Virtual mobility

Report by University of Bretagne Occidentale

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Introduction

This document aims to summarize SEA-EU vision on the virtual mobility, as part of the Task 3.1. "Increasing European mobility of students and staff", and corresponding to the specific objectives of "**Internationalisation at home**" as expected for:

- Outputs: OP3.1. Booklet of virtual activities (and updates).
- Outcomes: OC3.1. Virtual mobility developed and involving 20% of students among each university

This document summarizes different aspects of the work done in this Task 3.1:

- Methodology
- Definition
- IT practices and equipment
- Implementation
- Conclusions.

Methodology

To implement virtual mobility (VM) between universities while there was no background of teaching cooperation, we had to start from scratch. This work has been driven by UBO as WPL, with the expertise role of the Education Sub-committee and the active support of the Technical Working Group.
The idea was to:

1. agree on global definition of VM and what are the minimum consideration to fulfil before considering VM as a true pedagogical experience,
2. share information on existing tools supporting such practices,
3. develop new strategies to support the development of virtual mobility to reach the "20% of students in mobility" goal of SEA-EU.

First discussions were organized during the **Education Subcommittee** meetings in January 2020, based on Pilot documents prepared by UBO as WPL and of UCA as Education SC leader. The COVID situation has slowed down this VM dynamic. Indeed, the development of Virtual mobility was supposed to follow a round of real-life meetings thanks to teaching staff weeks, that would have facilitated the implementation of virtual classrooms. We had to adapt the plan and decrease a little bit our expectations in terms of number of students involved or in terms of number of hours to considered before acknowledging it as a true experience. Below are elements of the work done so far.

Definition

The biggest **benefits from traditional mobility** generally appear to be in attitudes, self-confidence, ability to adapt and ability to cooperate with different kinds of people. This is usually explained by the effect of being 'exposed' to different situations, contexts and people, and being 'forced' to adapt in order to achieve positive outcomes, in both academic and non-academic terms.
In the current context, where only 5% of students in the European Union engage in physical mobility programmes, this makes virtual exchange a valuable option. **Virtual mobility** is defined, in the Erasmus guide, as a set of activities supported by Information and Communication Technologies, including e-learning, that realise or facilitate international, collaborative experiences in a context of teaching, training or learning.
In order to engender similar benefits as physical mobility, it seems logical that 'virtual mobility' should be designed in a way to reproduce this profound effect of 'exposure'. The model of **Collaborative Online International Learning** (COIL) has been developed to offer similar outcomes than physical mobility in

terms of improved international and intercultural competences. It is a method of engaging students in online intercultural collaboration projects with partner classes within their programmes of study. It relies on 4 cumulative and strict criteria:

• *Collaborative*: staff are co-teaching the module on equal footing; students are put in a position of needing to cooperate effectively and efficiently to produce the required outputs of the activity.

• *Online*: the interaction between the students and staff in question takes place (mostly or exclusively) online.

• *International*: there is meaningful interaction between staff and students in two (or more) different countries, leading to the development of international and intercultural competences.

• *Learning*: COIL modules are learning activities, and should be an integral part of the curriculum, not an optional and inconsequential 'extra'.

In summary, only if a teaching activity fits all of these characteristics should it be recognised as constituting true 'virtual exchange'.

In the case of SEA-EU, even if we've considered as highly valuable the specificity of the COIL model and acknowledge that it has to be our long-term objective, and most specifically because the COVID crisis forced us to decrease our expectation, we're considering as a first valid step the full range of activities that enter under the wider definition of Erasmus virtual mobility.

IT practices and equipment

The theoretical discussion on pedagogical background was conducted in parallel from a discussion on technical aspects, to identify existing practices and equipment supporting virtual mobility and already in place in the 6 universities. The expert group of IT people met twice in mid-2020 to discuss technical issues relating to VM, benchmarking tools for different categories of uses: (i) Management of multimedia content, (ii) Connecting students or/and staff and collaborative work, (iii) Supporting Information System and overall infrastructure (see Table below). Another goal behind these discussions was to define best options for purchases to be realised for VM with the Erasmus grant (a dedicated internal IT report for people involved, conclusions and equipment purchase has been realised).

