

# DIGITAL COMPETENCES OF ACADEMIC STAFF. A NEW DIMENSION OF MEDITERRANEAN STUDIES.

## CURRICULUM-BUILDING AND METHODOLOGY OF INSTRUCTION E-GUIDE.

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# FOREWORD

Joanna Sondel-Cedarmas  
Grzegorz Pożarlik

This volume is conceived as a curriculum-building and methodological guide for lecturers delivering academic instruction in the interdisciplinary field of Mediterranean Studies. It is a new field of study that is becoming increasingly popular in Poland and across Europe.

The manual was prepared by lecturers from the universities of Padua (Italy), Seville (Spain), the Jagiellonian University in Krakow and the University of Tourism and Ecology in Sucha Beskidzka as part of the DG\_MED project entitled: “Digital competences of academic staff. A new dimension of Mediterranean studies, supported financially by the European Commission under the Erasmus+ Strategic Partnership Program.

The contributors to this volume adopted an interdisciplinary approach to Mediterranean Studies, which is believed to be most relevant considering the rich, multicultural and complex nature of the region itself.

The main aim of this guide is to offer in-depth expertise in using a digital didactic toolbox that is expected to assist academic staff to design attractive and inspiring instruction in the area of Mediterranean Studies.

The guide consists of two parts. First, examples of best practice are offered with the aim of inspiring and assisting academic staff in designing and conducting e-learning seminars. More specifically, a set of innovative digital tools applied in an online academic instruction is discussed and explained. Of particular importance here is the “Prezi” method.

The method itself allows standard and static PowerPoint presentations to be transformed into a creative, dynamic, and interactive visual workspace where both the lecturer and the student can meet and exchange their contributions on the issue under investigation. The “Prezi” method should certainly be considered a didactic “breakthrough” in the otherwise still vertical mode of academic instruction developed so far. As a consequence, the “Prezi” method is a concrete example of an innovative didactic approach to Mediterranean Studies and, by the same token, an inspiring illustration of a new dimension of curriculum-building in the area concerned.

The second part of this guide is a set of useful recommendations aimed at inspiring academic staff to draw

innovative and interactive e-seminar scenarios. In doing so, the volume offers a plethora of case studies and analyses dealing with the multicultural socio-political matrix of the Mediterranean region. The vast majority of those e-seminar scenarios were tested during the pilot module entitled: “Dilemmas of multiculturalism and pluralism in the Mediterranean region” that was delivered by the Institute of European Studies of the Jagiellonian University in the spring semester of the 2022/23 academic year.

More specifically, the thematic area covered included the following: EU policies in the region seen from the historical, political, legal, sociological and cultural perspectives, the migration-security-populism nexus, the EU southern neighborhood and security policy, multiculturalism and human rights and EU policies towards the Western Balkans, Turkey and North Africa. Last, but certainly not least, post-colonial relations in the cultural perspective were discussed extensively using the examples of Spain, Italy and Portugal, as well as tourism in the region.



The didactic perspective adopted in this volume is intended to familiarize students with the specificity of the Mediterranean region in all its complexity, taking into account the characteristics of both the EU and its southern neighboring countries, which altogether allows for a better understanding of complex, multidimensional and frequently turbulent phenomena and processes taking place in this region.

Additionally, each of the e-seminar scenarios provides a brief module outline, including methodological objectives, specifying the time devoted to the implementation of each module and its form (lecture or seminar). It also contains a description of the teaching methods used and a recommended reading list for lecturers.

Each contribution not only highlights monographs and articles recommended to help prepare the respective e-seminars, but also provides useful links to audiovisual materials that can be used during classes. The recommended form of verifying the skills acquired by students is included as well.

We very much hope that this guide proves to be a useful and inspiring tool for both undergraduate and graduate level instruction in the area stretching from global politics and Euro-Mediterranean intercultural relations down to a broad field of international relations and the history of European integration.

*Joanna Sondel-Cedarmas and Grzegorz Pożarlik*



# Introduction

The purpose of this guide is to help higher education instructors to incorporate online digital technologies to increase the effectiveness of their instruction, particularly for Gen Z students. The guide also aims to inspire participants to familiarize themselves with modern formats of instruction using:

- ➔ Webinar style lectures
- ➔ Face-to-face coaching
- ➔ Short video lessons
- ➔ Flipped classroom
- ➔ Virtual workshops
- ➔ Interactive games and quizzes

The most difficult part of the training is the acceptance of the bankrupt, traditional 19th century concept of vertical education and the conversion to a new teaching concept of Personal Teaching, which is believed to generate better outcome results in virtual classrooms. To illustrate how the technology supports personalized teaching, the participants were introduced to the selected elements of the Metaverse, a popular term describing human interactions with technology.



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TURYSTYKI I EKOLOGII

During the progression of this multipart training, participants are encouraged to answer questions which will help them to improve the design of their lessons:

- ➔ which technologies will support their teaching goals?
- ➔ what are the risks of using alternative digital technologies?

One of the main challenges facing instructors at a large educational institution concerns the decision to be made as to the most appropriate technology to choose, especially when one chooses an external technology. Aside from the decision as to which external tools and services to use, they need to determine how they will support the use of non-institutional technologies, or if they will integrate external tools with existing institutional technologies.

The issue of using open-source tools for content creation and management (LMS) versus proprietary paid tools is always a bone of contention at the higher education institution and varies from region to region. These choices have a long-lasting effect on the design of the courses and lessons. While designing your courses and lessons, make sure to build them with SCORM compliant materials so that most of the mainstream LMSs can incorporate them in their system.

During the training the participants must address the pedagogic and other benefits of adopting a new technology versus the institutional status quo. On a personal level, the instructors must assess how this technology will disrupt their current approaches and delivery of content. The facilitator should help the participants to figure out what changes they need to make in their teaching style and course design to integrate the new technologies introduced in this training.

One of recurring doubts the participants voiced were the issues of technical and intellectual support from their respective institutions. It is suggested that scalable approach maybe needed in a short term. The instructors have many free presentation and multimedia technologies available at their disposal, which could be incorporated immediately in their courses. These technologies become more powerful when used in combination with social networking tools, mobile technologies, gaming, and even simulations and virtual reality technologies. Incorporation of the aforementioned above tools constitutes a truly Virtual Learning Environment (VLEs), which helps to widen students' participation, in improve assessment, and increases accessibility and flexibility in educational materials and resources.

The participants were reminded about the side effects of using the VLE's methodology, which include a lack of self-discipline or with weak motivation and that the students need to be frequently reminded and motivated, especially at the early stages of the courses.

This training showcases products that are designed to engage your audience and make an instructor feel confident while presenting content in a modern way, inclusive for the digital native, Generation Z.

The wide range of digital templates, tools or platforms introduced in this training should satisfy any academic teacher searching for a new way to engage with their students in the second decade of the 21st century.

## Notes to instructors. How to facilitate virtual trainings?

Allow and encourage the use of smartphones in the class for interaction with other students and the instructor. Use phones for research, games, or quizzes. Allow and encourage them to utilize self-help sites like YouTube and other similar novice-friendly online tutorials to gain basic digital skills. There has been a civilizational change as to how young people are consuming information from print to video. It is the current standard MO. Embrace new learning habits.

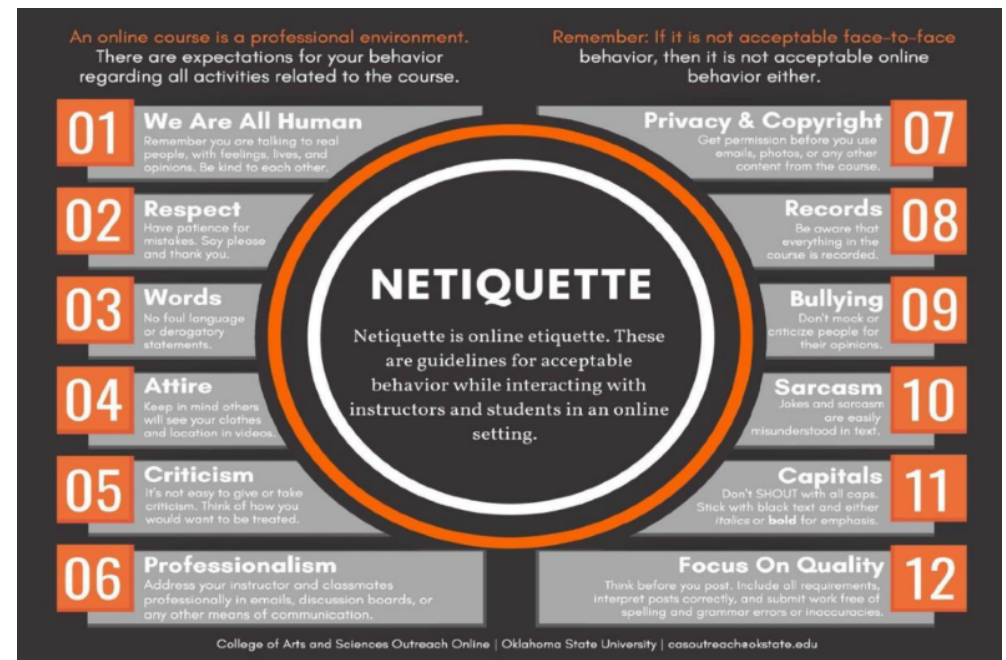


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## Tips for effective virtual teaching:

- ➔ Preparation is king, especially when using new technology.
- ➔ Establish class rules based on Netiquette - an acceptable behavior when interacting with instructors and students in an online setting.
- ➔ Set rules and goals early on, so participants know the class's outcome.
- ➔ Use interactive tools to facilitate online training.
- ➔ Encourage group collaboration and active participation by securing a 'safe' learning environment where the participants do not feel judged by you or their peers.
- ➔ Retain the participants involvement during the class and regular use breathers for the students to re-focus or to re-boot their attention span.
- ➔ Provide learners with shorter modules of training in a sequential manner.
- ➔ Talk less and listen more.

- ➔ DO NOT just lecture, rather become a facilitator
- ➔ Flip the classroom.
- ➔ Use the meeting app to reach each student individually as often as possible.
- ➔ Ask for feedback and make changes accordingly.



# Module 1: 21st century concepts of learning inCourse Design



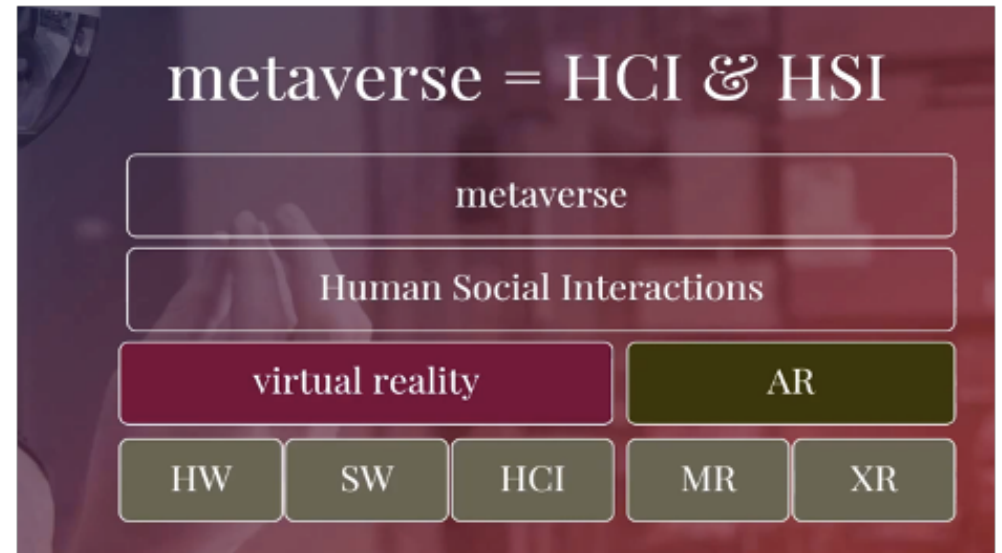
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## Pedagogical approach to Gen Z

In the first introductory module, the trainer should address the current needs and trends in their pedagogical approach to the Gen Z students. The training begins by challenging the traditional 19th century concept of vertical education by introducing the concept of Personal Teaching, which is believed to generate better outcome results. Participants are pooled on their classroom experiences with the students. The results usually vary from 10% to 50% of students' attention per cohort. In rare cases it could 100% if the class is built around solving specific scientific work or if it is a test. The reason for bringing the concept of Personal Teaching to the participants' attention is to make them aware of the technological solutions making virtual teaching better suited for one- on- one teaching in a medium size cohort around 12-15 students. To illustrate how the technology supports personalized teaching, the participants are introduced to the selected elements of Metaverse, a popular term describing the human interaction with technology.

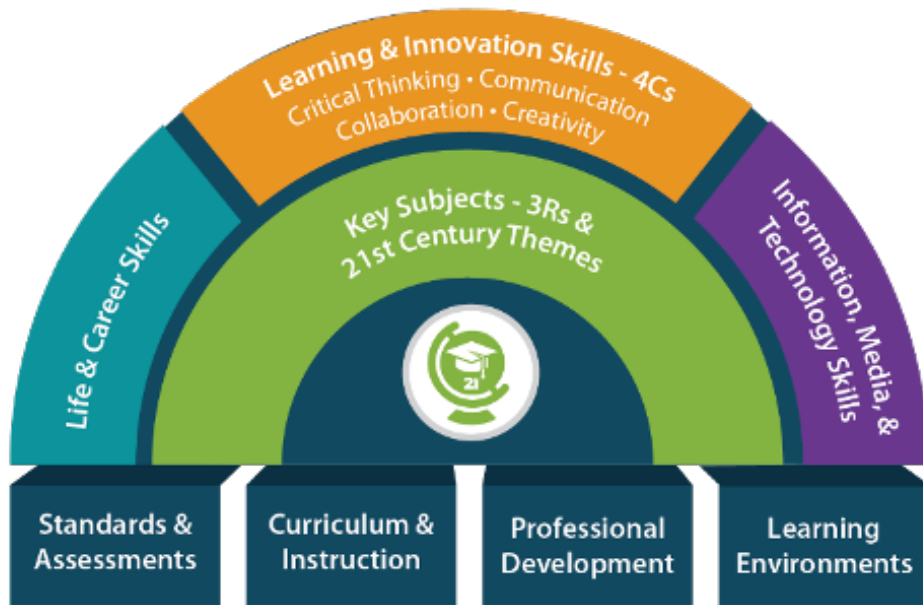


The Metaverse depends on the use of digital and virtual tools, cloud technology and creates immersive worlds through the use Extended Reality (XR is an umbrella term which encompasses computer-altered reality undertakings across all VR platforms from VR360 to Virtual Reality (VR), Augmented Reality (AR) and Mixed Reality (MR) sometimes called Integral Reality). Its immersivity is something that appeals to and engages university students in the 3rd decade of the 21st century. Aside from the informational input, the first session is filled with real-life examples of XR educational projects and applications. Metaverse or Human Social Interactions merged with Human Computer Interfaces creates the basis for education to exist equally in a physical space and cyberspace. Participants could compare the past, present and emerging models of teaching using digital technology, or in other words the transition from the 20th century model to the 21st century model of education.



