



Blended Intensive Programme (BIP)

CONNECTING CULTURES
SUSTAINABILITY,
TRAVEL, TRANSLATION
& MIGRATION

PROGRAMME HANDBOOK

FIRST EDITION - 2024

Academic coordinator: Frederik Verbeke (University of the Basque Country)



FACULTY OF ARTS
UNIVERSITY OF THE BASQUE COUNTRY



OLLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY



university of
 groningen



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TRANSFERENTZIARAKO ZENTROA
CENTRO DE INNOVACIÓN ABIERTA Y
TRANSFERENCIA CREATIVA DE ALAVA
ALAVA OPEN INNOVATION AND CREATIVE
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COURSE DESCRIPTION

A unique course, followed by a research seminar, on cultural transfer and sustainability will bring to the Faculty of Arts of the University of the Basque Country (UPV/EHU) in May 2024 about thirty students from different European universities and fifteen international experts with the aim of finding solutions to the challenges that various sociocultural agents in the Basque Country will pose to them. It is also a pilot project of pedagogical innovation for the implementation of Challenge Based Education.

The “Connecting Cultures: Sustainability, Travel, Translation & Migration” course is a Blended Intensive Programme (BIP) of ENLIGHT, the European university that groups the UPV/EHU with nine other universities (Galway, Uppsala, Gent, Groningen, Göttingen, Bratislava, Tartu, Bordeaux, Bern). A first part of the course is done online during the months of March and April and the second is done on site for a week in mid-May at the Faculty of Arts, in Vitoria-Gasteiz.

About thirty master's and doctoral students participate in the course, representing an impressive linguistic and cultural diversity. In fact, they come from the universities of Galway, Tartu, Uppsala, Gent, Bratislava, Groningen and the Basque Country, but their cultural ties are not limited to Ireland, Sweden, Belgium, the Basque Country, Estonia and Slovakia, they extend much further: Iran, Indonesia, New Zealand, Colombia, Serbia, Italy, Germany, Ukraine, Azerbaijan, United States, etc. A linguistic diversity that will be given visibility following the linguistic policy that was designed for the Ocean i3 cross-border project of the Euskampus-Bordeaux campus.



CONTENT OF THE COURSE

In an increasingly interconnected and globalized world, understanding the ways in which cultures interact, influence and transform one another is crucial for fostering sustainable and inclusive societies. By examining the processes of travel, translation, and migration, students will gain insights into the challenges and opportunities presented by cultural encounters and exchanges.

This BIP course will delve into various aspects of cultural connectivity, drawing from fields such as travel studies, translation studies, cultural transfer studies, and migration studies.

The course is open to postgraduate, master and PhD students of various disciplines (especially humanities and social sciences) and aims at providing students a framework for analyzing the complexities of cultural interactions and their implications for sustainable development.

Key topics covered in the course include impacts and power dynamics involved in encounters between cultures, the potential of travel for fostering intercultural understanding and sustainable development, the role of language in cultural transfer, the challenges and opportunities of (both interlingual and intercultural) translation, the impact of translation and cultural transfer on social change, the cultural dynamics resulting from migration (cultural adaptation, hybridity, identity formation).

Throughout the course, students will engage in critical discussions, case studies, and collaborative projects to deepen their understanding of the complex relationships between travel, translation, migration and sustainable development. During the on-site week, students will apply the acquired knowledge through a challenge-based learning process focusing on cultural transfers linked to SDG achievements. The challenges will be linked to the research interests of the participants and will be formulated in collaboration with external socio-cultural agents.



LEARNING OUTCOMES

By the end of the course, students will be equipped with the analytical tools and frameworks necessary to navigate cultural connectivity in an increasingly diverse and interconnected world. After completing the course, students should be able to:

- Understand the roles of culture, language, power, and communication on the development of personal, social and cultural identities.
- Demonstrate critical engagement with theories and research relating to connecting cultures, especially concepts of cultural contact through travel, translation and migration.
- Identify/recognize challenges relating to cultural transfers which arise from intercultural interactions.
- Work collaboratively in intercultural teams.
- Address translation studies, migration studies, travel studies and cultural transfer studies from the perspective of sustainability.
- Apply their knowledge of cultural transfer to promote transfers with a positive impact on SDGs.

METHODOLOGY : CHALLENGE BASED EDUCATION

Challenge Based Education will be at the core of ENLIGHT's BIP course "Connecting Cultures".