Uses		CAU	UBO	UCA	UG	UM	UNIST
Learning management system (LMS) / and online courses (MOOC / SPOC	Provisioning of contents of lectures (pdf, slideshows, videos, audios, ...)	Open OLAT; Ocean MOOC	MOODLE & plug-in	Moodle	MOODLE & plug-in,	Moodle	MOODLE & plug-in
	Online skill evaluation (MCQ...)	OpenOLAT	MOODLE & plug-in	Moodle	own solution	Activity tools provided in Moodle	MOODLE & plug-in
Virtual classes		AdobeConnect/OpenOLAT	SVI VIA (SVI= Virtual Classroom Service) TAMASHARE	Adobe Connect	N/A	Zoom & G Hangouts Meet - trial	CARNet TCR
Interactive voting system		as part of Adobe Connect and test/survey in OpenOLAT	Wooclap	(None yet)	N/A	Zoom - trial	
Survey tool		OpenOLAT or evasys	LimeSurvey Gforms	LimeSurvey /	our solution	G Forms as part of G Suite for Education.	Evasys LimeSurvey Gforms
IT federated identity	Single Sign-On (SSO)		shibolleth	adAS	N/A	eduGAIN.org (Shibboleth/ SAML2.0)	AAI@EduHr
	Central Authentication Service (CAS)		JASIG ESUP-CAS Version 3	SIR	our solution,		

Implementation

COVID crisis in the early beginning of the project has clearly decreased the availability of teachers to develop online international courses while they all have to already develop quite promptly online teaching for their own regular students. However, SEA-EU committed to developing VM and the people in charge in each university have tried hard to develop such mobility, based on a methodology proposed by UBO, called LOC – **Learning Online Courses**.

Every university has agreed to: (i) identify at least 5 volunteer teachers to propose courses and then (ii) find matches for courses proposed by partner universities. This model is based on short teaching unit (at least 4h, given unilaterally). This model was considered as a first step to develop online teaching collaborations. The target for the second year was to have at least 10 propositions from each partner university. As a pilot action, the methodology has been intensively discussed and updated regularly by the Education Subcommittee members, in their monthly meeting.

The Booklet of the received LOC propositions for 2020-21 and for 2021-22 is accessible as an Annex. Below are some figures from the 2 years as well as some feedbacks from teachers and students collected through the online evaluation forms -- also developed in cooperation with the Education Subcommittee. In parallel, a digital tool has been developed by CAU as part of WP4 to support staff in implementing virtual mobility www.digiteachkit.uni-kiel.de.

Summary of the 2020-2021 exercise

47 courses in very diverse disciplines have been proposed in 5 of the 6 universities. Below is a summary by field of training; the full compendium is available in Annexe.

	Proposing institution					
Fields	UBO	UCA	UG	UM	UNIST	Total
01 Education		2			1	3
02 Arts and humanities	1		10		4	15
03 Social sciences, journalism and information			1		5	6
04 Business, administration and law			1	1		2
05 Natural sciences, mathematics and statistics	6	1	2	4	3	16
06 Information & Communication Technologies					1	1
09 Health and welfare		1		1		2
10 Services		2				2
Total	7	6	14	6	14	47

From these 47 courses, we were able to find 35 matches (a 'match' does not mean that the learning activity really take place but only that the contact between 2 teachers was initiated on the basis of a mutual interest).

	Matching university							
Proposing university	**CAU**	**UBO**	**UCA**	**UG**	**UM**	**UNIST**	**No match found**	**Total**
UBO	1		1	2	2		1	7
UCA	1	1			1	2	1	6
UG	1	4	2		3	2	2	14
UM			1				5	6
UNIST		3	2	3	2		4	14
Total	**3**	**8**	**6**	**5**	**8**	**4**	**13**	**47**

Summary of the 2021-22 exercise

136 courses have been proposed by 5 of our 6 universities. They are well distributed among almost all categories of ISCED disciplines (only ISCED08 'Agriculture, forestry, fisheries and veterinary' is totally missing but it is sometimes mixed with ISCED05). ISCED06 is quite rare while corresponding to a high-topic in our digital world.