Digital and virtual teaching fits seamlessly with 21st century concepts of learning. The participants are introduced to the educational concepts of the 4Cs, an acronym which stands for critical thinking, communication, cooperation, and creativity, which are part of the wider philosophical idea of the so called P21 framework for the 21st century skills. This part of the lecture mixes the theoretical information and the practical examples of implementing the 4Cs philosophy into the participants' curriculum. Communication, which is the ability to convey information to another effectively and

efficiently is the oldest human skill and yet it has still not been mastered by most. In addition to the usual classroom problems in communicating with the students through the verbal and non-verbal cues, the teachers must learn to communicate better in cyberspace to help students navigate digital spaces more effectively. Claude Shannon's Theory of Communication is used as an example of the course design principle "Less is More." Shannon's mathematical model of communication reminds us that the more information we try to push through the educational funnel, the less precise the information, be it in the design, the format, or the length of their course. This part of training is packed with practical examples from the trainer's work with flipped classrooms and smartphone use in the class experience to teleportation and mixed reality solutions. The second of the 4Cs is Collaboration, which teaches them how to achieve a common goal through the process of teamwork. This skill was is supported by a practical application of collaboration - in this case it is an International Digital Cultural Exchange project aimed to use digital media to significantly enhance the way that



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existing cultural exchange programs between schools have been run. Creative Thinking or Creativity is a skill that helps us to think out of the box and to create something that did not exist before. An example of a creative approach would be the use of an interactive video by either the instructor or the students in the flipped classroom scenario. Finally, the Critical Thinking skill is discussed, which is crucial in developing other 21st century skills. Out of the four, critical thinking is the most difficult skill to measure and achieve quantitative pedagogical results. Yet it is a crucial and much needed skill in the oversaturated digital universe. Some of the best solutions to teach these skills include interactive games and social Virtual Reality platforms. Keeping the 4Cs and 21st century skills in mind when designing online courses helps when adapting the traditional educational content to a virtual setting. The digital presence is optimal for problem-based learning or hands-on learning.

The first session concludes with an emphasis on the importance of video in the classroom. The participants are

introduced to the most successful video teacher in the world - Sal Khan and his practical solutions for how to use video successfully in class.

In the first module the participants are expected to learn how to acquire digital soft skills to apply in their online course design. They gain knowledge about the interactive learning vs. passive learning. Thanks to the acquisition of the 4Cs skills concept, the participants may increase student-teacher interaction and get students more engaged using digital activities like customized videos, interactive apps, or even virtual reality platforms.

## Basic apps and digital tools to develop a successful course

To design a successful online course, participants need to comprehend the need to incorporate the 21<sup>st</sup> century skills into their courses. In order to develop a successful course, the participants only need access to the basic online digital technology like **MS 365** (including **MS PowerPoint**) or **Google Suite** including **Google Slides**), and the hardware tools for video production such as a laptop, desktop with a camera, or/and smartphone.

To increase the effectiveness of the instruction, the participants may need some additional apps to do the job. To produce a more sophisticated video, one may use editing apps for both the phone and the desktop like **PowerDirector** (Android and Windows), or **iMovie** (iPhone and OSX). After recording or editing the video, the instructors can use cloud services to host their video (**Google Drive, OneDrive or iCloud**). They can also use online streaming services like YouTube or Vimeo for both the storage and the distribution of the video content. All

the above storage or streaming platforms allow for a simple linkage with the designated presentation tools to be discussed in the next modules.



## Module 2: Basic storytelling strategies

In this module, participants go over the processes involved in the creative process of designing and producing both the course and the lessons. The purpose of the second module is to engage the participants with the methods of educational media production, to practice the selected digital online tools and to encourage them to incorporate some of the newly introduced tools into their permanent course design and lesson building toolbox.



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The workshop begins with an outline of the production process. Rich media content elements to include in the process of designing your online course are:

**Pre-production** Process (instructor’s responsibility)

Element	Used for
Text	Written narrative
Audio	Voice-overs; Background music (free music in YouTube Studio)
Video	To capture the instructor oncamera ; Copyright free video material; (either original or stock footage)
Graphics	Original or selected copyright free content on the Internet
Quizzes	Prepare question and answers;
Interactivity	Describe desired interactivity with the students

**Production & Post-production Process** (educational institution’s and instructor’s responsibility)

Production includes recording original audio and/or video, downloading audio and/or video from the Internet, preparing graphics, acquiring music, editing of video, authoring quizzes and interactivity for the class.

Element	Description of action
Design	2-D and 3-D backgrounds; graphics; motion graphics; interactivity
Audio/Video	Shoot video, record original audio/video; download audio/video content from Internet (either as 2-D, 3-D or VR360)
Graphics	Create original graphics or/and download images from Internet
Quizzes	Authoring in a selected software/app
Interactivity	Add interactivity to text, audio/video, graphics or XR i.e., AR gesture-based interaction

In this module, the emphasis is put on the preparation process, which usually starts with the To-Do Checklist. The Checklist starts with a Brainstorming document, which allows the instructor to write their design/production ideas in a bullet form fashion. The steps involved in the creation of this document include:

- ➔ the information already available to them
- ➔ list of ideas
- ➔ quick research
- ➔ a 10-slide project outline

Then they use this script template to expand the ideas into the script outline.

<b>TRT</b> Total Running Time	<b>RT</b> Running Time	<b>VIDEO</b>	<b>AUDIO</b>
0:00	0:05	Open	Music
0:05	0:15	Segment 1	Voice Over
0:20	0:15	Segment 2	
0:45	0:15	Segment 3	
1:00		Black	

The participants are introduced to the fundamental video rules and techniques using just their smartphone. They are presented with the visuals showing them how to shoot, compose and edit their videos (Guide Session 2).

The next step is to explore some of the video apps which allow them to capture the computer screen and record them on camera. After a demonstration using the free online and offline app Vidyard (<https://www.vidyard.com/virtual-teaching/>) as well as the paid app Soapbox (<https://wistia.com/soapbox>), the participants conduct their own test recordings. They are encourage to explore other options including another free screen and camera recorder **Loom**, which works similarly to Vidyard (<https://chrome.google.com/webstore/detail/loom-%E2%80%93-free-screen-and-ca/liecbddmkiihnedobmlmillhodjkdmb>).

The next segment of the training revolves around the video apps which store the video in the cloud and allow you to edit video online. Two services are recommended: YouTube Studio and Vimeo (<https://vimeo.com/create/education>).

**YouTube Studio** comes with a basic Google account but it does not have a webcam feature to record videos. The participants can use software on their computer or use smartphone to record and save a video and then upload them with the YouTube app. Then, they can upload the video to YouTube. In addition to the apps discussed earlier, they can use popular software like Photo Booth for Mac OS X and Camera app for Windows. YouTube has some limited editing capabilities, it allows to cut out the beginning, middle, or end of a video on a computer. There is no need to re-upload a video to trim it. The video's URL, view count, and comments will stay the same. Note: one still cannot upload an entirely new video to the old URL. More on editing video can be found here:

[https://support.google.com/youtube/topic/9257530?hl=en&ref\\_topic=9257610](https://support.google.com/youtube/topic/9257530?hl=en&ref_topic=9257610)

**Vimeo** is a more sophisticated editing solution, which allows you to create free online teaching videos (<https://vimeo.com/create/education>). The pathway to creating engaging class videos involves just a few steps. You can start with your own media or with a template. If you want to begin with your own media, after adding your

media content, you can just select a style and add music and your video is done. When selecting a ready-made template, you just edit it in a simple 4 steps:

- ☑ **FIRST STEP** - choose an instructional video template. Then you can either make animated educational videos, online teaching videos, or free instructional videos with the Vimeo Create's library of professionally designed instructional video templates.
- ☑ **SECOND STEP** - select from the unlimited stock library. Upload your own images, graphics, or video clips, or choose clips and images from Vimeo's unlimited stock library.
- ☑ **THIRD STEP** - edit your educational video. Vimeo's free educational video editor lets you easily customize layouts, colors, and fonts, add captions, and more to create learning videos that engage and entertain.
- ☑ **FOURTH STEP** - save and share your free instructional videos. Save your educational video, then publish directly to social media from Vimeo Create or upload it to the platform of your choice.



In case the participants want to work only with their smartphone, they can do it from start to finish. To record the original footage, they may use your native camera app (iOS or Android) or a more advanced app like FiLMiC Pro which offers full camera control. **InShot** is all-in-one video editor and video maker with rich features including transition effects, text, emoji, keyframe, slow motion, make video collages, and blur backgrounds. For iPhone go to <https://apps.apple.com/us/app/inshot-video-editor/id997362197> and for Android they can go to <https://play.google.com/store/apps/details?id=com.camerasideas.instashot&hl=en&gl=US>.

**Adobe Spark** is an easy-to-use iOS (iPhone and iPad) video editor and slideshow maker with access to over 1 million images. Spark Video is included in the free basic plan of Creative Cloud Express membership. Creative Cloud Express includes templates, access to the entire royalty-free Adobe Stock photo collection (excluding Premium and editorial content), backgrounds, effects, fonts plus premium features like Apply Brand, Customize Cutout, and Resize.

**PowerDirector** is versatile software for all main operating systems: Apple and Windows and iPhone and Android. It can be used for basic editing or more advanced projects. And now, to simplify the editing process, PowerDirector offers AI assistance to finish the editing faster. [https://www.cyberlink.com/products/powerdirector-video-editing-software/features\\_en\\_EU.html?r=1](https://www.cyberlink.com/products/powerdirector-video-editing-software/features_en_EU.html?r=1)

The second module concludes with an emphasis on the functionalities of several of Google Suite's digital media and communication tools.

## Module 3: Interactive storytelling strategies



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The third module addresses the methods of transforming educational materials into interactive content. The workshop begins with the introduction of Eko Studio, a free online app, which allows one to produce interactive movies with ease. The participants are encouraged to experiment with Eko Studio after they create their free accounts online. There are many samples of interactive movies available for viewing on Eko's website. And before one starts designing a movie, it is advisable to review the existing content for better comprehension of the creative process in producing interactive content. It is also wise to begin production with short films.

The main educational purpose of creating interactive videos is to empower the user when making editorial choices. The contributing content can be either originally created from scratch or reused from an old media environment and then assembled online. The app permits users to make multiple choices in one's plot depending on the purpose of the project. The platform allows branching, playing out the consequences of making a decision, jumping to content which catches the attention of the viewer, and places the students in the heart of the action and engages them in discovering information "on their own terms."

## Goal and Purpose of Using Interactive Video

The Interactive Video is all about making choices. Content can be used from instructor's environment (various types of materials) and multiple choices can be created for the project to enable user-driven decision-making process. The interactive videos can be designed in such a way that allow students to make selections based on their knowledge levels to increase effectiveness of personalized learning. The interactive videos can be personalized. The instructor can arrange the learning materials in a self-directing manner allowing students to reach the intended message via many alternative ways. The participants need to be reminded that their interactive video can be embedded into their LMS's class, or it could stand on its own as a microlearning asset.

## Tips on how to design a better interactive video:

- ✓ **Tip No. 1.** Keep each segment short (if possible)
- ✓ **Tip No. 2.** Keep it straightforward, do not create unnecessary distractions
- ✓ **Tip No. 3.** Remember to make hotspots/buttons big enough for both computer and mobile screens

## What to remember and ask yourself when designing your video:

- ✓ **Tip No. 1.** What is the purpose of the video?
- ✓ **Tip No. 2.** What do you want students to explore the most in the content?
- ✓ **Tip No. 3.** What type of video are you attempting to create? Lecture, Quiz, Documentary, Drama, etc.

## Understanding the difference between Interactive Video vs. Transmedia Storytelling.

Transmedia includes many aspects and types of media: XR, AR, VR, 360 Videos, printed media, audio clips, music. There are many off and online application that can be utilized for Transmedia creation. However due to complexity and time constraints, we will be focusing on Interactive Video/Content development, as shown from the examples above. Transmedia stories can be defined as 'many franchises developed around a core story and characters.' If anyone is interested in perusing this content creation avenue, I can recommend looking into Klynt at [https:// www.klynt.net/](https://www.klynt.net/) which is an editing publishing online app for interactive and transmedia storytelling. Interactive Storytelling in a pure form of what has been shown above, where a video is played, and the viewer has the option to choose sequence after sequence and determine the outcome of the available plots. Such options can be made with gestures or a node (buttons). In this case we will be using nodes to select a choice.

A trainer may introduce a sample movie of Interactive Films & Production, i.e. Black Mirror: Bandersnatch. This particular episode is one of the most well-known mainstream *Interactive Videos* that is currently available on Netflix. Bandersnatch's number of possible permutations were calculated and around 1 trillion possibilities or story combos and there are five possible endings. To produce their own interactive video, the participants can use Vimeo, which offers a service to create an interactive video experience at [https://vimeo.com/features/ interactive-video?vcid=42117](https://vimeo.com/features/interactive-video?vcid=42117). Another app which could be used to create interactive content is **Nearpod** at <https://nearpod.com/>. Nearpod is a catalogue of pre-produced content that allows you to add interactivity to videos without the need to create original content. Nearpod is designed to make any lesson interactive either in the physical or virtual classroom. An instructor can create interactive presentations that can contain Quizzes, Polls, Videos, or Collaborate Boards. Although most of the available pre-made content is only for the K-12 target audience, it can be easily adapted to the

university setting. Instructor can upload an existing lesson and make it interactive using Nearpod in the classroom.

Nearpod makes teaching easier with the interactive tools, resources, and content teachers need, all in one place for:

- ➔ Simple presentations, turning PowerPoint or GoogleSlides into a more interactive lesson
- ➔ Personalized provision and differentiation
- ➔ Distributing student resources
- ➔ Live formative assessment
- ➔ Interactive gamification and activities
- ➔ Modeling
- ➔ Open-ended tasks
- ➔ Sharing and using pre-made resources

In this module, participants were expected to gain basic skills in designing interactive videos by producing their own content using some or all of the tools presented by the trainer.



## **Module 4: Transforming texts into rich digital content**

The fourth module presents the methods of transforming the educational materials into rich content in MS PowerPoint. The workshop was centered around hands-on exercises with the participants. The participants need to manipulate their own PP presentations under the guidance of the instructor using the shared-screen function.



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**The participants need to apply the following guidelines which are beneficial in the design process in**

**PowerPoint:**

1. Think about your message first
2. Then refine your message
3. Outlined your main talking points (a minimum of 10 of them, to a total of 10 slides)
4. Select a template according to the topic - be creative!
5. Use more images and less text
6. Embed videos wherever appropriate
7. Use Data visualization techniques with or without MS Excel - use infographics, 3D charts and graphs, color histograms, maps, brain trees or a series of cartoons.
8. Avoid packing too much information on a single slide
9. Use as many slides as necessary - do not skimp!
10. Edit, edit and edit again! Edit your slides until each of one can stand on its own as a poster for example

**Tips on how to design a better Power Point presentation.**

- ✓ **Tip No. 1.** Think unconventionally - don't let PowerPoint decide how you use PowerPoint
- ✓ **Tip No. 2.** Limit words on your slides
- ✓ **Tip No. 3.** Keep your slides simple
- ✓ **Tip No. 4.** Choose appropriate fonts
- ✓ **Tip No. 5.** Choose color well
- ✓ **Tip No. 6.** Embed your font files.
- ✓ **Tip No. 7.** Create custom slide sizes
- ✓ **Tip No. 8.** Edit your slide template design.
- ✓ **Tip No. 9.** Write text with your current student generation in mind.
- ✓ **Tip No. 10.** Make sure all of your objects are properly aligned.
- ✓ **Tip No. 11.** Maintain Uniform Font, Color and Page Formatting

- ✓ **Tip No. 12.** Use 'Format Object' to better control your objects' designs.
- ✓ **Tip No. 13.** Take advantage of PowerPoint's shapes.
- ✓ **Tip No. 14.** Create custom shapes.
- ✓ **Tip No. 15.** Crop images into custom shapes.
- ✓ **Tip No. 16.** Present websites within PowerPoint.
- ✓ **Tip No. 17.** Save your slides as JPEGs. Embed multimedia - PowerPoint allows you to either link to video/audio files externally or to embed the media directly in your presentation.
- ✓ **Tip No. 18.** Use High-Quality Photos, Videos and Graphics. Add an animated GIF.
- ✓ **Tip No. 19.** Bring your own hardware to avoid hassle (the Internet maybe down)

In this module the participants are expected to gain basic skills in designing and editing the PowerPoint templates and presentations using their own pre-existing content.





