters and Rise of Right-Wing Populism. | Interactive course, heuristic conversation, problem solving method | 12 hours |
| **Bibliography**   1. Aloisi, A. (2015). Commoditized workers: Case study research on labor law issues arising from a set of on-demand/gig economy platforms. Comp. Lab. L. & Pol'y J., 37, 653. 2. Assante, D., Romano, E., Flamini, M., Castro, M., Martin, S., Lavirotte, S., ... & Gallo, R. T. (2018). Internet of Things education: Labor market training needs and national policies. In Global Engineering Education Conference (EDUCON), 2018 IEEE (pp. 1846-1853). IEEE. 3. Bercu, Ana-Maria; Vodă, Ana Iolanda. (2017), Labor Relations: Contemporary Issues in Human Resource Management, chapter in volume Issue of Human Resource Management (edited by Ladisslav Mura), Published by InTech, Croatia, pp. 153-167, indexed in Book Citation Index of Web of Science, Core Collection (BKCI)– Thompson Reuters. 4. Bercu, Ana-Maria. (2017), Impact of employees’ training programmes on job satisfaction, *Current Science*, vol. 112, No. 7, 10 April 2017, pp. 1340 – 1345. 5. Bercusson, Brian. Ed. (2002), European labour law and the EU Charter of Fundamental Rights, ETUI, Brussels. 6. Bomba, A., Kunanets, N., Nazaruk, M., Pasichnyk, V., & Veretennikova, N. (2018). Information Technologies of Modeling Processes for Preparation of Professionals in Smart Cities. In International Conference on Theory and Applications of Fuzzy Systems and Soft Computing (pp. 702-712). Springer, Cham. 7. Buch, T., Hamann, S., Niebuhr, A., & Rossen, A. (2014). What makes cities attractive? The determinants of urban labour migration in Germany. Urban Studies, 51(9), 1960-1978. 8. Coyle-Shapiro, J. A.-M. / Shore, L.M. / Taylor, M.S. / Tetrick, L.E. (2004): The Employment Relationship: Examining Psychological and Contextual Perspectives, New York: Oxford University 9. Crouch, C. (2003): Industrial relations and European State Traditions, Oxford: Clarendon Press 10. De Lange, M., Gesthuizen, M., & Wolbers, M. H. (2014). Youth labour market integration across Europe: The impact of cyclical, structural, and institutional characteristics. European Societies, 16(2), 194-212. 11. European Commision (2011): Industrial Relations in Europe 2012, Luxembourg: Publications Office of the European Union 12. Fransen, L., & Burgoon, B. (2015). Global Labour‐Standards Advocacy by European Civil Society Organizations: Trends and Developments. British journal of industrial relations, 53(2), 204-230. 13. Frege, C. (2010): Industrial relations in continental Europe, in: Ackers, P./ Wilkinson, A. (ed.): Understanding Work & Employment – industrial relations in transition, Oxford: Oxford University Press 14. Grinevica, L., & Rivza, B. (2015). Youth Long-term Unemployment Problems and Integration into the Labour Market. In Nordic View to Sustainable Rural development, Proceedings of the 25th NJF Congress (pp. 462-467). 15. Ibarraran, P., Ripani, L., Taboada, B., Villa, J. M., & Garcia, B. (2014). Life skills, employability and training for disadvantaged youth: Evidence from a randomized evaluation design. IZA Journal of Labor & Development, 3(1), 10. 16. Marone, F., & Cucca, A. (2018). Smart Cities for Women: New Scenarios for Equal Opportunities. A Pedagogical Perspective. In International Conference on Gender Research. Academic Conferences and publishing limited. 17. Müller-Jentsch, W. (2004): Theoretical Approaches to Industrial Relations, in: Kaufman, B. (ed.): Theoretical Perspectives on Work and the Employment Relationship, Campaign: IRRA Series 18. Picatoste, J., Pérez-Ortiz, L., Ruesga-Benito, S. M., & Novo-Corti, I. (2017). Smart cities for wellbeing: youth employment and their skills on computers. Journal of Science and Technology Policy Management. 19. Sharmeen, F., & Meurs, H. (2019). The Governance of Demand-Responsive Transit Systems—A Multi-level Perspective. In The Governance of Smart Transportation Systems (pp. 207-227). Springer, Cham. 20. Stachová, K., Papula, J., Stacho, Z., & Kohnová, L. (2019). External Partnerships in Employee Education and Development as the Key to Facing Industry 4.0 Challenges. Sustainability, 11(2), 345. 21. Tofan, Mihaela; Bercu, Ana-Maria. (2017), The Legal Framework for Mobility of Human Resources within EU: A Romanian Fiscal Liability Approach, Athens Journal of Law, vol. 3, issue 3, July 2017, pp. 231 – 242. (<https://www.athensjournals.gr/law/2017-3-3-4-Tofan.pdf>). 22. Visvizi, A., & Lytras, M. (2018). It’s not a fad: Smart cities and smart villages research in European and global contexts. Sustainability, 10, 2727 | | | |

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| **9. Bridging course content with the expectations of the community, professional associations and representative employers in the field of the program** |
| After each Summer School, the course content is discussed with the students, teachers and representatives of the business environment during the research and scientific events of the JM Project in order to receive feedback (on-line, anonymous) about the course structure, teaching methods, as well as strengths / weaknesses (after the final evaluation) and to increase the reliability of the content to be adapted at scientific developments and practical implications. |

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| **10. Evaluation** | | | |
| **Type of activity** | **10.1 Evaluation criteria** | **10.2 Evaluation methods** | **10.3 Allocation to the final grade (%)** |
| **10.4** Course | Theoretical and applied knowledge | **Attendance and active participation** (2 points/ attendance + 4 points for active participation): 40% of final grade  **Team project:** empirical and exploratory research on a topic at students’/researchers’ choice, related to the topics of the course: 60% of final grade | 100% |
| **10.5** Evaluation conditions | Group discussions and analysis of case studies are highly encouraged; students and young researchers are encouraged to work in groups of 4 - 5 in order to elaborate comprehensive analysis on various subjects related to the course topics. | The completion of the requirements will allow students to receive the **Jean Monnet Certificate** | - |
| **10.6** Minimal performance standard | | | |
| Obtaining 6 points (out of 10). | | | |

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| Date | Course coordinator |  |
| May 2021 | Prof., PhD. Habil. **Ana-Maria Bercu** |  |
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