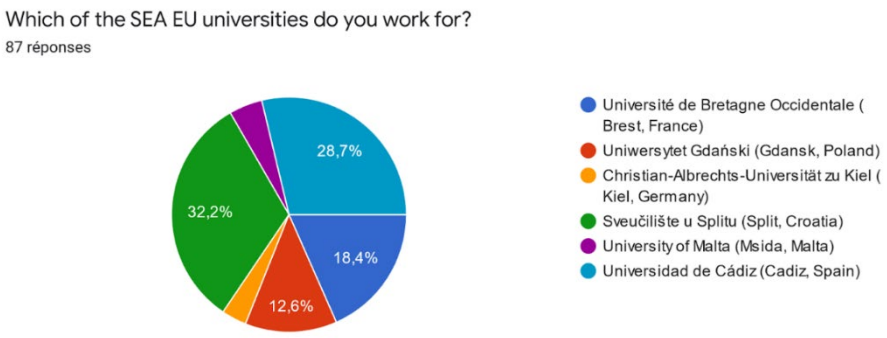
	CAU	UBO	UCA	UG	UNIST	Total
00 Generic programmes and qualifications				3	1	4
01 Education			2		1	3
02 Arts and humanities	1	7	6	5	1	20
03 Social sciences, journalism and information	1	1	8	4	1	15
04 Business, administration and law		2	12	21	5	40
05 Natural sciences, mathematics and statistics	5	2	13	12	1	33
06 Information and Communication Technologies (ICTs)		2				2
07 Engineering, manufacturing and construction			9		2	11
09 Health and welfare	1	1	1		4	7
10 Services		1				1
Total	8	16	51	45	16	136

On the 136 course proposals, 108 have been matched. Below is a summary of the matching situation.

	Matching university							
Proposing university	**CAU**	**UBO**	**UCA**	**UG**	**UM**	**UNIST**	**Match not found yet**	**Total**
CAU		1		3	1	3		8
UBO	1		2	3	5	4	1	16
UCA	3	8		6	6	13	15	51
UG	1	6	4	9	9	17	8	45
UNIST		2	4	2	4		4	16
Total	5	17	10	14	25	37	28	136

Feedbacks from teachers

The LOC database counts around 325 teacher contacts (183 proposing teachers + 142 matched propositions). They have all been contacted to ask feedbacks from their experience. Below are the main figures regarding the 87 answering teachers (26% of replies), collected across the 6 universities.



Answering teachers are 50% of proposing / 50% of receiving LOC.

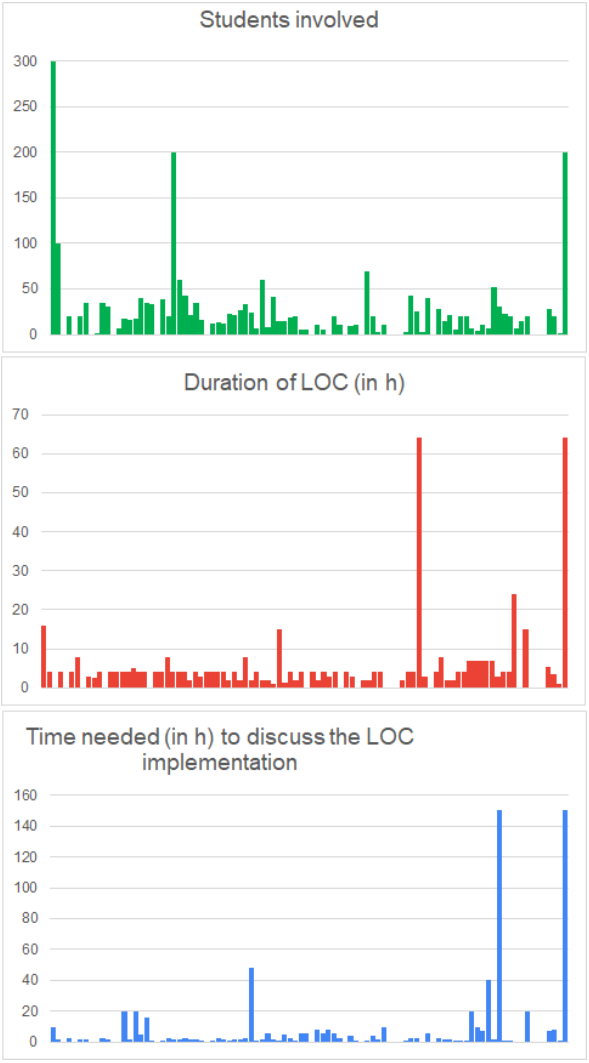
Answering teachers have been able to implement the LOC in 86% of the cases: for 39% in 2020-21, for 47% in 2021-22 and 14% have not been able to implement it yet, despite positive initial contact.