## Module 5: Designing XR experience in the classroom with EON XR

In the fifth module the participants learn the methods of transforming the educational materials into the interactive virtual reality lessons using the Virtual Reality platform EON Reality. This part of the workshop is very much hands-on experience for the participants. After the introduction, the participants are invited to download and join the platform to create content and play with it in Extended Reality. EON Reality has been integrating virtual reality and augmented reality solutions for over 20 years. Their vision states that “Knowledge is a right and Virtual Reality in its essence allows people to learn fast and better retain knowledge.” The EON- XR full version is a paid solution but has a free entry level subscription.

Expectations in this module:

1. This is a hands-on course
2. Participants are expected to participate
3. Explorative and Collaborative spirit is a must
4. Do not be afraid to ask questions
5. Have Fun!



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## Introducing the differences between AR (Augmented Reality), VR (Virtual Reality), and MR (Mixed Reality)

Virtual Reality is usually something that puts us only in a virtual world that can be completely fabricated. VR software is usually used along with a product such as VR goggles that will allow the viewer to be completely immersed in an utterly virtual world. Such virtual worlds can support any topic such as history where the students or viewers will have the opportunity to be immersed in the historical or distant geographical environments, which includes sounds and visual elements.

Example of how VR can be applied to academic disciplines  
- Science and Technology:

VR and AR technologies have proven beneficial for fields such as engineering, oil and gas, however it is much more as VR and AR are about social transfer as well. VR places you in a completely virtual world and can be used for any discipline.

The EON Reality solution is a cloud-based solution, which means participants can access it on any device over the Internet and create their own educational experiences. The trainer explains that with the interactive XR solution we are no longer practicing traditional forms of teaching where the instructor is a sage on the stage and the students must memorize what is said in the classroom. Instead, we are using a blended learner/ flipped-classroom format allowing students to analyze and discover information on their own.

Note: VR, AR and blended learning is not meant to replace the teacher. It is to support the topics discussed and make learning more engaging to increase students' information retention.

## Creating a Virtual/augmented Classroom

This technology allows students to learn on their own, learn how to learn, and offer greater independence. The participants need to create a 360 experience using EON XR, they can browse through the catalogue and find an image to their liking.

Note: the same concept works for VR360 lesson planning however with the VR360 option, once you have created your lesson, you can add an attachment to your mobile device allowing you to view your finished product using VR goggles. Once you place your device near your eyes you can move around as if you were in the virtual space. If you have access to a VR360 camera, you can upload original VR360 content.

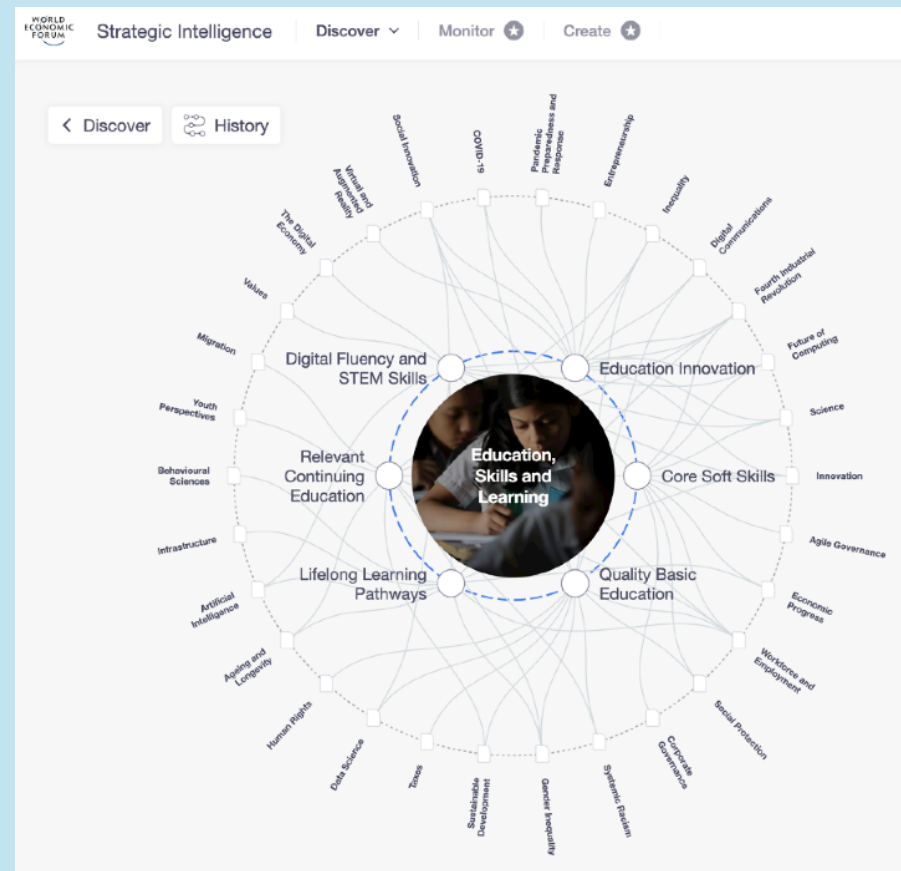
## Tips on what types of lessons can be created in virtual reality:

- ☑ **Tip No. 1.** Virtual Field Trips
- ☑ **Tip No. 2.** Exploring Conceptual Subjects
- ☑ **Tip No. 3.** Developing Computing and Technology Skills
- ☑ **Tip No. 4.** Immersive Group Learning
- ☑ **Tip No. 5.** Blending Virtual Reality with Traditional Learning.

In this module the participants were expected to gain basic skills in designing and editing virtual reality-based lessons.

## Module 6: Interactive Lessons in Prezi

In the sixth module the participants are presented with the methods of converting visual educational materials into interactive lessons and then to create an original interactive lesson. An example of an interactive approach to learning is represented by the World Economic Forum's transformation maps concept, which helps to visualize data, trends and information.



To achieve the goal of creating an interactive lesson, the Prezi app was selected. The app allows users to put together interactive visuals which instructors can easily create and share in their LMS, or as links in an email to their classes. Prezi is one of the first interactive visual storytelling tools available to educators. Its format helps to keep the presentations/lectures in check for the amount of text the presenter is allowed to use. Typical PowerPoint presentations are full of text, barely decipherable charts, corny clip art and more. This overload of information on a single slide disrupts the audience's attention, especially in a virtual meeting setting. Prezi is the simplest tool for transforming a PowerPoint presentation into visual storytelling.

Expectations:

1. Participants are expected to participate.
2. Explorative and Collaborative spirit is a must.
3. A real-life individual project is expected to be delivered at the end of the session.

### Tips on what types of lessons can be created in Prezi

- ✓ **Tip No. 1.** Choose a meaningful background image that brings out the message and theme of the presentation. This can be done through metaphor by using a relevant visual in the image, customizing the color scheme, and utilizing negative space.
- ✓ **Tip No. 2.** Don't put too much text and information on the overview. Instead, use topics to cover the main ideas, then organize related content within them into subtopics.
- ✓ **Tip No. 3.** Don't use an image that is crowded, busy, or has too many colors. This might confuse and distract the audience.
- ✓ **Tip No. 4.** Group text content into easily digestible segments. Don't give too much information to an audience in one frame of view.
- ✓ **Tip No. 5.** Use easily readable fonts and text colors. As a general rule, mixing multiple fonts or colors together in the same box of text is a recipe for confusion.

- ✓ **Tip No. 6.** Use animations to bring your image to life (Fade-in, and fade-out; zooms;
- ✓ **Tip No. 7.** Crop your image so it really fits into the frame.
- ✓ **Tip No. 8.** Using simple icons to represent topics or other text can add a clean look to your presentation and communicate concepts at lightning speed.
- ✓ **Tip No. 9.** Nothing gets a message across like a good image (there are 500,000 high-quality visuals in the Prezi library plus millions more online)
- ✓ **Tip No. 10.** When turning a Prezi presentation into a video in the desktop app, it is worth saving your file locally. After importing a presentation from your Prezi account, go to File > Save in the top toolbar to download the draft file to your computer. This way you can free up bandwidth when editing or live streaming from the app with a video conferencing tool.

In this module the participants are expected to design and edit a Prezi template into a lesson.



## References

Comparative Methodological Guidelines Handbook for digital educators. “The Roadmap for Educators in Digital Soft Skills – TRENDSS” (2020 – 2022)

<https://www.jisc.ac.uk/full-guide/technology-and-tools-for-online-learning>

<https://raccoongang.com/blog/top-4-tips-facilitate-online-training/>

<https://trendss.eu/wp-content/uploads/2021/06/Comparative-Methodological-Guidelines-Handbook-for-Digital-Educators.pdf>

[https://www.linkedin.com/pulse/virtual-learning-environment-advantages-disadvantages-paul-cook-/?trk=public\\_profile\\_article\\_view](https://www.linkedin.com/pulse/virtual-learning-environment-advantages-disadvantages-paul-cook-/?trk=public_profile_article_view)

<https://www.linkedin.com/pulse/virtual-learning-facilitator-tips-archana-warty/>

## PART II: SEMINAR TEMPLATES AND METHODOLOGICAL GUIDELINES

- ➔ EU Mediterranean Policy: the turning point of the 1980s
- ➔ France's Mediterranean Policy
- ➔ The EU and the Western Balkans: History & Challenges
- ➔ Turkey and the Eastern Mediterranean: a zone of co-operation or a zone of conflict?
- ➔ The Faces of Turkey Foreign Policy on the Balkans - Neo-Ottomanism, Mediation or Competition with the European Union
- ➔ The Intercontinental Biosphere Reserve of the Mediterranean Andalusia (Spain)-Morocco
- ➔ The Enclave-Cities of Ceuta and Melilla and Their Role in Immigration Pressure from the Maghreb to the EU
- ➔ Conditionality and human rights in the Mediterranean policy of the EU
- ➔ Cultural diversity as a bench test for the future of private international law
- ➔ The securitisation of intercultural dialogue in the Mediterranean
- ➔ Post-Colonial Dilemmas, Identity, and Artistic Creativity. The case of Afro-descendants in Italy and in Portugal
- ➔ Tourism in the Mediterranean Region
- ➔ Conception and insertion of the Mediterranean Arc



# EU Mediterranean Policy: the turning point of the 1980s

Lecture (1.5 h) and seminar (1.5 h)

Elena Calandri

University of Padova (Italy)



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## Brief description of the module, including methodological objectives

The module is part of the class “EU Mediterranean Policy” taught in the MA “Politiche, progettazione e fondi europei” (European Policies, Planning and Funds) of the University of Padua, Department of Political Science, Law and International studies.

The module (Video Master\_MIE\_(HD\_1080\_-\_WEB\_(H264\_4000)) (4), from minute 12.30) stresses the holistic approach of the class to the understanding of the drivers and features of Euro-Mediterranean relations. It assumes the Euro-Mediterranean relationship are the expression of both regional and global trends and of short term events. Long-term trends include 1.the regional outlooks and policies of some EC/EU national actors: postcolonial approaches, national self-definition and political and economic interests; 2.general trends at the global level are the global geopolitical order, trends in trade and commodities prices, international economic and financial relations; 3. Regional trends at state and societal level includes EU institutional and geopolitical developments, demographic trends, religious militancy, migration dynamics, legal and illegal trade flows. Contingencies in the period have included the sudden end of the Cold War, the Gulf War and the Middle East Peace Process.

Concretely, the module focusses on the following processes: the adhesion of Spain and Portugal to the EC; the 1985 and 1990 Schengen Agreements; changes in North-South economic balance including the debt crisis and the fall of energy prices; social and political changes which had a strong impact on mutual perceptions, e.g. the demographic boom in TMC, the rise of political Islam, migrations. Events such as the end of the Cold War, the negotiation and signature of the European Single Act and the Maastricht Treaty and the beginning of the Eastern enlargement process in Europe, and the Gulf War and the Middle East Peace Process in the Mediterranean were the major events which impressed on the EC-Mediterranean relations a new start.

Different approaches must be mobilized: history of ideas and national identities, history of European integration in its intergovernmental and institutional dimensions, history of international political and economic relations, transnational approaches to societal studies.

## **Instruction and teaching methods**

The first part of the module will be in the form of lecture, supported by multimedia presentations including e.g. maps, timelines, visual representations of the EU institutional structure, the EU and Euro-Mediterranean Partnership websites, tables for demographic, trade, unemployment, migration data). Primary sources from the EU and national diplomatic archives could be employed to allow students seminary

## **Examination form**

Written text exams with open questions. Written exams are more suited to allow teachers to evaluate the ability of the student to produce a multilayered analysis of the period and to establish hierarchies and relations among the different levels of analysis proposed.

## Recommended reading for lecturers

- ➔ Federica Bicchì, EU Foreign Policy Making toward the Mediterranean, New York, Basingstoke, Palgrave Macmillan, 2007.
- ➔ Elena Calandri, "The EC and the Mediterranean: Hitting the Glass Ceiling" in Ulrich Krotz, Kiran Klaus Patel and Federico Romero, Europe's Cold War Relations: The EC toward a Global Role, London, Bloomsbury Academic, 2020, pp. 71-91.

## Primary sources:

- ➔ Commission communication "Redirecting the Community's Mediterranean policy (1992-1996)" (SEC(90) 812)
- ➔ European Council Meeting on 9 and 10 December 1994 in Essen, Presidency Conclusions,
- ➔ Euro-Mediterranean Conference, Barcelona Declaration - Barcelona, 27/28 November 1995

## Useful links

- ➔ <https://ufmsecretariat.org/>
- ➔ [https://www.eeas.europa.eu/eeas/middle-east-and-north-africa-mena\\_en](https://www.eeas.europa.eu/eeas/middle-east-and-north-africa-mena_en)
- ➔ [https://www.eeas.europa.eu/eeas/european-neighbourhood-policy\\_en](https://www.eeas.europa.eu/eeas/european-neighbourhood-policy_en)

# France's Mediterranean Policy

lecture (1.5 h) and seminar (1.5 h)

Joanna Sondel-Cedarmas

Jagiellonian University

(Poland)



## Brief description of the module, including methodological objectives

This module is part of the class entitled: Mediterranean Basin Countries: Society, Politics and Economy which offers a panoramic perspective on the political, social and economic history of selected countries of the Mediterranean region with a special emphasis given to the policies, influence and role of the EU in this region. The instruction consists of a lecture and seminar. As part of the lecture, participants will be provided with analytical skills indispensable to explore the political system and societal matrix of contemporary France, with particular emphasis given on the postcolonial heritage. The lecture consists of a historical part, during which the key developments in the contemporary history of France are discussed. In doing so, the French constitutional history with special reference to transition from the Fourth Republic to the Fifth Republic, the role of Charles De Gaulle in the creation of the Fifth Republic, the most important political institutions of the 5th French Republic as well as specific features of French colonialism, the process of African decolonization, the Algerian War (1954-1962), and the establishment of the French Community in 1958 are discussed in depth.