Challenge-based Education can be defined as a collaborative and hands-on teaching and learning approach, prompting students to work with peers, teachers, and experts in their communities and around the world to ask good questions, develop deeper subject area knowledge, accept and solve challenges, and share their experience (Nichols & Cator, 2008, p.1)



In other words, within CBE, the entire learning experience for students is centered around a real-life *challenge*, which is delineated by the students themselves. The process of finding solutions to this challenge helps students not only develop deeper subject matter expertise but also develop essential 21st century skills such as creativity, collaboration and communication.

CBE consists of three phases that students and lecturers go through, according to the framework proposed by Nichols, Cator and Torres (2016).

Phase 1 - Engage

In the 'Engage' phase of CBE, students start from a 'Big idea', a broad concept that can be explored in multiple ways and disciplines. This is followed by the student teams asking 'essential questions' relevant to their chosen 'big idea'. For example, under the umbrella of the 'Big idea' of Health, students may draw out an essential question like "what is required in order to be healthy?". Basing themselves on the foundation laid out by the 'Big idea' and 'Essential



Questions', students carve out a 'Challenge', a call to action which they use for seeking a solution in subsequent phases. A concrete challenge in the case of our example of Health would be – “how could we encourage an increase in the level of physical activity to help improve the health of our peer group?”.

Phase 2 - Investigate

The next phase or the 'investigate' phase is about gathering information to enable the students arrive at informed, realistic and inspired solutions for their respective challenges. These could be **primary sources** such as lectures by thematic experts and interviews directly from end users/affected parties or **secondary research** from resources available in literature or on the internet. Students can then document and summarize relevant parts of this information as a video or paper presentation to team members evaluating their projects.

Phase 3 - Act

The third phase or the 'Act' phase is the final culminating phase of Challenge-based Education. After gathering their information from different sources, students come up with a solution, constructively aligning themselves to the selected challenge and their research. In longer CBE courses, students repeat the cycle of prototyping, testing and refining their solution by using design cycle principles.

[Source: <https://enlight-eu.org/index.php/for-educators/challenge-based-education/theoretical-background>]

For more details about CBE, please refer to the following websites:

- <https://www.enlight-eu.org/for-educators/challenge-based-education>
- <https://www.challengebasedlearning.org/>



WORKLOAD & ASSESSMENT

ECTS = 5.

Assessments will take place in both formative and summative forms, during the online course activities and during the on-site week. Students are required to participate actively in different activities and to submit deliverables (reports, presentations, ...).

To receive a final grade for the course, students need to actively participate in all lectures and workshops and successfully complete compulsory activities.

Pre-assignment: 5%

Online Sessions: 25%

CBE workshops & presentation: 40%

Final report: 30%

If there are special reasons for doing so, an examiner may make an exception from the method of assessment indicated and allow a student to be assessed by another method. An example of special reasons might be a certificate regarding special pedagogical support from the University's disability coordinator.



BIP STAFF & GUEST LECTURERS

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Michael Cronin	Trinity College Dublin, University of Dublin	croninm8@tcd.ie	Guest lecturer
Pierre Schoentjes	University of Ghent	pierre.schoentjes@ugent.be	Guest lecturer
Sara Buekens	University of Ghent	sara.buekens@ugent.be	Guest lecturer
Sarah De Mul	Open University in the Netherlands	sarah.demul@ou.nl	Guest lecturer
Massih Zekavat	University of Groningen	s.m.zekavat@rug.nl	Guest lecturer
Unai Pascual	Ikerbasque / Basque Center for Climate Change	unai.pascual@bc3research.org	Guest lecturer

SOCIOCULTURAL AGENTS

 <p>ETXEPARE EUSKAL INSTITUTUA</p>	<p>Since 2010, Etxepare Euskal Institutua has been working to enhance the international presence and visibility of the Basque language and contemporary Basque creativity, to promote international cooperation and to foster exchange and communication between creators, professionals, stakeholders and public institutions.</p> <p>https://www.etxepare.eus/en</p>
 <p>ASOCIACIÓN DEL PAIS VASCO PARA LA UNESCO UNESCO SUSTATZEKO EUSKAL HERRIKO ELKARTEA</p>	<p>Unesco Etxea is an association of people and entities committed to the principles of the United Nations and UNESCO with the aim of generating individual and collective attitudes that contribute to basque society assuming the values of human rights as its own, making us participants in the global challenge of sustainable development of peoples.</p> <p>https://unetxea.org/en/</p>
 <p>basque culinary center</p>	<p>BCC Innovation is a Sectoral Technological Centre specialised in Gastronomy whose mission is to research and to generate knowledge applied to gastronomy and the culinary experience. This knowledge is transferred to haute cuisine professionals, to all those involved in the food value chain and to society as a whole. The creation of new businesses is also among its objectives.</p> <p>https://innovation.bculinary.com/en/</p>
	<p>Accem is a non-profit organization specialized in the care and accompaniment of refugees, migrants and in situation or risk of social exclusion. Some of its social action programs: awareness-raising actions and the fight against racial and ethnic discrimination, programs and projects to combat unwanted loneliness in the elderly and migrants, language learning initiatives, socio-educational support for asylum-seeking minors and promotion of employment.</p> <p>https://www.accem.es/</p>
 <p>GIZARTE EKIMENEN KOOPERATIBA COOPERATIVA DE INICIATIVA SOCIAL</p>	<p>The general objectives of Irsearaba are: to influence personal and collective situations related to social exclusion, as well as to promote educationally, socially, culturally and occupationally people with difficulties of personal and social integration.</p> <p>https://www.irsearaba.org/</p>