Students concerned: 53% of Bsc students, 29% of Master, 2% of PhD, 16% of mixed (Bsc+ Master) audience

Lessons:

- 88% of unilateral training (students on one side) / only 12% of bilateral (students on both sides)
- Mean duration of the LOC was 5.4h (initial request was 4h).
- The link between the time of the LOC, the time needed to implement it and the number of attending students are not related to each other (see Table and figures below)

	Duration of the LOC (in hours)	Time needed (in hours) to discuss the implementation	Nb of attending students
Mean	5,4	7,6	28,4
StD (+/-)	3,4	8,1	20,6
Min	1	1	1
Max	64	150	200



More than **92% of teachers agree than implementing this LOC worth their time** (70% strongly agree + 22% agree).

The 40 collected **testimonials** goes in this sense, all very positive:

- *It was a rewarding and enjoyable experience. Contacts are made with professors from other universities and that gives the possibility of future expanded cooperation is provided. I would recommend such collaboration, especially to younger professors.*
- *It was a great experience and real pleasure to have this international virtual mobility despite the lockdown. In addition for me it was a possibility to meet another scientist and we agreed to follow-up with a joint research.*
- *Students and I had a great opportunity to listen different point of view, recent research results and another style of learning.*
- *It was a very enriching experience, both in terms of academic collaboration and also learning as we were exposed to new perspectives in the subject area.*
- *Through the SEA-EU Virtual Mobility programme I was able to establish a successful collaboration with my colleague from another EU country and conduct the course. This was a very positive and valuable experience for me.*
- *a very rewarding experience that allows to create new collaborations within SEA-EU even in these difficult times*
- *Everything went smoothly and we all enjoyed the meetings and discussions. The content provided by the guest lecturer was very useful for my students and they all gave a very positive feedback after the sessions.*
- *This SEA-EU activity was a great experience, providing an opportunity for valuable insights into the teaching of colleagues at the SEA-EU partner universities. Students were happy to hear some new discussions and overall, this was an excellent opportunity to meet and, hopefully, continue co-operation with a colleague from the University of Malta.*
- *My experience is positive, although I had a technical problem, and I strongly recommend this form of cooperation. It was really interesting topic therefore students and I had the opportunity to listen the lecture and to discuss with the colleague about the different facts. Moreover, I think that this kind of LOC should be organised more frequently.*
- *The collaborative lesson was amazing for Students (and me!) who discovered new tools to work and get involved in activities with students form other country who are interested by the same topic.*
- *This was a very positive experience for both lecturers and students. It helps to create a new professional network and it also gives the opportunity to students to experience different teaching methods.*
- *I strongly encourage this mode of cooperation between universities. All stakeholders win :) . The students meet new teacher who share the knowledge and experience with them in multicultural environment. The teachers also benefit within host-guest collaboration. They actually enlarge their present networks and create base for future projects or common research.*

We also collected some advices from teachers for future colleagues willing to join the LOC scheme, below summarised:

1. Hold an on-line meeting as soon as possible with teaching colleagues from the partner university, and mainly ask for the background students
2. Prepare materials in advance: translation (and adaptation to a new cultural background and international codes) takes time
3. Send lecture materials to students before the lecture (more important than for regular lecture).
4. Prefer to do the course and the activity online in real –time (avoid too manypre-recorded materials)
5. Encourage students to participate by introducing "ice breakers".

Finally, we also collect some feedbacks on what could have been/would be appreciable as a support, to develop such kind of cooperation, including:

1. Recognition for teachers and for students:

- Teachers: To include this teaching activities in the academic plan

- Students: formalize ECTS recognition

2. Technical issues (Specific platform for speaker to make video lecture? Zoom account for all? Technical people available?)
3. Administrative support (*e.g.* student registration, agenda synchronisation).
4. Communication (to increase the audience)

Conclusions

As an overall conclusion, we can acknowledge that preliminary implementing experiences of Virtual Mobility among our universities – either part of T3.1 as presently reported or as part of Task 4.1 on Doctoral student training, or as part of WP5 as the jointly-created courses on “Marine Data Literacy” or on "Research excellence”, are perceived as very positive activities for participants, in the sense that they open their curricula to a broader European perspective.