The second part of the lecture covers the main political institutions of the contemporary political system in France (i.e. presidential powers, parliamentary structure, main political parties and their stands on France's Mediterranean policy). The seminar part focuses on French policy in the Mediterranean basin and its features. Based on the references provided, class participants are required to deliver an oral presentation on key issues related to France's Mediterranean policy, with a particular emphasis on such issues as 1) the Barcelona Process, 2) the Union for the Mediterranean, 3) France's key objectives in the Mediterranean, 4) Common security and defense policy. The second part of the seminar is devoted to the analysis of open access sources on French Mediterranean policy including: ORBIS (Open Repository Base of International Studies), the European Parliament and the European Commission publications, etc.

## **Instruction and teaching methods**

The lecture will be delivered in the form of key note instruction with a multimedia presentation, enriched with some practical methods, i.e. discussing documentaries about the war in Algeria, the establishment of the Fifth Republic, as well as examining parts of the Constitution of the Fifth Republic relevant for the analysis of presidential powers, the parliament and its constitutional position, the French overseas departments, etc.). In this part, the project and discussion methods such as case study methods and simulation methods will be used.

## **Examination form**

Written test exam

## Recommended for lecturers

- ➔ Bernstein, Serge, and Peter Morris, *The Republic of de Gaulle 1958-1969* (Cambridge University Press: 2006).
- ➔ Choi, Sung-eun, *Decolonization and the French of Algeria: Bringing the Settler Colony Back Home* (Palgrave: 2016).
- ➔ Dupuy, Emmanuel, 'Emmanuel Macron: A Mediterranean Leader? French Policy towards the Mediterranean', <https://www.iemed.org/publication/emmanuel-macron-a-mediterranean-leader-french-policy-towards-the-mediterranean/>

## Primary sources

- ➔ Constitution of France (CONSTITUTION OF OCTOBER 4, 1958)
- ➔ Euro- Mediterranean Conference, Barcelona Declaration - Barcelona, 27/28 November 1995
- ➔ Paris Summit for the Mediterranean, Joint Declaration - Paris, 13 July 2008

- ➔ UfM Ministerial Conference, Final Declaration - Marseille, 3/4 November 2008
- ➔ UfM Roadmap: An action-driven organisation with a common ambition -Barcelona, 23 January 2017

## Useful links

- ➔ [https://www.conseil-constitutionnel.fr/sites/default/files/as/root/bank\\_mm/anglais/constiution\\_anglais\\_oct2009.pdf](https://www.conseil-constitutionnel.fr/sites/default/files/as/root/bank_mm/anglais/constiution_anglais_oct2009.pdf)
- ➔ <https://ec.europa.eu/social/main.jsp?langId=en&catId=85&eventsId=1382&furtherEvents=yes>
- ➔ <https://espas.secure.europarl.europa.eu/orbis/document/defence-and-national-security-strategic-review-2017>

# The EU and the Western Balkans: History & Challenges

Benedetto Zaccaria

University of Padova (Italy)



UNIVERSITÀ  
DEGLI STUDI  
DI PADOVA

## Brief description of the module, including methodological objectives

This module is intended to offer a historical perspective on past, present and future challenges of the EU (European Union) policy towards the Western Balkans. Through the provided e-materials students will be able to interact with a vast array of sources and approaches in order to navigate across times and topics related to the European Economic Community/EU Western Balkans policy. In particular, the e-materials consist of a historical part, which devotes particular attention to the following topics: Yugoslavia in the Cold War; Yugoslavia and the EEC; Yugoslavia in the Mediterranean balance of power; Towards the Dissolution of Yugoslavia; The EEC/EU and the Yugoslav Wars; The post-war period). After the historical part, more contemporary topics are addressed, mainly concerning the challenge of enlargement and EU current dilemmas concerning the perspective of Western Balkans integration into the EU. The focus will be on external challenges (mostly related to EU internal affairs and developments in the international system, well beyond the Western Balkans, such as the war in Ukraine) as well as on internal ones (mainly concerning political dynamics in Bosnia-Herzegovina and in Kosovo).

Furthermore, the e-materials offer insights into three key documents which are mentioned and discussed in the historical part and which relate to: 1) The EEC/Yugoslav Joint Declaration of Dec. 1976; 2) The Launch of the EU Stabilization and Association Policy (May 1999); 3) The Final Declaration of the EU-Western Balkans summit of June 2003. The final section addresses useful sources and databases, and a video-tutorial will show, in particular, how to get access to the DORIE database ([https://ec.europa.eu/dorie/home.do;jsessionid=WB\\_TejJ\\_YoRNUrP\\_l4EaD25t0Fpg3MEYrCYgBqerFiiSrt9oHh9BL2!-903149255?locale=en&](https://ec.europa.eu/dorie/home.do;jsessionid=WB_TejJ_YoRNUrP_l4EaD25t0Fpg3MEYrCYgBqerFiiSrt9oHh9BL2!-903149255?locale=en&)), which is a EU institutional database offering primary institutional sources to further develop research on the topic. Overall, the course aims to make students able to intertwine diachronic and thematic approaches and base their learning process on primary documentary sources.

## **Instruction and teaching methods**

The instructor will offer students the possibility to prepare for class in advance, watching videos and reading documents. The class shall last 1.5 hrs. Prior to the meeting, the class should be divided in different groups, each of them focusing on one of the different topics considered in the e-materials: history; enlargement; key documents; sources. During the first 30 minutes, the instructor will moderate discussions/presentations about the different topics. For the next 30 minutes, the instructor will divide the class into different groups and provide specific research topics for an in-class work to be based on sources/databases considered in the e-materials. The final 30 minutes will be devoted to an overview discussion stemming from the groups.

## **Examination form**

Multiple-choice test (provided alongside the e-materials)



## Recommended reading for lecturers

- ➔ Roberto Belloni, *The rise and fall of peacebuilding in the Balkans* (Cham: Palgrave Macmillan, 2020).
- ➔ Florian Bieber, “Why Serbia’s President Is a Threat to Europe”, *Foreign Policy*, 2022 (<https://foreignpolicy.com/2022/01/05/serbia-vucic-mladic-mural-lithium-china-russia-threat-europe/>).
- ➔ Sonia Lucarelli, *Europe and the Breakup of Yugoslavia. A Political Failure in Search of Scholarly Explanation* (The Hague: Kluwer Law International, 2000).
- ➔ Ivan Obadić and Benedetto Zaccaria, “The European Commission and the Yugoslav Crises”, in Vincent Dujardin et al. (eds.), *The European Commission 1986-2000: History and Memories of an Institution* (Luxembourg: Publication office of the EU), pp. 606-613.
- ➔ Benedetto Zaccaria, *The EEC’s Yugoslav Policy in Cold War Europe, 1968-1980* (London: Palgrave Macmillan, 2016).

- ➔ Benedetto Zaccaria, “Assessing Yugoslavia’s Place in Western European Stabilisation Policies in Southern Europe, 1974 - 1976 ”, *Journal of European Integration History* 22, no. 1, 2016, pp. 67-83.

## Primary sources

- ➔ Europe information, *Yugoslavia and the EEC, 20/79* ([http://aei.pitt.edu/8241/1/31735055282218\\_1.pdf](http://aei.pitt.edu/8241/1/31735055282218_1.pdf))
- ➔ Communication from the Commission to the Council and the European Parliament on the Stabilisation and Association process for countries of South-Eastern Europe (26 May 1999) (<http://aei.pitt.edu/3571/1/3571.pdf>)
- ➔ EU-Western Balkans Summit (Thessaloniki, 21 June 2003 ) , Declaration ( [https://ec.europa.eu/commission/presscorner/detail/en/PRES\\_03\\_163](https://ec.europa.eu/commission/presscorner/detail/en/PRES_03_163))

## Useful links

Current state of EU-Western Balkans relations:

- ➔ [https://ec.europa.eu/neighbourhood-enlargement/enlargement-policy/bosnia-and-herzegovina\\_en](https://ec.europa.eu/neighbourhood-enlargement/enlargement-policy/bosnia-and-herzegovina_en)
- ➔ [https://ec.europa.eu/neighbourhood-enlargement/enlargement-policy/serbia\\_en](https://ec.europa.eu/neighbourhood-enlargement/enlargement-policy/serbia_en)
- ➔ [https://ec.europa.eu/neighbourhood-enlargement/enlargement-policy/montenegro\\_en](https://ec.europa.eu/neighbourhood-enlargement/enlargement-policy/montenegro_en)
- ➔ [https://ec.europa.eu/neighbourhood-enlargement/enlargement-policy/north-macedonia\\_en](https://ec.europa.eu/neighbourhood-enlargement/enlargement-policy/north-macedonia_en)
- ➔ [https://ec.europa.eu/neighbourhood-enlargement/enlargement-policy/albania\\_en](https://ec.europa.eu/neighbourhood-enlargement/enlargement-policy/albania_en)
- ➔ [https://ec.europa.eu/neighbourhood-enlargement/enlargement-policy/kosovo\\_en](https://ec.europa.eu/neighbourhood-enlargement/enlargement-policy/kosovo_en)

## Media monitoring

- ➔ <https://www.balcanicaucaso.org/eng>
- ➔ <https://balkaninsight.com/>
- ➔ <https://www.courrierdesbalkans.fr/>
- ➔ <https://europeanwesternbalkans.com/>

EU webpages to follow institutional developments of EU-Western Balkans relations:

- ➔ <https://ec.europa.eu/dorie/result.do>
- ➔ [https://neighbourhood-enlargement.ec.europa.eu/enlargement-policy/enhanced-eu-engagement-western-balkans\\_en](https://neighbourhood-enlargement.ec.europa.eu/enlargement-policy/enhanced-eu-engagement-western-balkans_en)
- ➔ <https://www.consilium.europa.eu/en/policies/enlargement/#Balkans>
- ➔ <https://www.europarl.europa.eu/factsheets/en/sheet/168/the-western-balkans>
- ➔ [https://www.eeas.europa.eu/eeas/western-balkans\\_en](https://www.eeas.europa.eu/eeas/western-balkans_en)

## Audio-video materials available online

- ➔ EU Audiovisual Service Database of videos related to EU's policy towards the Western Balkans <https://audiovisual.ec.europa.eu/en/search?kwgg=Western%20Balkans&mediatype=VIDEO>
- ➔ Participation of Ursula von der Leyen, President of the European Commission, in the GLOBSEC 2023 Bratislava Forum: keynote speech "Steeled in Battle: A More United Europe after Ukraine?": <https://audiovisual.ec.europa.eu/en/video/I-241725>
- ➔ EU-Western Balkans Summit - Press conference (Tirana, 6 December 2022): <https://www.youtube.com/watch?v=DM5xIEI19Uw>
- ➔ Historical recordings on EEC/Yugoslav Relations 1976-1980 from EU Audiovisual Service: <https://audiovisual.ec.europa.eu/en/video/I-027586>

# Turkey and the Eastern Mediterranean: a zone of co-operation or a zone of conflict?

lecture (1.5 h) and seminar (1.5 h)

Tadeusz Kopyś

Jagiellonian University  
(Poland)



## Brief description of the module including methodological objectives

Since 2006, Europe has increasingly viewed eastern Mediterranean gas as a resource with huge potential to provide economic growth, mitigate climate change, and reduce dependence on Russian gas supplies. Eastern Mediterranean gas is also proving to be a massive diplomatic headache, with rival claims by Turkey, Greece, and Cyprus on exclusive economic zones (EEZs) and exploration rights. Eastern Mediterranean gas remains incredibly important for states in the region as they seek to enhance their energy security and drive economic development for Greece, Cyprus (both parts of island), Egypt, Israel, Lebanon, and Palestine. Most of Egypt, Greece, Lebanon, and the Republic of Cyprus are signatories to the 1982 United Nations Convention on the Law of the Seas (UNCLOS), which designates countries EEZs as extending 200 miles from their shores. Yet regional powers Israel and Turkey, as well as Syria, have not signed UNCLOS and do not accept its rulings on EEZs.

Most Eastern Mediterranean countries, including Lebanon and the Republic of Cyprus, are signatories to the 1982 United Nations Convention on the Law of the Sea (UNCLOS), which designates EEZ countries as extending 200 miles from their shores. However, regional powers Israel and Turkey, as well as Syria, have not signed UNCLOS and do not accept its rulings on exclusive economic zones. Turkey is yet another important actor in the Eastern Mediterranean. In recent years, especially, the country has conducted an active exploration and drilling policy in the region. In this context, a total of 8 wells have been drilled by the Turkish Petroleum Cooperation (Türkiye Petrolleri Arama Ortaklığı / TPAO) in the Eastern Mediterranean since 2018. These drillings are not recognized as legal by the European Union countries, and the agreement between Turkey's neighboring countries is very important, if only because of the energy crisis that affected Europe after the start of Russia's aggression against Ukraine in February 2022.

## **Instruction and teaching methods**

The lecture will be conducted in the form of a key instruction with a multimedia presentation, enriched with practical methods, i.e., discussion of films on the energy policy of the European Union, the importance of Turkey as a country located at the junction of continents. Changes that have taken place in the eastern Mediterranean after the discovery of gas deposits on the seabed will be discussed. Changes in diplomatic and political alliances that have taken place after Turkey appeared as a rival in this area will also be presented.

### **Examination form:**

Oral/written exam, test, etc.

## Recommended reading for lecturers

- ➔ Assessment of Undiscovered Oil and Gas Resources of the Levant Basin Province, Eastern Mediterranean,” S. Geological Survey, (May 2010), retrieved from <https://pubs.usgs.gov/fs/2010/3027/pdf/FS10-3027.pdf>, pp. 1-4.
- ➔ Ahmet Davutoğlu, “Turkey’s Zero-Problems Foreign Policy,” May 20, 2010, Foreign Policy, <https://foreignpolicy.com/2010/05/20/turkeys-zero-problems-foreign-poli...>
- ➔ Tolga Demiryol, “Between Security and Prosperity: Turkey and the Prospect of Energy Cooperation in the Eastern Mediterranean,” Turkish Studies, Vol. 20, No. 3 (2019), pp. 442-464.
- ➔ Emre Erşen and Mitat Çelikpala, “Turkey and the Changing Energy Geopolitics of Eurasia,” Energy Policy, Vol. 128, (May 2019), pp. 584-592.
- ➔ Isabella Ruble, “European Union Energy Supply Security: The Benefits of Natural Gas Imports from the Eastern Mediterranean,” Energy Policy, Vol. 105, (June 2017), pp. 341-353.
- ➔ Theodoros Tsakiris, “The Importance of East Mediterranean Gas for EU Energy Security,” The Cyprus Review, Vol. 30, No. 1 (Spring 2018), pp. 25-50.
- ➔ Vedat Yorucu and Özay Mehmet, Europe’s Energy Security and the Southern Energy Corridor, (Cham: Springer, 2018), p. 18.
- ➔ Ilhan Uzgel, “Turkey and the Mediterranean Imbroglia: the Story of an Aspiring Regional Power,” Friedrich Ebert Stiftung, November 2020, <https://library.fes.de/pdf-files/bueros/beirut/17494.pdf>

## VIDEO LINKS

- ➔ How maps explain the eastern Mediterranean gas crisis, <https://www.ft.com/video/d5599ffa-6b0a-4295-8222-a9560ff6f316>
- ➔ The Geopolitics of Energy: Powder Keg in the Eastern Mediterranean, <https://epicenter.wcfia.harvard.edu/blog/geopolitics-energy-powder-keg-eastern-mediterranean>
- ➔ What is behind the Eastern Mediterranean oil and gas rush, <https://www.google.com/search?q=gas+discovery+east+mediterranean+Turkey+energy+pipelines&client=firefox-b-d&source=lnms&tbm=vid&sa=X&ved=2ahUKEwjEjpTe5qb8AhUlx4sKH7ZD0IQAUoAHoECAEQCg&biw=1536&bih=671&dpr=1.25#fpstate=ive&vld=cid:90b42522,vid:9CKvxkWvWG0>

# The Faces of Turkey Foreign Policy on the Balkans – Neo-Ottomanism, Mediation or Competition with the European Union

lecture (1.5 h) and seminar (1.5 h)

Tadeusz Kopyś

Jagiellonian University  
(Poland)



## Brief description of the module including methodological objectives

Analysis of the Turkish Foreign Policy. The goal of the course is to make the students familiar with the problems of the Turkish Foreign Policy as well as with the major developments in the Balkans, Middle East, Caucasus and Central Asia. The course will focus on the post-Cold war period with special emphasis on the regional policies of the Turkish Republic. With the disintegration of Yugoslavia, all the balances in the Balkans were altered and the instability that arose from this process reached a level that threatened international peace. In the 1990's the Balkans had to live through destructive wars and ethnic cleansing, today's environment of peace and stability could have been attained only after international intervention. Following the declarations of independence by Montenegro in 2006 and by Kosovo in 2008, the borders of the newly independent states in the region have become definite.