PROGRAMME DETAILS

PRE-ASSIGNMENT

During the next few months we will share a lot of moments together, both online and physically in the Basque Country. Before we kick off, we would like to ask you to draw your self-portrait, by sharing a short presentation of yourself: cultural and academic backgrounds, research interests,...

We are curious to know not only what you bring to this course, but also what are your expectations. What impact could this course have on your training or research projects? And what do you understand by "connecting cultures" and "sustainability"?

Please, create an entry with your name and surname, and submit your contribution before January 31 on the Moodle platform.

The information gathered here not only helps us to get to know each other, but also to optimize the design of the course. Thank you for your generous participation and interest.



Online session 1 - March 15

Introductory session. Challenge Based Education (CBE) kick off session. Course presentation. Practical information.

Online session 2 - March 22

Theoretical framework on forms of travel writing, ecoliterature and the role of the author as cultural transmitter in creating awareness about climate change

Lecturers: Petra Broomans & Jeannette den Toonder (University of Groningen).

Online session 3 - April 12

Sites of Encounter/Sites of Translation. Intercultural communication and the landscape

Lecturers: Anne O'Connor, Andrea Ciribuco, Raluca Tanasescu (University of Galway).

Online session 4 - April 19

Translation as interlingual, intercultural and intersemiotic transfer: illustrated by national and cultural image-building in travel writing

Lecturer: Luc van Doorslaer (University of Tartu).

Online session 5 - April 26

Migrants, refugees and minorities as agents of cultural transfer: ethical dilemmas and alternative narratives

Lecturer: Frederik Verbeke (University of the Basque Country)

ON-SITE WEEK (MAY)



Faculty of Arts, University of the Basque Country (UPV/EHU)

During the on-site week, from May 13 to 17, several sociocultural agents from the Basque Country, representatives of associations, NGOs or cultural institutions such as the *UNESCO Etxea* or the *Etxepare Euskal Institutua*, will participate in the course. In a workshop designed and animated by *Hibridalab*,

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Alava Open Innovation and Creative Transfer Center, the agents will propose the specific contexts in which the groups, made up of students and teachers, will have to design concrete actions to respond to the challenges posed.

At the end of the on-site week, the Faculty of Arts will host a two-day research seminar (May 16-17), *ENLIGHT Research Seminar on Cultural Transfer and Sustainability*, organized by the research group *IdeoLit*. This seminar will be the setting where the students of the course will present the actions they have designed and discuss their proposals with the agents, the course teaching staff and international experts.



On the last day, teachers and students will give their feedback of the course. Each student will write a report where they reflect, among other things, on the learning experience, group dynamics, the impact of the course both academically and personally, and the cultural transfers that have occurred



during the face-to-face week. The teaching staff, for their part, will participate in a networking session to design future collaborative initiatives within the framework of ENLIGHT, both at the teaching and research levels.