This added-value needs to be always considered and emphasized as developing virtual mobility is a considerably demanding achievement. It is an implementation challenge at every step of the whole process, including but not exclusively: (i) the need analysis for students & syllabus development, (ii) a proper technical IT environment, with online tools mastered by both teachers and students, (iii) adaptation of very basic parameters like weekly agenda and university calendar that mismatch from more than 2 months between European countries and (iv) also a need for administrative recognition for all the parties, similarly in all partner institutions, while we all deal with national regulation where ECTS still do not have the same value in each country.

In brief, we need to acknowledge that we are still very far from our SEA-EU initial target of 20% of students in virtual mobility and that the challenge for the 2.0 period is still global if we want to develop a unique catalogue of online elective courses, easily accessible, easily registrable, and which open to recognition in your own institution and in the European system. We have been able to identify a large number of motivated teachers; we now need to keep them involved to build full teaching units.

Annexes :

Booklet of Learning Online Courses - Propositions received for 2020-21 & 2021-22
https://sea-eu.org/wp-content/uploads/2022/10/BookletLOC2022s_compressed_compressed.pdf

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Booklet of

Learning Online Courses

Propositions received for

2020-21 & 2021-22

Propositions received for 2020-21: see below until page 62
Propositions received for 2021-22 : see page 63