High level political dialogue, security for all, utmost economic integration and the preservation of the multi-ethnic, multi-cultural and multi-religious social structures in the region constitute four main axes of Türkiye's Balkan policy, which is shaped by the principles of "regional ownership" and "inclusiveness". Our leading objectives are the acceleration of the existing cooperation through the creation of "areas of joint interest" among the countries of the region and the attainment of an extensive regional integration.

The intellectual roots of neo-Ottomanism goes back to the 19th century, it can be taken to the beginning of 15th century of the Ottoman Empire which is later called as "pax-Ottomana" in terms of social, cultural and economic life. The concept of neo-Ottomanism which is derived from the founder of Ottoman Empire evokes dislike for some because of its reference to the imperial past while, on the other hand, it is perceived in the context of social and cultural relations for the others. In this connection, this study is not basically interested in whether neo-Ottomanism is good or not, in fact, it is interested in

whether there is any imperial intention in the AKP's social, cultural, political and economic relations with the countries in the Balkans.

### **Instruction and teaching methods**

The lecture will be conducted in the form of a key instruction along with a multimedia presentation (Power Point Presentation), enriched with practical methods, i.e. and a discussion of issues related to Turkey's activity in the Balkans. - Turkey's political activity in the Balkans will be taken into account, - the aim of the classes is to present PPT on the cultural activities of Turkish government agencies in the Balkans, - finally, the aim of the classes will be to analyze video materials that concern the so-called neo-ottomanism - the concept of foreign policy in the Balkans.

### **Examination form**

Oral exam

## Recommended reading for lecturers

- ➔ Ahmet Davutoğlu, “A Forward Looking Vision for the Balkans,” Vision Paper, No.1, Center for Strategic Research (2011), p. 6.
- ➔ Ahmet Davutoğlu, “Zero Problems with Neighbors: Firm and Alive,” Foreign Policy, 21 March 2013, available at [http://www.foreignpolicy.com/articles/2013/03/21/zero\\_problems\\_in\\_a\\_new\\_era\\_turkey](http://www.foreignpolicy.com/articles/2013/03/21/zero_problems_in_a_new_era_turkey)
- ➔ Birgül Demirtaş, “Turkey and the Balkans: Overcoming Prejudices, Building Bridges and Constructing a Common Future,” Perceptions: Journal of International Affairs, Vol.18, No.3 (2013): pp.163-185.
- ➔ Bülent Aras, “Turkey and the Balkans: New Policy in a Changing Regional Environment”, GMF On Turkey Analysis, (31 October 2012).
- ➔ Bülent Aras, “Davutoğlu Era in Turkish Foreign Policy,” SETA Policy Brief, no.32, 2009.

- ➔ Somun, Hajrudin. “Turkish Foreign Policy in the Balkans and “Neo-Ottomanism”: A Personal Account.” Insight Turkey 13:3 2011.
- ➔ Somun, Hajrudin. “Turkish Foreign Policy in the Balkans and “Neo-Ottomanism”: A Personal Account.” Insight Turkey 13:3 2011.

## VIDEO LINKS

- ➔ Teaming up with Erdogan’s Turkey, <https://gb.coursera.org/lecture/power-and-foreign-policy-in-international-relations/teaming-up-with-erdogans-turkey-iU4LV>
- ➔ Neo-Ottomanism: Turkey's Dream of Power, <https://www.google.com/search?q=neo+ottomanism+policy+of+Turkey+syllabus&client=firefox-b->
- ➔ Keynote Talk: “Turkish Foreign Policy and the #Balkans”, <https://www.google.com/search?q=balkan+policy+of+Turkey+&client=firefox-b-d&biw>

➔ Turkey's Influence on Bosnian Islam: Neo-Ottomanism Meets ...  
<https://www.google.com/search?q=balkan+policy+of+Turkey+&client=firefox-b->

# The Intercontinental Biosphere Reserve of the Mediterranean Andalusia (Spain)-Morocco

Jesús Ventura Fernández

University of Seville (Spain)



## Brief description of the module, including methodological objectives

The **academic content** of the module has as its main goal the analysis of the Transcontinental Biosphere Reserve which encompasses the Spanish and Moroccan area surrounding the strait of Gibraltar, and the main risks which the protected area is undergoing. Especially those related to industrial activities located in areas which may impact the ecosystems like, for example, the industrial area of TangerMed.

In regard, to the **organization of this module**, it is important to point out that the module is conceived as a hybrid model of asynchronous and synchronous learning, which implies that some activities will be executed by the students before a specific date, regardless of the moment in which they are carried out, and other activities will have to be synchronous, which means that it will be done at a specific date and time.

## The module is divided as follows:

- ➔ 1<sup>st</sup>. A sequence of two e-lectures which present theory related to the above-mentioned goals will be available to students online via the teaching platform.
- ➔ 2<sup>nd</sup>. In the middle of the module, there will be a recorded presentation that will consist of a presentation based on the analysis of the new geopolitical situation of the strait of Gibraltar in the current context. In addition, a map will be created which represents the main conflicts and tensions in the region.
- ➔ 3<sup>rd</sup>. All activities will include elements of the self-assessment of some questions, so that the student may auto test the knowledge acquired in each of the parts of the module.

This module will foster the acquisition of a diverse range of skills by students. Particularly, students will be able to gain insight in identifying the human impact that interfere with environmentally protected areas. Students will also

gain insight into the impact of geopolitics on environmental policy.

In addition to that, students will develop e-learning competences by studying interactive e-materials such as dynamic route maps, as well as by elaborating e-presentations which will be discussed by a fellow student.

## Instruction and teaching methods

All teaching activity will be stored and accessed from a learning management system. Among the best, (from my point of view) the following are recommended: Moodle, Canvas, Blackboard or NeoLMS. Some of them are open source.

Concerning the **lectures**, the content was divided into two parts due to several reasons. On the one hand, it was important to highlight the structuring of the contents, namely, the presentation of the concepts related to the discipline of environmental protected areas and a case study on the impact of TangerMed, near the Biosphere reserve, which is the most original contribution of the lecture.

On the other hand, since we are dealing with e-students and the likelihood of losing attention is significantly higher than that of a face to face class, the duration of the lectures was restricted to a duration which ranged from 20 to 25 minutes.

The content will be recorded using PowerPoint or Prezi. It should include animation videos which may help to grasp better the concepts explained by the professor. After that, the videos should be edited in order to improve the quality of the presentation, include elements, effects, music, or just correct any mistakes in the video. The edition of videos may be performed by several applications like Adobe after effects or Davinci. In this vein, it is important to bear in mind that possible elements to distract students from learning are much more abundant than in a synchronous class, and therefore it is important to make a greater effort in the technical elements that allow to increase the attention of the students. After finishing the edition, it can be uploaded to YouTube or any other repository.

The **presentation of the students** can be recorded using a screencast application such as OBSstudio, ShareX or Power

Point recording software. After recording the presentation, it will be uploaded to a video platform like YouTube for example or Prezi and the link of the video will be shared with the professor. These platforms allow the user to have full control of their original output and, therefore, avoid any problems related to the data protection regulations for the university.

The **duration** of the presentations should also be short, to keep the attention of the students, between 5 and 7 minutes long.

After the link is uploaded to the learning management system, all students can watch their respective presentations, and thus the assigned student may **discuss** their partner's presentation.

The **self-assessment** will be carried out with the H5P application that allows one to combine the self-assessment questions with a video that will be used as a statement of the question. In addition, the higher quality graphics of the video will help to better retain the attention of the students. The number of questions in each part should not exceed 3.

The **duration of the module** will be of 10 days. On the 1<sup>st</sup> day the e-lectures will be available, on the 7<sup>th</sup> day the presentations will be submitted and displayed in the learning management system and by the 10<sup>th</sup> day the discussants will finish their works.

**e-tutary.** The professor should be available for tutoring any time (except for days off like Sundays).

### Examination form

The examination will consist of a written test, which will include questions about the contents explained in the lectures, but there must be also include a test in which the student demonstrates the technical competences acquired.

The rest of the activities will be handed in through the learning management system before each deadline. It is highly recommended to include a plagiarism detection service (Turnitin, e.g.), since the rate of plagiarism is quite significant in the online learning compared to the onsite.

### Recommended reading for lecturers

- ➔ Florido del Corral, D., & Clavero, J. (2008). La Reserva de la Biosfera Intercontinental del Mediterráneo (RBIM). Nuevas herramientas para viejos problemas. In Congreso de Antropología. Retos Teóricos y Nuevas Prácticas, 11<sup>º</sup>. San Sebastián, España. Retrieved from [https://idus.us.es/bitstream/handle/11441/26508/file\\_1.pdf?sequence=1](https://idus.us.es/bitstream/handle/11441/26508/file_1.pdf?sequence=1)
- ➔ Molina Vázquez, F., & Villa Díaz, A. (2008). La reserva de biosfera intercontinental de Mediterráneo Andalucía (España)-Marruecos como instrumento de cooperación. Ecosistemas, 17(2). Retrieved from <http://www.revistaecosistemas.net/index.php/ecosistemas/article/view/100>
- ➔ Mulero Mendigorri, A. (2018). Fronteras y territorios: la gestión de las áreas protegidas en cuestión. Cuadernos Geográficos, 57(1), 61-86. <https://doi.org/10.30827/cuadgeo.v57i1.5601>

- ➔ Reserva de la Biosfera Intercontinental del Mediterráneo Andalucía (España)-Marruecos ( 2022 ) : [https://www.juntadeandalucia.es/medioambiente/por\\_tal/landing-page/-/asset\\_publisher/4V1kD5gLiJkq/content/reserva-de-la-biosfera-intercontinental-del-mediterr-c3-a1neo-andaluc-c3-ada-espa-c3-b1a-marruecos/20151](https://www.juntadeandalucia.es/medioambiente/por_tal/landing-page/-/asset_publisher/4V1kD5gLiJkq/content/reserva-de-la-biosfera-intercontinental-del-mediterr-c3-a1neo-andaluc-c3-ada-espa-c3-b1a-marruecos/20151)
- ➔ Verdú-Baeza, J. (2012). El medio ambiente como instrumento de cooperación transfronteriza: la Reserva de la Biosfera Intercontinental del Mediterráneo entre Andalucía y Marruecos. Anuario de Derecho Internacional, XXVIII, 397-416. Retrieved from <https://hdl.handle.net/10171/34897>

**Data that can be used during classes (e.g., articles/ primary sources, documents available online, audio-visuals resources, etc.)**

- ➔ Morocco World news. <https://www.moroccoworldnews.com/> (Moroccan newspaper in English version)

- ➔ El Mundo. <https://www.elmundo.es/> (Spanish Newspaper)
- ➔ Center for strategic and international studies <https://www.csis.org/>

**Useful links**

- ➔ Adobe after effects <https://www.adobe.com/es/products/aftereffects.html>
- ➔ Google Colab Research <https://colab.research.google.com/?hl=es>
- ➔ ObStudio <https://obsproject.com/es/download>
- ➔ Sharex <https://getsharex.com/>
- ➔ Moodle <https://moodle.org/>
- ➔ Canvas <https://www.canvas.net/>



# The Enclave-Cities of Ceuta and Melilla and Thiers Role in Immigration Pressure from the Maghreb to the EU

Javier Lopez Otero

University Of Seville (Spain)



The **academic content** of the module has as its main goal the analysis of the factors that influence the international migration between the African continent and Spain, which are channeled through the Spanish city-enclaves of Ceuta and Melilla. In order to do so, in the first place, the traditional factors which explain international migration will be analyzed and, secondly, the specific factors related to the geopolitical situation around the Strait of Gibraltar will also be studied.

In regard, to the **organization of this module**, it is important to point out that the module is conceived as a hybrid model of asynchronous and synchronous learning, which implies that some activities will be executed by the students before a specific date, regardless of the moment in which they are carried out, and other activities will have to be synchronous, which means that it will be done at a specific date and time.

## The module is divided as follows:

- ➔ 1<sup>st</sup>. A sequence of three e-lectures which present theory related to the above-mentioned goals will be available to students online at the teaching platform.
- ➔ 2<sup>nd</sup>. A seminar will be held in the middle of the module, based on a regression analysis about the impact of the classic factors on immigration flows in the cities of Ceuta and Melilla. This analysis will be supervised and explained by the professor in class.
- ➔ 3<sup>rd</sup>. At the end of the module, there will be a recorded presentation that will consist of a presentation based on the analysis of the new geopolitical situation of the strait of Gibraltar in the context of the Russo-Ukrainian war. In addition, a map will be created which represents the main conflicts and tensions in the region.
- ➔ 4<sup>th</sup>. Either the lectures as the seminar or presentation will include a self assessment element of several questions, so that the student may auto test the

knowledge acquired in each of the three parts of the module.

This module will foster the acquisition of **a diverse range of skills by students**. Particularly, students will be able to gain insight in identifying factors that motivate international migrations, especially those that characterize the western Mediterranean. Likewise, students will be provided with political insights into the geographical and geopolitical environment of the Strait of Gibraltar, which will enable them to identify the impact of the geopolitical context on migrations.

In addition, students will develop e-learning competences by studying interactive e-materials such as dynamic route maps, as well as by elaborating e- presentations which will be discussed by a fellow student.

Finally, students will gain some knowledge in statistics for modeling and some insight into coding with the Python language.

## Instruction and teaching methods

All teaching activity will be stored and accessed from a learning management system. Among the best, (from my point of view) the following are recommended: Moodle, Canvas, Blackboard or NeoLMS. Some of them are open source.

In regard to the **lectures**, the content was divided into three parts due to two reasons. On the one hand it was important to highlight the structuring of the contents, namely, the introduction, the classic immigration factors and the specific local factors, (which is the most original contribution of the lecture).

On the other hand, since we are dealing with e-students and the likelihood of losing attention is significantly higher than that in a face to face class, the duration of the lectures was restricted to a duration which ranged from 7 to 20 minutes.

The content will be recorded using PowerPoint or Prezi. It should include animation videos which may help to grasp better the concepts explained by the professor. After that, the videos should be edited in order to improve the quality

of the presentation, include elements, effects, music, or just correct any mistakes in the video. The edition of videos may be performed by applications like Adobe after effects or Davinci. In this vein, it is important to bear in mind that possible elements to distract students from learning are much more abundant than in a synchronous class, and therefore it is important to make a greater effort in the technical elements that allow to increase the attention of the students. After finishing the edition, it can be uploaded to a YouTube or any other repository.