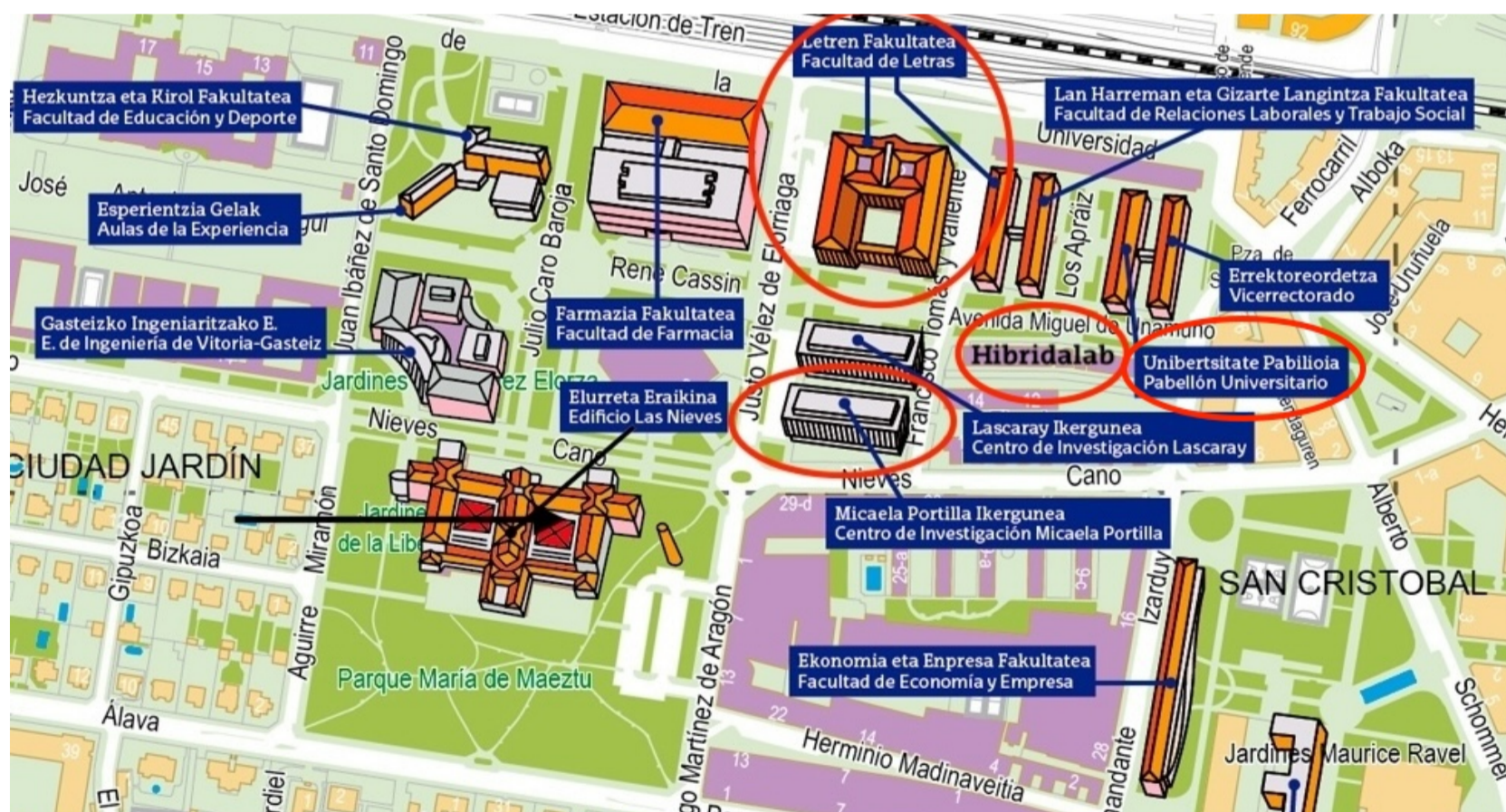
Before discussing with the course participants, the experts invited to the *ENLIGHT Research Seminar on Cultural Transfer and Sustainability* will address various topics in dialogue conferences. Professor **Michael Cronin** (Trinity College Dublin) will begin his intervention with the conference “Highway to (Climate) Hell? Mobility and the More-Than-Human World,” whereas Professor **Pierre Schoentjes** (Ghent University) will take us to the parietal caves to talk about literature and prehistory, and Professor **Sara Buekens** (Ghent University) will raise several questions about African environmental literature. With Professor **Sarah De Mul** (Open University, Netherlands) we will have the opportunity to debate the artistic and literary responses to the burnout culture of the 21st century, and with the researcher **Massih Zekavat** (University of Groningen) on the ambivalent ecological impacts of the entertainment industry in the Chthulucene.

To these lectures, we must add the lecture that Professor **Raili Marling** (University of Tartu) will give at the beginning of the week about power imbalances in intercultural communication, and the lecture by Professor **Unai Pascual** (Ikerbasque, Basque Center for Climate Change) with which the week closes, creating connections between the Humanities and other scientific disciplines.

Two cultural activities will complete the program. On the one hand, a **guided tour of the historic center** of Vitoria-Gasteiz (Tuesday afternoon) and, on the other hand, a **musical encounter** with Esther Gabiola, professor at the Faculty of Arts (French philology), but also a member of Gorrondatxe folk band, which will invite participants to connect their cultures by singing and dancing (Wednesday afternoon).