ID of the sessio	Discipline / faculty	Name of the session	Proposing Institution	1st assigned Matching institution	Results of the matching	email of the matching contact teacher in partner institution	Final Matching institution	Students level	Number of hours
1	Chemistry	Introduction to Mass Spectrometry	UBO	UCA	Done	mariajesus.ortega@uca.es	UCA	L3	4
2	Biology	Practical course for population genetics analysis with R	UBO	CAU	Not possible / reallocated to ???			L3	4 to 6
3	Sustainable Sciences	The carbon impact of air travel	UBO	UNIST	Not possible / reallocated to CAU	birgit.schneider@ifg.uni-kiel.de	CAU	L1-L3	4 to 6
4	History	Medieval History The vikings	UBO	UG	Done	aleksandra.girsztowt@ug.edu.pl	UG	L3	12 to 24
5	Physics	Principles of Mechanics, Waves and Heat	UBO	UM	Done	tony.apollaro@um.edu.mt	UM	L1	6
6	Biology	Marine Mammal Biodiversity	UBO	UG	Done	urszula.janas@ug.edu.pl	UG	L2-L3	4
7	Biology	Global silicium cycle	UBO	UM	Done	sebastiano.damico@um.edu.mt	UM	L3	4
8	Education Sciences	Active Commuting: The real tool to promote physical activity in the	UCA	UBO	Done	cyrill.bossard@univ-brest.Fr	UBO	L2-M1	4
9	Education Sciences /	Human Factors, extreme environments and Aerospace Psychology	UCA	CAU	Not possible in UBO neither / reallocated to ???			L1-L3	4
10	Physical Education	Appetite hormones, rapid weight loss and training	UCA	UNIST	Done	hrvoje.karnincic@kifst.hr	UNIST	L4	4
11	Physical Education	Virtual teaching resources: Its potential for learning nautical	UCA	UG	Not possible / reallocated to UNIST	luka.pezelj@pfst.hr	UNIST	L2-L3	4
12	Biomedicine	BlueHealth: benefits and drawbacks of ocean resources for human	UCA	UM	Done	claire.copperstone@um.edu.mt	UM	L3	4
13	Biology	Monitoring and assessment of Marine Litter	UCA	CAU	Done	aibeck@geomar.de	CAU	L2-L3	6
14	Geography	Municipal budgeting	UG	UBO	Done	marthe.lemoigne@univ-brest.fr	UBO	L2	15
15	Geography	City logistics	UG	UCA	Done	francisco.contreras@uca.es	UCA	L3	12
16	Geography	Basic dynamic processes in the atmosphere	UG	CAU	Done	ikjellsson@geomar.de	CAU	tbd	4
17	Geography	Sustainable tourism	UG	UNIST	Done	spavlino@efst.hr	UNIST	L2-L3	5
18	Oceanography	Introduction to atmospheric stability and mixing	UG	UM	Done	noel.aquilina@um.edu.mt	UM	tbd	4
19	Oceanography	Sea ice formation, thermodynamics and dynamics	UG	UCA	Not possible / reallocated to UBO	xavier.carton@univ-brest.fr	UBO	tbd	4
20	Economics	Understanding, managing and financing innovation processes	UG	CAU	Not possible / reallocated to ???	Not possible / reallocated to ???	UBO	L2	15
21	Law	Global ocean law and governance	UG	UNIST	Done	bbritvic@pravst.hr	UNIST	tbd	20
22	History	Heritage of migrations: museums and society	UG	UM	Done	alexander.debono@gmail.com	UM	L1-L3	30
23	History	The Polish-French relations	UG	UBO	Not possible / reallocated to ???			L1-L3	8
24	History	History of Poland in Films	UG	UBO	Done	isabelle.lecorff@univ-brest.fr	UBO	L1-L3	30
25	History	Museums: political and social role from the 19th to the 21st century	UG	UCA	Done	josemanuel.vargas@uca.es	UCA	L1-L3	30
26	History	Some aspects of the orthodox art in the former Polish-Lithuanian	UG	CAU	Not possible / reallocated to ???			L1-L3	30
28	Languages	Speech disorders in context of bilingualism	UG	UM	Done	helen.grech@um.edu.mt	UM	L2	8
29	Education Sciences	Aspects of Anglophone culture	UNIST	UBO	Not possible / reallocated to ???			L1-L3	4
30	Chemistry	Biochemical Ecology and Terpenes from the Essential Oils	UNIST	UCA	Done	juancarlos.galindo@uca.es	UCA	L3-L4	8
31	Economics	Business Communication	UNIST	CAU	Not possible / reallocated to UG	agata.borowska-pietrzak@ug.edu.pl	UG	L1-L3	30 + 30
32	Economics	Diversity management	UNIST	UG	Done	tomasz.kawka@ug.edu.pl	UG	L1-L3	4
33	Economics	E- business	UNIST	UM	Done	joe.schembri@trademalta.org		L3	4
34	Philosophy	Ethics and Politics of Immigration	UNIST	UBO	Done	<thomas.leclerc@univ-brest.fr>	UBO	L1-L3	4
35	Economics	International Economics I	UNIST	UCA	Not possible / reallocated to ???			L1-L3	4
36	Physics	Introduction to Geophysics	UNIST	CAU	Not possible / reallocated to UBO : DONE	laurent.geoffroy@univ-brest.fr	UBO	L3	4
37	Languages	Italian Literature	UNIST	UG	Not possible / reallocated to UBO : DONE	Filomena.Tino@univ-brest.fr	UBO	L1-L3	4
38	Information and	Mobile communication systems	UNIST	UM	Done	victor.buttigieg@um.edu.mt	UM	L1-L3	4
39	Maritime Studies	Nautical tourism and marina management	UNIST	UBO	Not possible / reallocated to UCA:DONE	gabriela.marini@uca.es	UCA	L2-L3	4
40	Languages	Pandemic Literature and Film	UNIST	UM	Done	Gloria Lauri Lucente <gloria.lauri-lu	UM	L1-L3	4 +
41	Sociology	Sociology of Consumption	UNIST	CAU	Not possible / reallocated to ???			L1-L3	4
42	Medicine & Surgery	Basic neuroscience in health and disease	UM	UBO	Not possible / reallocated to ???			L3	4 +
43	Science	Quantum Optics	UM	UG	Not possible / reallocated to ???			L3	4 +
44	Science	Modern Quantum Theory	UM	UG	Not possible / reallocated to ???			L3	4 +
45	Laws	Introduction to International Maritime Security Law	UM	UCA	Done	alejandro.delvalle@uca.es	UCA	L1 - L3	8
46	Science/Biology	Introduction to Astrobiology	UM	CAU	Not possible / reallocated to ???			L1 - L3	8
47	Science/Biology	Evolutionary Biology	UM	UNIST	Not possible / reallocated to ???			L1 - L3	8
50	Economics	Negotiation skills	UNIST	UG	Done	dorota.jendza@ug.edu.pl	UG	L1-L3	4
49	Marine Biology	Global Approach by Modular Experiments (GAME) - (Possible Foc	CAU	UCA	AWAITING LOC DETAILS				
~~27~~	~~Languages~~	~~Descriptive Grammar (Syntax) / Introduction to Syntax~~	~~UG~~	~~UNIST~~	~~Done~~				
~~48~~	~~Social Science/ Huma~~	~~Social impacts of climate change/ human-environment relations~~	~~CAU~~	~~UBO~~					