As to the **seminar**, a videoconference will be held with the students, so it will be a synchronous interaction.

Nonetheless, students have a previous task to do, namely a regression analysis which analyzes the influence, of a set of proxy variables related to the factors explained in the lectures, on the flows of immigrants to the cities of Ceuta and Melilla. The purpose is to check the empirical influence of each factor considered in the lecture. The data and software necessary to perform this task will be provided by the professor, particularly Google Colaborate Notebooks will be used, and the regression analysis will be performed

in python. Finally, the student's notebooks will be shared with the professor, and it will comment them online to the whole class.

The **presentation of the students** can be recorded using a screencast application such as OBSStudio, ShareX or powerpoint recording software. After recording the presentation, it will be uploaded to a video platform like YouTube for example or Prezi and the link of the video will be shared with the professor. These platforms allow the user to have full control of their original output and, therefore, avoid any problem related to the data protection regulations for the university.

The **duration** of the presentations should also be short, to keep the attention of the students, between 5 and 7 minutes long.

After the link is uploaded to the learning management system, all students can watch their respective presentations, and thus the assigned student may **discuss** their partner's presentation.

The **self-assessment** will be carried out with the H5P application that allows you to combine the self-assessment questions with a video that will be used as a statement of the question. In addition, the higher quality graphics of the video will help to better retain the attention of the students. The number of questions in each part should not exceed 2.

The **duration of the module** will be of 10 days. On the 1st day the e-lectures will be available, on the 5<sup>th</sup> day the seminar will be held, on the 9<sup>th</sup> day the presentations will be submitted and displayed in the learning management system and by the 10<sup>th</sup> day the discussants will finish their works.

e-tutory. The professor should be available for tutoring any time (except for days off like Sundays).

## Examination form

The examination will consist of a written exam or test, which will include questions about the contents explained in the lectures, but there must be also include a test in which the student demonstrates the statistical and analytical competences acquired.

The rest of the activities will be handed in through the learning management system before each deadline. It is highly recommended to include a plagiarism detection service, since the rate of plagiarism is quite significant in the online learning compared to the onsite.

## Recommended reading for lecturers

- ➔ Clement, Viviane; Rigaud, Kanta Kumari; de Sherbinin, Alex; Jones, Bryan; Adamo, Susana; Schewe, Jacob; Sadiq, Nian; Shabahat, Elham. (2021). Groundswell Part 2 : Acting on Internal Climate Migration. World Bank, Washington, DC. © World Bank. <https://openknowledge.worldbank.org/handle/10986/36248> License: CC BY 3.0 IGO
- ➔ European Parliament (2021). MOTION FOR A RESOLUTION on the breach of the UN Convention of the Rights of the Child and the use of minors by the Moroccan authorities in the migratory crisis in Ceuta. B9-0362/2021 [https://www.europarl.europa.eu/doceo/document/B-9-2021-0362\\_EN.html](https://www.europarl.europa.eu/doceo/document/B-9-2021-0362_EN.html)
- ➔ Giménez-Gómez, J. M., Walle, Y. M., & Zergawu, Y. Z. (2019). Trends in African migration to Europe: Drivers beyond economic motivations. *Journal of Conflict Resolution*, 63(8), 1797-1831. <https://>

[www.recercat.cat/bitstream/handle/2072/306515/201718.pdf?sequence=1](http://www.recercat.cat/bitstream/handle/2072/306515/201718.pdf?sequence=1)

- ➔ Gold, P. (1999). Immigration into the European Union via the Spanish enclaves of Ceuta and Melilla: a reflection of regional economic disparities. *Mediterranean Politics*, 4(3), 23-36. <https://www.tandfonline.com/doi/abs/10.1080/13629399908414697>
- ➔ Marina Mateos (2021). Sáhara Occidental: la tensión continúa y el referéndum no llega. Instituto de relaciones internacionales. <http://sedici.unlp.edu.ar/handle/10915/126679>
- ➔ Valle-Galvez, A. (2021). Consolidar a la UE en el área del Estrecho (1): Ceuta, Melilla y Marruecos. Real Instituto Elcano. <https://www.realinstitutoelcano.org/analisis/consolidar-a-la-ue-en-el-area-del-estrecho-1-ceuta-melilla-y-marruecos/>
- ➔ Ravenna-Sohst, R (2020). The future of migration to Europe: a systematic review of the literature on migration scenarios and forecasts European

Parlament (2019). Parliamentary question by Carmen Avram (S&D). url: [https://www.europarl.europa.eu/doceo/document/E-9-2019-002337\\_EN.html](https://www.europarl.europa.eu/doceo/document/E-9-2019-002337_EN.html)

Data that can be used during classes (e.g., articles/primary sources, documents available online, audio-visuals resources, etc.):

- ➔ European Council of the European Union (2022). Infographic - Migration flows: Eastern, Central and Western routes. <https://www.consilium.europa.eu/en/infographics/migration-flows-to-europe/>
- ➔ Morocco World news. <https://www.moroccoworldnews.com/> (Moroccan newspaper in English version)
- ➔ El Mundo. <https://www.elmundo.es/> (Spanish Newspaper)
- ➔ Center for strategic and international studies <https://www.csis.org/>

## Useful links

- ➔ Adobe after effects <https://www.adobe.com/es/products/aftereffects.html>
- ➔ Google Colab Research <https://colab.research.google.com/?hl=es>
- ➔ ObStudio <https://obsproject.com/es/download>
- ➔ Sharex <https://getsharex.com/>
- ➔ Moodle <https://moodle.org/>
- ➔ Canvas <https://www.canvas.net/>

# Conditionality and human rights in the Mediterranean policy of the EU

Pietro De Perini

University of Padova (Italy)



UNIVERSITÀ  
DEGLI STUDI  
DI PADOVA

## Brief description of the module, including methodological objectives

This module aims to present the rationale, development and inconsistencies of the human rights policy of the European Union (EU) in the Mediterranean, from the establishment of the Barcelona Process to the most recent years following the Arab Uprisings. The module includes a frontal lecture, where the lecturer introduces the main concepts, topics and critical points and a workshop phase, where students are guided through a discussion of the arguments made by the lecturer based on the analysis of the human rights situation in a selection of Mediterranean countries.

After an introductory part which sets the main legal and policy references for the promotion of human rights in EU foreign policy, the lecture discusses the specific efforts to advance this objective in the specific area of the Mediterranean.



The point of departure of this second part of the lecture is the acknowledgement, based on empirical observation, of the dire human rights situation in all Mediterranean partner countries, which implicitly supports an overall assessment of ineffectiveness, inconsistency, and poor commitment for EU's regional action in this policy, also based on a lack of credibility to implement the (positive and negative) conditionality measures that shape European human rights initiatives. The lecture, then, conceptualises and discusses the possible explanation presented in the literature: the "rhetoric performance" gap; the "securitisation-democratisation" dilemma which has allegedly urged EU leaders to subordinate internal stability considerations at the expense of their values; and the existence of different views among EU institutions and states on the priority to be given to human rights in the broader multidimensional framework of Euro-Mediterranean cooperation, and the reluctance of some Mediterranean leaders to interiorise these principles in their legal and political system. This allows students to reflect on how the lack of genuine European agency on the matter, prevents the EU from

being a credible and responsible actor in a central aspect of its overall commitment to cooperation with authorities and civil societies of its southern shore.

While the lecture maintains a regional scope (human rights in broader Mediterranean policy initiatives), the workshop discusses policy priorities, funding, political support vis-à-vis the specific human rights situation of selected country of the area (as reported by independent actors). This will allow students to critically consider the EU human rights approach, its positive developments and weaknesses against the real needs of the societies and individuals who are targeted by EU efforts.

### **Instructions and teaching methods**

The lecture can be integrated by data and infographic concerning EU commitment to promote human rights in the Mediterranean and by presenting excerpts of speeches from EU leaders where EU's human rights commitment is considered (either in textual format or looking for videos in the EU's archives).

In the workshop part, students are encouraged to look in advance at the national annual reports on single Mediterranean countries provided by the main human rights non-governmental organisations (Human Rights Watch, Amnesty International, the Euro-Mediterranean Human Rights Network) and by international human rights mechanisms (ie UN Treaty Bodies, or the Universal Periodic Review). This will provide them with sufficiently accurate knowledge of the specific human rights needs and priorities for each country which will be discussed against the list of EU human rights priorities for the area. Such list shall be prepared by the lecturer in advance based on EU regional and national plans for the area (in the context of the European Neighbourhood Policy).

### **Examination form**

The exam is based on a short paper (2,500 words) where students present and critically analyse EU human rights commitment vis-à-vis one of the countries engaged in Mediterranean policy framework.

### **Recommended reading for lecturers**

- ➔ M. Pace, The EU's Interpretation of the 'Arab Uprisings': Understanding the Different Visions about Democratic Change in EU-MENA Relations, 52(5) JCMS, 969-984 (2014).
- ➔ P. de Perini. 'The Inconsistent Human Rights Agenda of EU Mediterranean Policy'. European Foreign Affairs Review 25, no. 3. 445-466 (2020).
- ➔ R. Balfour, EU Conditionality after the Arab Spring, Papers leMed, No. 16 (2012);
- ➔ S. Panebianco. The constraints on EU action as a 'norm exporter' in the Mediterranean, in O. Elgström and M. Smith (eds.) The European Union's Roles in International. Politics Concepts and analysis (pp. 136-154), Abingdon: Routledge (2006).
- ➔ Gómez-Isa, F.. EU Promotion of Deep Democracy in Egypt After the Arab Spring: A Missed Opportunity?, Revista Electrónica de Estudios Internacionales (2017).

## Useful Links

- ➔ EEAS - EU Human Rights and Democracy Policy  
[https://www.eeas.europa.eu/eeas/human-rights-democracy\\_en](https://www.eeas.europa.eu/eeas/human-rights-democracy_en)
- ➔ Euro-Med Human Rights Monitor (NGO)  
<https://www.euromedmonitor.org/en>
- ➔ Euro-Med Rights (Civil Society Network)  
<https://euromedrights.org>
- ➔ United Nations: Universal Periodic Review  
<https://www.ohchr.org/en/hr-bodies/upr/upr-main>
- ➔ Amnesty International (Middle East and North Africa Section)  
<https://www.amnesty.org/en/location/middle-east-and-north-africa/>
- ➔ Human Rights Watch (Middle East and North Africa Section)  
<https://www.hrw.org/middle-east/north-africa>

# Cultural diversity as a test bench for the future of private international law

lecture (2.0 h)

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## Brief description of the module, including methodological objectives

The possible reception of certain institutions of Islamic law in European legal systems - for instance polygamy and repudiation - may clash with the fundamental rights and values enshrined in the European Convention on Human Rights. Two opposite interests are at stake here. On the one hand, to protect the legal and cultural identity of the forum State and on the other to respect the diversity of other legal systems. None of these needs can be brought to the extreme. To consider diversity as such as a ground of incompatibility would lead to clashes between civilizations and would ultimately be detrimental to the continuity of legal status of persons. An unconditional adherence to openness and respect for foreign legal systems might lead to legitimize, in the name of respect for cultural diversity, more or less disguised forms of oppression against vulnerable subjects. This module aims at clarifying whether and how it is possible to draw a balance between these opposite interests through the methods and techniques of private international law.

An examination will be carried out of cultural diversity in a private international law perspective with reference to more than one aspect. We will start by determining whether it is really possible to deal with Islamic law as a uniform and monolithic body of law. We will go on to establish to what extent Islamic law can be protected in virtue of the freedom of religion. Then, the limits to the use of the public policy exception will be clarified, the adaptation technique as a form of dialogue between different legal cultures will be described and finally the choice of the most adequate connecting factors will be assessed. All these aspects will reveal themselves as crucial for a correct and balanced reception in the forum of foreign values.

The *fil rouge* of this module is the search for a method to balance the opposite needs which are at stake when dealing with certain foreign institutions, namely between respect for the fundamental values of reception societies and protection of the rights and interests of the parties involved. From this perspective, the traditional public policy exception shrinks because it comes squarely under

ECtHR scrutiny. As it is an interference with the rights of the persons involved, public policy can only legitimately be triggered when it is necessary and proportional to the aim pursued. From this perspective, public policy takes on a 'pluralistic' connotation because many opposite 'pushes' must be balanced: protection of European values cannot lead to sacrificing the rights and interests of the individuals concerned beyond what is strictly necessary.

### **Instruction and teaching methods**

The lecture will be delivered in the form of keynote instruction with multimedia presentation, enriched with some practical methods, i.e. discussing relevant judgements of the European Court of Human Rights. Case study methods and simulation methods will be used.

### **Examination form**

Oral exam

## Recommended reading for lecturers

- ➔ R. Aluffi Beck-Peccoz, *La modernizzazione del diritto di famiglia nei paesi arabi*, Milano, 1990.
- ➔ C. Campiglio, *Identità culturale, diritti umani e diritto internazionale privato*, *Rivista di diritto internazionale*, 2011, pp. 1061-1062.
- ➔ G. Carella, *Diritti umani, conflitti di legge e conflitti di civilizzazione*, Bari, 2011.
- ➔ P. Franzina, *The Evolving Role of Nationality in Private International Law*, in A. Annoni and S. Forlati (eds.), *The Changing Role of Nationality in International Law*, New York, 2013, pp. 195-197.
- ➔ E. Jayme, *Identité culturelle et intégration: le droit international privé postmoderne*, *Recueil des cours*, 1995, tome 251, p. 253.
- ➔ Y. Lequette, *De la “proximité” au “fait accompli,”* in *Mélanges en l’honneur du Professeur Pierre Mayer*, Paris, 2015, pp. 481-518.
- ➔ O. Lopez Pegna, *L’incidenza dell’art. 6 della Convenzione Europea dei diritti dell’uomo rispetto all’esecuzione di decisioni straniere*, *Rivista di diritto internazionale*, 2011, pp. 33-43.
- ➔ A. Malatesta, *Cultural Diversity and Private International Law*, in G. Venturini and S. Bariatti (eds.), *Nuovi strumenti del diritto internazionale privato*, Liber Fausto Pocar, Milan, 2009, pp. 649-650.
- ➔ F. Mosconi and C. Campiglio, *Diritto internazionale privato e processuale. Parte generale e contratti*, vol. I, 2007, p. 239.
- ➔ O. Vanin, *Ripudio islamico, principio del contraddittorio e ordine pubblico italiano*, *La nuova giurisprudenza civile commentata*, 2015, p. 1036.

## Judgments:

- ➔ ECtHR, Gaskin v. the United Kingdom, application no. 10454/83, 7 July 1989, para. 39.
- ➔ ECtHR, Odièvre v. France, application no. 42326/98, 13 February 2003, para. 29.
- ➔ ECtHR, Application no. 44158/98, Gorzelik and others v. Poland, 17 February 2004, para. 92.
- ➔ ECtHR, Wagner and J.M.W.L. v. Luxembourg, Application no. 76240/01, 28 June 2007, paras. 123-124.
- ➔ ECtHR, Application no. 51625/08 Ammdjadi v. Germany, decision as to the admissibility, 9 March 2010, p. 8.
- ➔ ECtHR, Schalk and Kopf v. Austria, no. 30141/04, 24 June 2010, para. 62.
- ➔ ECtHR, Negrepontis-Giannisis v. Greece, Application no. 56759/08, 3 May 2011, paras. 60-61.
- ➔ ECtHR, M. and Others v. Italy and Bulgaria, Application no. 40020/03, 31 July 2012, para. 161.