Date	Hours (UTC+1)	Activities	Venue
13/5/24	09:00-09:30	Registration	Faculty of Arts
	09:30-10:00	Kick off meeting	
	10:00-11:00	Opening keynote(s) by Raili Marling (University of Tartu)	
		Coffee break	
	11:30-12:00	Unesco Etxea	
	12:00-12:35	Language Policy (DREAM / Euskampus)	
	12:45-13:30	Visit to Hibridalab	Hibridalab
	13:30-14:20	Free lunch at Hibridalab	
	14:30-16:30	CBE Workshop with sociocultural agents at Hibridalab	
	17:00-18:30	Working session for BIP staff	
14/5/24	10:00-13:30	CBE Workshops (group works; peer assessment; meetings with stakeholders, BIP staff)	Micaela Portilla, 0.2
	16:00-17:45	Cultural activity: Guided tour to the old town of Vitoria-Gasteiz	
15/5/24	10:00-13:00	CBE Workshops (group works; peer assessment; meetings with stakeholders, BIP staff)	Micaela Portilla, 0.2
	15:00-16:00	Preparation of oral group presentations	Micaela Portilla, 0.2
	16:00-18:00	Herrien arteko kantaldi-dantzaldi (cultural activity, connecting cultures through music and dance)	Pabellón Universitario (Sala de espectáculos)
16/5/24		ENLIGHT Research Seminar on Cultural Transfer & Sustainability	
	10:00-13:30	Dialogic Lectures	Faculty of Arts
	10:00-11:30	Michael Cronin (University of Dublin), Pierre Schoentjes (University of Ghent), & Sara Buekens (University of Ghent)	
	12:00-13:30	Sarah De Mul (Open University, Netherlands) & Massih Zekavat (University of Groningen)	

	13:30-15:00	Free lunch at Faculty's bar	
	15:00-18:00	Student presentations - ENLIGHT BIP course "Connecting Cultures"	Faculty of Arts
	20:30	Dinner (with prior registration) (Attendees are responsible for their own dining expenses)	Hotel NH Canciller Ayala
17/5/24		ENLIGHT Research Seminar on Cultural Transfer & Sustainability	
	10:00-11:00	Student's feedback about ENLIGHT BIP course "Connecting Cultures"	Micaela Portilla, 0.2
	11:00-13:00	BIP students: preparation of final report + questionnaires (impact evaluation)	Micaela Portilla, 0.2
	11:00-13:00	Networking BIP staff & ENLIGHT partners: future collaborations (BIP, joint degrees, research projects)	Faculty of Arts
	13:00-14:00	Closing keynote speech by Unai Pascual (Ikerbasque Research Professor at the Basque Centre for Climate Change)	Faculty of Arts
24/5/24		Submission of final report	





FINAL REPORT

Final reflection (2000 words). Reflect on learning experience, on group dynamics, relate your individual perspective and personal contribution to group dynamics and activities, reflect on the course's impact on both academic (research) and personal level, reflect on cultural transfers that took place during on-site week, on what you have learned from this experience. Reflection report have to include references to online conferences and on-site week activities.

Please, submit your final report (PDF format) before the 24th of May, 2024, on the Moodle platform. <https://egelapi.ehu.eus/mod/assign/view.php?id=149265>



PEDAGOGICAL & FINANCIAL SUPPORT

LIVING LAB CBE I3LAB

This BIP course seeks to put Challenge Based Education (CBE) into practice, a pedagogical model that both ENLIGHT and the UPV/EHU promote. For this reason, the course has the support of the Vice-Rector's Office for Undergraduate Studies and Educational Innovation and the Educational Advisory Service (SAE-HELAZ) and, in particular, the newly created Living Lab CBE i3lab, whose objective is precisely to focus on CBE methodology in a coherent manner and aligned with the ENLIGHT project. Through the Living Lab, the implementation of the CBE in this course will be monitored and the experience will be shared in international forums.

DREAM RESEARCH GROUP & EUSKAMPUS

In addition, the DREAM research group (Donostia Research Group on Education and Multilingualism), in collaboration with Euskampus, will carry out action research on the multilingual and multicultural reality of the group, collecting data on the linguistic practices and the linguistic landscape that will be produced during the course, in order to recommend tools and good practices for the use of various languages, thus contributing to awareness of cultural and linguistic diversity.

FINANCIAL SUPPORT

Both the course and the research seminar also have the support of the European Commission (Erasmus+), ENLIGHT, Vice-rectorate for International Relations, Faculty of Arts, Department of Philology and History, IdeoLit research group, and Master and Doctoral Program in Comparative Literature and Literary Studies.