- ➔ ECtHR, Paradiso and Campanelli v. Italy, Application no. 25358/12, 27 January 2015, para. 80.
- ➔ ECtHR, Çapın v. Turkey, application no. 44690/09, 15 October 2019, paras. 33-34.
- ➔ ECtHR, Boljević v. Serbia, application no. 47443/14, 16 June 2020, para. 28.

## Useful links

- ➔ European Court of Human Rights, Document Collections:  
[https://hudoc.echr.coe.int/eng#{%22documentcollectionid2%22:\[%22GRANDCHAMBER%22,%22CHAMBER%22\]}](https://hudoc.echr.coe.int/eng#{%22documentcollectionid2%22:[%22GRANDCHAMBER%22,%22CHAMBER%22]})

# The securitisation of intercultural dialogue in the Mediterranean

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This module aims to present why and how the European Union has developed and changed intercultural dialogue policies in the Mediterranean with specific reference to the interlinkage between culture and security in Euro-Mediterranean relations. The module includes a frontal lecture, where the lecturer introduces the main concepts, topics and critical points and a workshop phase, where students are guided through a discussion of the arguments made by the lecturer based on empirical analysis of intercultural dialogue projects and initiatives advanced by the EU in this area.

After a short introduction about the loose meaning of intercultural dialogue, the lecture is structured into three parts. Each of these covers how intercultural dialogue changed in a policy context generated by a turning point or critical juncture. The three events identified as critical junctures, one every 10 years, are the end of the Cold war: the 9/11 attacks and the consequences of the so-called War on Terror, and the outbreak of the Arab uprisings.



For each of the policy-making phases surrounding these events, the lecture addresses: the broader consequences of these events on the broader Euro-Mediterranean and IR context, the response of the EU in terms of Mediterranean policy-making and the relations between initiatives to promote culture and cultural tools and other political objectives of EU policy in the area, namely security. Overall, the lecture allows to grasp how politicization the relevance and visibility of intercultural dialogue in the Euro-Mediterranean policy framework is strongly linked to its politicization/securitisation.

The workshop discusses if, how and to what extent projects and initiatives proposed by civil society actors from the whole Euro-Mediterranean area and funded by the European Union and partner countries are affected by the trends highlighted in the frontal lecture.

## **Instructions and teaching methods**

The frontal lecture will feature videos and pictures available from the web which can give insights in the specific historic context and general mood related to the introduction of cultural dialogue in Euro-Mediterranean relations (eg. Khatami's speech suggesting a Dialogue among civilisations before the UN General Assembly). Excerpts from selected policy documents where the approach to culture of the EU is presented in the different phases defined by the three identified critical junctures help to show the evolution of intercultural dialogue.

In the workshop part, students are encouraged to look in advance into the available database of EU funded cultural projects in the Mediterranean (the Anna Lindh Foundation website or other Commission- or NGOs-sponsored collections of documents (see resources) to search for specific intercultural dialogue initiatives and projects. After having collected information about the proposal, discussion, funding, implementation and assessment of one project, they will discuss in the classroom, moderated

by the lecturer, how and to what extent the initiative reflect the features of each phase presented in the lecture and what these programs show about EU policymaking towards the Mediterranean.

### **Examination form**

The exam is based on a short paper (2,500 words) where students present and critically analyze an EU-funded intercultural dialogue project.

### **Recommended reading for lecturers**

- ➔ A Jünemann, Security-Building in the Mediterranean After September 11, 8(2) Mediterranean Politics, 1-20 (2003).
- ➔ H. Malmvig. Security through intercultural dialogue? Implications of the securitization of Euro-Mediterranean dialogue between cultures. Mediterranean Politics, 10(2), 349-364 (2005).
- ➔ P. de Perini. The changing scope of intercultural dialogue in EU Mediterranean policy, Mediterranean Politics, 1-27 (2019).

- ➔ S. Panebianco. Intercultural dialogue across the Mediterranean in trouble waters. Challenges to the Anna Lindh foundation. In R. Gillespie & F. Volpi (Eds.), Routledge handbook of Mediterranean politics (pp. 394-407). Abingdon and New York: Routledge (2018).

### **Useful Links**

- ➔ Anna Lindh Foundation, intercultural dialogue hub: <https://www.annalindhfoundation.org/intercultural-dialogue-hub>
- ➔ Dialogue Between Peoples and Cultures in the Euro-Mediterranean Area (report of Prodi's Groupe des Sages) <http://www.euromedi.org/annadoc/07-en.pdf>
- ➔ Salto Euro-Med Youth (archives) <https://www.salto-youth.net/rc/euromed/saltoeuromed/euromedyouthprogramme/>

# Post-Colonial Dilemmas, Identity, and Artistic Creativity. The case of Afro-descendants in Italy and in Portugal

lecture (1.5 h) and seminar (1.5 h)

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## Brief description of the module, including methodological objectives

This module is part of the course entitled “Postcolonial Relations in Cultural Perspective. Challenges and Processes” the aim of which is to supply participants with basic knowledge on the postcolonial issues in various cultural contexts, from both theoretical and comparative/empirical perspective. The module consists of a lecture and a seminar (an interactive part). The aim of the lecture is to present the postcolonial issues from an intercultural perspective taking into consideration the representatives of Afro - descendants in Italy and in Portugal, and their artistic/cultural activity. In the first part of the lecture the Italian and Portuguese contexts will be presented, focusing on: the synthetic history of the colonial domination and the process of gaining independence; main actors and mains challenges of the current relations between the former colonizers and former colonies; examples of postcolonial interdependencies in the socio-cultural area. Subsequently, the examples of the Afro-descendants’ representatives will be given. Focusing on this particular group will allow the presentation of both their complicated relationship with the colonial past (transmitted by their parents’ generation, media discourse and by cultural texts in forms of post-memory) and their perception of presence, often characterized by discrimination, racism and cultural barriers.

Art may be treated as a means of dialogue with the society, and a way of searching for new decolonized narratives. The artistic creation of immigrants' descendants coming from former colonies may empower them and bring a sensation of freedom that permits them to speak out and define their autonomous role in the society they live in. During the lecture a few examples will be shown from both the Italian and Portuguese contexts, namely the works of Igiaba Scego, Amin Nour, Sara Tavares, and the cultural activity of the Batoto Yetu association. The students will also be provided with some examples of cooperation between researchers and non-governmental organizations (NGO's) promoting African cultures in Italy and in Portugal.

During the interactive part (seminar) students will be asked to first work individually using provided audio-visual materials and focusing on some basic questions suggested by the lecturer. Then a debate will take place to allow for the exchange of opinions. The students' individual work and active participation in class discussions will contribute to broaden and complete the general knowledge about

the postcolonial processes and challenges, bringing a more interactive dimension to this module.

The main teaching goals (that can be measured through learning outcomes) are to provide students with general knowledge about postcolonial issues in intercultural contexts, to make them more aware of the complexity of intercultural relations and their historical evolution, to raise their awareness of the importance of postcolonial challenges and processes, to teach them how to observe and understand socio-cultural phenomena related to postcolonial issues.

### **Instruction and teaching methods**

This module combines a keynote lecture with a seminar in the form of a workshop for students. The lecture is delivered in the form of a multimedia presentation (based on materials prepared on the Prezi platform) in order to provide students with the requisite knowledge about the lecture's topic and a basis for further elaborations. In the second part (seminar) some practical and participatory methods will be used, namely: individual analysis of

audio-video

materials (short documentaries, in-depth interviews, musical pieces) and a subsequent discussion in class. During the seminar some conceptual and case study workshop methods will also be used.

## Examination form

Written test exam.

## Recommended reading for lecturers

- ➔ Berger, V. and Ponzanesi, S. (2016). Genres and Tropes in Postcolonial Cinema(s) in Europe. "Transnational Cinemas", 7(2), 151-167.
- ➔ Brioni S. (2015). The Somali Within. Language, Race and Belonging in 'Minor' Italian Literature, Cambridge.
- ➔ Clark Hine D., Keaton T. D., Small S. (ed.) (2009), Black Europe and the African Diaspora, Chicago: University of Illinois Press, Chicago.
- ➔ Leite A. M. (et. al) (ed.), Speaking the Postcolonial Nation Interviews with Writers from Angola and Mozambique, Peter Lang, 2014.
- ➔ Macedo I., Cabecinhas R., Abadia L., Audiovisual Post-colonial Narratives: Dealing with the Past In 'Dundo, Colonial Memory', [in:] Narratives and social memory: theoretical and methodological approaches, ed. R. Cabecinhas, L. Abadia, Braga 2013.
- ➔ Ponzanesi, S. (2014). The Postcolonial Cultural Industry. Icons, Markets, Mythologies. Houndsmill: Palgrave Macmillan.
- ➔ Ponzanesi, S. and Habed, A.J. (2018). Postcolonial Intellectuals in Europe - Critics, Artists, Movements, and their Publics. London: Rowman & Littlefield International.
- ➔ Ponzanesi, S. and Polizzi, G. (2016). Does Italy need Postcolonial Theory?. English Literature, 3, 145-161.
- ➔ Ponzanesi, S. (2016). The Point of Europe: Postcolonial Entanglements. "Interventions:

International Journal of Postcolonial Studies”, 18 (2), (pp. 159-164).

- ➔ Series: Reconfiguring Identities in the Portuguese-Speaking World, Peter Lang Verlag - <https://www.peterlang.com/series/6915>

### Primary sources

- ➔ UN, Implementation of the activities of the International Decade for People of African Descent. Report of the Secretary-General, August 2019.

### Useful links

- ➔ International Decade for People of African Descent | United Nations  
<https://www.un.org/en/observances/decade-people-african-descent>
- ➔ Kola San Jon english subtitles  
<https://www.youtube.com/watch?v=Rh2YHiVgqkM>
- ➔ [https://www.academia.edu/34921418/Kola\\_San\\_Jon\\_in\\_BLOOMSBURY\\_ENCYCLOPEDIA\\_OF\\_POPULAR\\_MUSIC\\_OF\\_THE\\_WORLD](https://www.academia.edu/34921418/Kola_San_Jon_in_BLOOMSBURY_ENCYCLOPEDIA_OF_POPULAR_MUSIC_OF_THE_WORLD)

- ➔ Documentário FADO DANÇADO Batoto Yetu Portugal - Portuguese Blues  
<https://www.youtube.com/watch?v=SOLFp8eap1U>
- ➔ Teaching African Dances in Education - Afro Atlantico - Batoto Yetu Portugal  
<https://www.youtube.com/watch?v=h1c7scL3eCo>
- ➔ #2 LIVING MEMORY - IGIABA SCEGO <https://www.youtube.com/watch?v=XjH8XTx7Zfo&t=1193s>

# Tourism in the Mediterranean Region

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## Brief description of the module, including methodological objectives

The academic content of the module has as its main goal the analysis of the factors that explain the success of Tourism in the Mediterranean region, these may be: spatial, environmental, cultural and dynamic factors. Understanding the incidence of these factors helps to understand how their evolution influences tourist activity and flows in the Mediterranean basin.

The methodological objectives are the following:

- ➔ Identifying the spatial, environmental, cultural and dynamic factors.
- ➔ Analysing the impact of tourism on the Mediterranean Regions.
- ➔ Have and understand basic general knowledge and knowledge of the field of tourism in the Mediterranean Regions, included in the top and most recent textbooks.
- ➔ Be capable of acquiring knowledge and skills that enable students to undertake subsequent tourism studies with significant autonomy and reasonably efficiency.
- ➔ Evaluate tourism potential and the prospective analysis of its exploitation.
- ➔ Developing capacity for analysis and synthesis.
- ➔ Developing critical and self-critical capacity.

## Organization of the module

The organization of this module is conceived as a hybrid model of asynchronous and synchronous learning, which implies that some activities will be executed by the students before a specific date, regardless of the moment in which they may be carried out, and other activities will have to be synchronous, which means that it will be done at a specific date and time. Therefore, the module is divided as follows:

- ➔ 1st. A sequence of three e-lectures which expose theory related to the above-mentioned goals will be available to students online at the teaching platform. The first part focuses on the quantitative analysis of the importance of the Mediterranean as the relevant maritime area for attracting international tourism. In the second part, the key factors and spatial factors that explain this dynamic are analyzed and explained along by examples, and in the third part, the environmental and dynamic factors that affect tourist activity on both shores of the Mediterranean, (north and south), are approached.

- ➔ 2nd. A seminar will be held in the middle of the module, in which a specialist in Tourism in the Mediterranean basin will deliver a presentation. This seminar will include interaction with students, and they will have to write an essay which include the main points of the presentation.
- ➔ 3rd. The students will carry out two assignments related to the lectures delivered and to the seminar activity as well.

## Instruction and teaching methods

### Virtual Platform

All teaching activity shall be stored and accessed from a learning management system. Among the best, (from my point of view) the following are recommended: Moodle, Canvas, Blackboard or NeoLMS. Some of them are open source.



## Lectures design

In regard to the **lectures**, the content was divided into three parts due to two reasons. On the one hand it was important to highlight the structuring of the contents, namely, the introduction and the size of the Mediterranean tourism in Europe and in the World, some theory on the relation between tourist's attraction factors and the geography and its application to the Mediterranean case.

On the other hand, since we are dealing with e-students and the likelihood of losing attention is significantly higher than that of a face to face class, the duration of the lectures was restricted to a duration which ranged from 10 to 20 minutes.

## Video edition

The content will be recorded using PowerPoint or Prezi. It should include animation videos which may help to better grasp better the concepts explained by the professor as well as interactive statistical graphs, which will be handled by the students and favor the process of learning.

After that, the videos should be edited in order to improve the quality of the presentation, include elements, effects, music, or just correct any mistakes in the video. The edition of videos may be performed by several applications such as Adobe after effects or Davinci. In this vein, it is important to bear in mind that, the possible elements to distract students from learning are much more abundant that in a synchronous class, and therefore it is important to make and effort in the technical elements, that allow to increase the attention of the students. After finishing editing, it can be uploaded to a YouTube or any other repository.

### **Statistic material of the lectures**

As tourism activity is evolving rapidly over time, it is advisable to accompany these lessons with annually updated statistics on tourist arrivals, income, characteristics of the main tourist-generating regions, the creation of new products associated with the factors analyzed, etc.

### **Creation of interactive content**

An interactive statistic will be created which will be included in the lectures and will be available in the learning management system as well, so that the students may interact with them. These interactive statistics were transformed into a graph through the library Plotly express, available for Python language, R and Julia. Then, the interactive graph was transformed into an html site, in order to make it accessible to students online. Here you can see a sample:

<https://slovenianman.github.io/turismo/>

<https://slovenianman.github.io/tourism-evolution-/>

**Activities.** The activities proposed in this module are two:

In the **first activity**, the students will choose a destination in the Mediterranean area. It must have the size smaller than a country's region and bigger than a municipality.

Thus, the students will perform an analysis of the destination, identifying which of the factors explained in the lectures contribute to explain the destination's success. Furthermore, the assignment will include an evolutive analysis of the identified factors for a period of 20 years.

Accordingly, it is intended that the student will analyze the influence of climatic factors, landscape variety (natural, cultural), accessibility and security in the chosen destination, as well as if there has been an evolution of the mentioned factors throughout the selected period.

The **second activity** will consist of an essay with the main points of the seminar's presentation as well as the interaction with the students. The extent should not exceed 2.000 words.

\*Both activities must be completed individually, nevertheless, in case that the class is too large, the activities will be performed by groups of students.

### **Duration of the module**

The duration of the module shall be of 10 days. On the 1st day the e-lectures as well as the first activity will be available. On the 5<sup>th</sup> day the seminar will be held and by the 10<sup>th</sup> day the first and second activities will be handed in to the learning management system.

e-tutary. The professor should be available for tutoring any time (except for days off like Sundays).

### **Examination form**

The evaluation will consist of an exam divided into two parts. The first, it consists of a multiple-choice test which contains questions related to the lectures. The second will assess the analytical capacity of the students, by carrying out an analysis of a map, graph or table selected by the professor.

The rest of the activities will be handed in through the learning management system before each deadline. It is highly recommended to include a plagiarism detection service, since the rate of plagiarism is quite significant in the online learning compared to onsite.

### **Recommended reading for lecturers**

- ➔ Bozzato, S., & Guadagnoli, I. (2021). Tourism in the Mediterranean area between fragility, crisis and new frontiers of development: comparison of practices. Retrieved from:  
[https://art.torvergata.it/retrieve/handle/2108/281891/564802/Bozzato\\_Guadagnoli\\_2021.pdf](https://art.torvergata.it/retrieve/handle/2108/281891/564802/Bozzato_Guadagnoli_2021.pdf)
- ➔ González-Relaño, R. & Mangano, S. (2017): Il turismo internazionale nel Mediterraneo: l'egemonia europea. Risiko Mediterraneo: politiche, popoli, flussi. FrancoAngeli. Italia, 137-152.
- ➔ Grasso, F., & Schilirò, D. (2021). Tourism, Economic Growth and Sustainability in the Mediterranean

- Region. In *Tourism in the Mediterranean Sea*. Emerald Publishing Limited.
- ➔ European Commission (2022). Overview of EU Tourism Policy. Internal Market, Industry, Entrepreneurship and SMEs
  - ➔ European commission (2010). Communication from the commission to the European parliament, the council, the
  - ➔ European economic and social committee and the committee of the regions. Europe, the world's No 1 tourist destination - a new political framework for tourism in Europe .  
<https://eur-lex.europa.eu/legal-content/EN/TXT/?uri=CELEX:52010DC0352&locale=en>
  - ➔ European commission (2013). Implementation rolling plan of tourism action framework.  
<https://ec.europa.eu/docsroom/documents/10155/attachments/1/translations/en/renditions/native>
  - ➔ Hamza, I. M. (2012). Islamic tourism: Exploring perceptions & possibilities in Egypt. *African Journal of Business and Economic Research*, 7(1), 85-98.  
[https://www.researchgate.net/profile/Ingy-Hamza/publication/281616672\\_Islamic\\_Tourism\\_Exploring\\_Perceptions\\_Possibilities\\_in\\_Egypt/links/580b4c4e08ae74852b585ff7/Islamic-Tourism-Exploring-Perceptions-Possibilities-in-Egypt.pdf](https://www.researchgate.net/profile/Ingy-Hamza/publication/281616672_Islamic_Tourism_Exploring_Perceptions_Possibilities_in_Egypt/links/580b4c4e08ae74852b585ff7/Islamic-Tourism-Exploring-Perceptions-Possibilities-in-Egypt.pdf)
  - ➔ Ibrahim, M. A. M. A. (2013). The determinants of international tourism demand for Egypt: panel data evidence. *European Journal of Economics, Finance and Administrative Sciences*, ISSN, 1450-2275.  
[https://www.researchgate.net/profile/Mohamed-Ibrahim-56/publication/259904408\\_The\\_Determinants\\_of\\_International\\_Tourism\\_Demand\\_for\\_Egypt\\_Panel\\_Data\\_Evidence/links/00b4952e7cfe0b5edb000000/The-Determinants-of-International-Tourism-Demand-for-Egypt-Panel-Data-Evidence.pdf](https://www.researchgate.net/profile/Mohamed-Ibrahim-56/publication/259904408_The_Determinants_of_International_Tourism_Demand_for_Egypt_Panel_Data_Evidence/links/00b4952e7cfe0b5edb000000/The-Determinants-of-International-Tourism-Demand-for-Egypt-Panel-Data-Evidence.pdf)
  - ➔ Khalifa, G. S. (2020). Factors affecting tourism organization competitiveness: Implications for the Egyptian tourism industry. *African Journal of*

Hospitality, Tourism and Leisure, 9(3), 116-130.  
<https://pdfs.semanticscholar.org/97de/6fcc9f32199a1bb53ffd6cfad292e2787aeb.pdf>

- ➔ Lee, J. (2008). Riad fever: Heritage tourism, urban renewal and the medina property boom in old cities of Morocco. *E Review of Tourism Research*, 6(4), 66-78.  
<https://www.academia.edu/download/3686996/aagpaper.pdf>
- ➔ Montargot, N., & Ouchen, A. (2018). HDI, political stability and absence of violence-terrorism as explanatory factors of tourism attractiveness: the Mediterranean basin as a case study. *Région et Développement*, (47), 63-80
- ➔ Reeves, N. *Tourism Sector in the Middle East and North Africa*.
- ➔ Schlesinger, W., Cervera-Taulet, A., & Pérez-Cabañero, C. (2020). Exploring the links between destination attributes, quality of service experience

and loyalty in emerging Mediterranean destinations. *Tourism Management Perspectives*, 35, 100699.

- ➔ Sghaier, A., Guizani, A., Ben Jabeur, S., & Nurunnabi, M. (2019). Tourism development, energy consumption and environmental quality in Tunisia, Egypt and Morocco: A trivariate analysis. *GeoJournal*, 84(3), 593-609.  
<https://link.springer.com/article/10.1007/s10708-018-9878-z>
- ➔ Tourism statistics  
[https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Tourism\\_statistics](https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Tourism_statistics)
- ➔ UNTWO (2019). *Tourism in the MENA region*.  
<https://www.e-unwto.org/doi/pdf/10.18111/9789284420896>
- ➔ UNTWO (2020). *International Tourism Highlights*. UNTWO

**Data that can be used during classes (e.g. articles/ primary sources, documents available online, audio-visuals resources, etc.)**

- ➔ UNTWO (2020). International Tourism Highlights. <https://www.e-unwto.org/doi/book/10.18111/9789284422456E1>
- ➔ Center for strategic and international studies <https://www.csis.org/>

**Useful links**

- ➔ Adobe after effects <https://www.adobe.com/es/products/aftereffects.html>
- ➔ Google Colab Research <https://colab.research.google.com/?hl=es>
- ➔ ObStudio <https://obsproject.com/es/download>
- ➔ Sharex <https://getsharex.com/>
- ➔ Moodle <https://moodle.org/>

# Conception and insertion of the Mediterranean Arc

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## Brief description of the module, including methodological objectives

The academic content lecture analyzes the evolving role of the Mediterranean region within the larger European Union context, considering socio-economic, political, and environmental aspects. It underscores the need for improved relations with other supraregional blocks, focusing on infrastructure enhancements and comparing EU cohesion policy impacts across regions. The analysis highlights the strategic importance of the Mediterranean Corridor and the resurgence of thalassocracy in a globalized world. The class further highlights the rising port traffic and migration pressures and proposes a balanced approach to manage these challenges. Finally, it calls for reassessing the Mediterranean's role, anticipating emerging paradigms such as Africa's demographic boom and the EU's sea motorways initiative.

The organization of this module is conceived as a hybrid model of asynchronous and synchronous learning, which implies that some activities will be executed by the students before a specific date, regardless of the moment in which they may be carried out, and other activities will have to be synchronous, which means that it will be done at a specific date and time.

## The module is divided as follows

- ➔ 1st. A sequence of three e-lectures which present theory related to the above-mentioned goals will be available to students online via the teaching platform.
- ➔ 2nd. A seminar will be held in the middle of the module, and differences between the central regions of the Latin Arc (Barcelona, Marseille and Rome) and the periphery (the rest of the Latin Arc) will be analyzed. This analysis will be supervised and explained by the professor at class.
- ➔ 3rd. At the end of the module, there will be a recorded presentation about several issues to be chosen by students like:
  - ▶ Cohesiveness factors of the Latin Arc
  - ▶ The Dispersion Factors of the Latin Arc
  - ▶ Analysis of the transport policy in the Latin Arc
  - ▶ Analysis of maritime routes in the Area of the Latin Arc and its competitiveness

- ▶ Analysis of the economic development and its disparities in the Latin Arc
- ▶ Comparative analysis of Latin Arc and the Atlantic
- ▶ Arc, a comparative analysis of the Latin Arc and the Eastern European new members of the EU27.

These presentations will include maps and statistical data.

- ➔ 4th. Either the lectures, the seminar or presentation will include a self assessment element of several questions, so that the student may auto test the knowledge acquired in each of the three parts of the module.

This module will foster the acquisition of a diverse range of skills by students. Particularly, students will be able to gain insight in identifying factors that favor regional cohesiveness, regional development and will get skills on regional transport policy. Likewise, students will acquire knowledge on the European Regional Development Policy which will



give them competences to optimize the management of ERDF funds.

In addition to that, students will develop e-learning competences by studying interactive e-materials such as dynamic regional maps, as well as by elaborating e-presentations which will be discussed by a fellow student.

### **Instruction and teaching methods**

All teaching activity shall be stored and accessed from a learning management system. Among the best, (from my point of view) the following can be suggested: Moodle, Canvas, Blackboard or NeoLMS. Some of them are open source.

In regard to the **lectures**, the content was divided into three parts due to two reasons. On the one hand it was important to highlight the structuring of the contents, namely, the introduction to the European Macrorregions and particularly the Latin Arc, the factors that explain the cohesiveness of the Latin arc, and the analysis of the Latin arc in regard to other similar macrorregions of the EU like the Atlantic Arc and the Eastern European countries of the EU.

On the other hand, since we are dealing with e-students and the likelihood of losing attention is significantly higher than that of a face to face class, the duration of the lectures was restricted to a duration which ranged from 10 to 20 minutes.

The content will be recorded using PowerPoint or Prezi. It should include animation videos which may help to grasp better the concepts explained by the professor as well as interactive statistical graphs, which will be handled by the students and favor the process of learning. After that, the videos should be edited in order to improve the quality of the presentation, include elements, effects, music, or just correct any mistakes in the video. The edition of videos may be performed by several applications like Adobe After Effects or Davinci. In this vein, it is important to bear in mind that, the possible elements to distract students from learning are much more abundant than in a synchronous class, and therefore it is important to make a greater effort in the technical elements which will improve the attention of the students. After finishing the edition, it can be uploaded to a YouTube or any other repository.

The **presentation of the students** can be recorded using a screencast application such as OBSstudio, ShareX or powerpoint recording software. After recording the presentation, it will be uploaded to a video platform like YouTube or Prezi and the link of the video will be shared with the professor. These platforms allow the user to have full control of their original output and, therefore, avoid any problems related to the data protection regulations for the university.

The **duration** of the presentations should also be short, to keep the attention of the students, between 5 and 7 minutes long.

After the link is uploaded to the learning management system, all students can watch their respective presentations, and thus the assigned student may **discuss** their partner's presentation.

The **self-assessment** will be carried out with the H5P application that allows you to combine the self-assessment questions with a video that will be used as a statement of the question. In addition, the higher quality graphics of the

video will help to retain better the attention of the students. The number of questions in each part should not exceed 2.

The **duration of the module** will be of 10 days. On the 1st day the e-lectures will be available, on the 5<sup>th</sup> day the seminar will be held, on the 9<sup>th</sup> day the presentations will be submitted and displayed in the learning management system and by the 10<sup>th</sup> day the discussants will finish their works.

E-tutory. The professor should be available for tutoring any time (except for days off like Sundays).

### **Examination form**

The examination will consist of a written exam or test, which will include questions about the contents explained in the lectures, but there must also be a test in which the student demonstrates the statistical and analytical competences acquired.

The rest of the activities will be handed in through the learning management system before each deadline. It is highly recommended to include a plagiarism detection

service, since the rate of plagiarism is quite significant in the online learning compared to the onsite.

### Recommended reading for lecturers

- ➡ Alburquerque, F. (1993). Pautas de localización y desarrollo territorial en la Comunidad Europea. Revista EURE-Revista de Estudios Urbano Regionales, 19(57).
- ➡ Camagni, R., & Capello, R. (2017). Regional innovation patterns and the EU regional policy reform: towards smart innovation policies. Seminal Studies in Regional and Urban Economics: Contributions from an Impressive Mind, 313-343.  
[https://www.econstor.eu/bitstream/10419/120488/1/ERSA2012\\_0188.pdf](https://www.econstor.eu/bitstream/10419/120488/1/ERSA2012_0188.pdf)
- ➡ European Comision, D. (1994). Europe 2000+ Cooperation for European Territorial Development. ECSC-EC-EAEC
- ➡ McCann, P., & Ortega-Argilés, R. (2015). Smart specialization, regional growth and applications to

European Union cohesion policy. Regional studies, 49(8), 1291-1302. Retrieved from:

[https://pure.rug.nl/ws/portalfiles/portal/98864730/Smart\\_Specialization\\_Regional\\_Growth\\_and\\_Applications\\_to\\_European\\_Union\\_Cohesion\\_Policy.pdf](https://pure.rug.nl/ws/portalfiles/portal/98864730/Smart_Specialization_Regional_Growth_and_Applications_to_European_Union_Cohesion_Policy.pdf)

- ➡ Moreno Navarro, J.G.(2014). Andalucía en el nuevo corredor Mediterráneo. Ciencia regional y Andalucía a partir de la visión del geógrafo Gabriel Marco Cano García : un homenaje a su vida y obra. Servicio de Publicaciones de la Universidad de Sevilla (pp 629-644)  
[https://www.academia.edu/download/65542078/Libro\\_de\\_Gabriel\\_Cano.pdf#page=639](https://www.academia.edu/download/65542078/Libro_de_Gabriel_Cano.pdf#page=639)
- ➡ Navarro, J. G. M., & Fernández, J. V. (2008). Perspectivas de las infraestructuras para el desarrollo territorial en el entorno del Estrecho de Gibraltar. Revista de Estudios Andaluces, (27), 65-86.  
<https://revistascientificas.us.es/index.php/REA/article/download/5479/4826>

- ➡ Pujadas i Rubies, R., & Font, J. (1998). Ordenación y planificación territorial (No. 911.3 PUJ).

**Data that can be used during classes (e.g., articles/ primary sources, documents available online, audio-visuals resources, etc.)**

- ➡ EU Cohesion Policy Explained.  
[https://ec.europa.eu/regional\\_policy/en/policy/what/glossary/c/cohesion-policy](https://ec.europa.eu/regional_policy/en/policy/what/glossary/c/cohesion-policy)
- ➡ Mediterranean Corridor - European Commission  
<https://ec.europa.eu/inea/en/ten-t/ten-t-projects/corridors/mediterranean-corridor>
- ➡ Thalassocracy and Maritime Trade in the Global Economy  
<https://www.hellenicshippingnews.com/thalassocracy-and-maritime-trade-in-the-global-economy/>
- ➡ Migration through the Mediterranean: Mapping the EU Response  
<https://www.europarl.europa.eu/RegData/etudes/>

S T U D / 2 0 1 5 / 5 2 7 4 1 6 /  
EPRS\_STU(2015)527416\_EN.pdf

- ➡ The Impact of the Demographic Transition in Africa  
[https://www.africa.upenn.edu/Articles\\_Gen/Demographic\\_Trans.html](https://www.africa.upenn.edu/Articles_Gen/Demographic_Trans.html)