	Learning Online Course (LOC)
Name of the Learning Online Course*	**The global silicon cycle**
Teacher in charge (Name and surname)*	**Jill SUTTON**
email of Teacher in charge	**Jill.Sutton@univ-brest.fr**
Faculty/ department	**Department of Biology, Faculty of Science, Technology and Health**
Short description of the training content and schedule	**At the end of this class the student will be able to: (1) Understand how a bio-geochemical cycle works (reservoirs, fluxes, internal cycling), and (2) Identify the spatial and temporal constraints of the global silicon cycle**
Language of the course	**English**
Duration of the course	**4 hours**
Approximate timing of the year (Semester 2 ? Month?)	**November (yearly)**
Size of the audience and number of places for SEA-EU student	**10**
Which Bachelor level?	**3rd year**
Disciplinary background needed for students to participate	Science (e.g. geology, biology, chemistry, physics)
IT solution proposed for this lesson	The online class is part of a larger course (SPOC: small private online course) that is managed by the University of Brest's e-learning specialists (SIAME) and coordinated by Jill Sutton
Other additional information that may help to implement a bilateral cooperation	The "Silica School" SPOC is divided into 4 modules (Silica in the universe, Silica in the ocean, Silica in the living world, Silica in the future) with a total of 10 individual classes. Each class is available online to allow the student to acquire knowledge on each concept at their own pace (within a limited 3-week timeframe in November). The class on the "Global silicon cycle" will have a time set aside for face-to-face interactions with the teacher (Jill Sutton). Other classes may be also of interest at the undergraduate level, including: (1) Earth a silica planet, (2) The possibility of silicon-based life in the Universe, (3) Diversity of diatoms, (4) Siliceous sponges, and (5) the chemistry of condensed matter.

ANNEXE 1 – Proposing virtual lesson

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Marine mammal biodiversity**
Teacher in charge (Name and surname)*	**Jean-Luc Jung**
email of Teacher in charge	jung@univ-brest.fr
Faculty/ department	**UBO**
Short description of the training content and schedule	**This LOC will first define the term of marine mammals, and describe their specific diversity (taxonomic groups, species diversity). Particular cases of intraspecific variations will be described (subspecies, ecotypes, …). Then, different scientific approaches used to study marine mammals will be explained (field observation and photo-identification, acoustics, bio-logging, genetics, ecotoxicology, …). Particular and up to date examples will be used to illustrate the kind of results that can be obtained with each approach. The third part of the LOC will highlight marine mammal conservation concerns and some protection strategies.**
Language of the course	**French of English**
Duration of the course	**To be decided**
Approximate timing of the year (Semester 2 ? Month?)	**To be decided**
Size of the audience and number of places for SEA-EU student	**If all is on line, unlimited**
Which Bachelor level?	**2-3 year**
Disciplinary background needed for students to participate	Biology, with basis on molecular approaches
IT solution proposed for this lesson	
Other additional information that may help to implement a bilateral cooperation	LOC open to collaboration with colleagues from the other universities

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**Practical course for population genetics analysis with R**
Teacher in charge (Name and surname)*	**CHARRIER Grégory**
email of Teacher in charge	gregory.charrier@univ-brest.fr
Faculty/ department	**Faculty of Sciences & Technology / Department of Biology**
Short description of the training content and schedule	**- Course introduction: objectives, data and methods (1h)** **- Required homework: conduct data analysis with R (2-3 weeks)** **- Discussion forum: students questions and/or technical issues** **- Possibility of a virtual class to (2-3h) to check student progress** **- Upon homework completion: virtual class (2-3h) to interpret results and explore evolutionary forces shaping the genetic diversity and structure of natural populations**
Language of the course	**English**
Duration of the course	**3 to 6h depending on the possibilities**
Approximate timing of the year (Semester 2 ? Month?)	**Semester 2**
Size of the audience and number of places for SEA-EU student2à to 40	**20 to 40 students**
Which Bachelor level?	**Third year**
Disciplinary background needed for students to participate	- Basic knowledge of population genetics and evolutionary forces (migration, genetic drift, mutation and selection) - Basic population genetics statistics (e.g. Allelic diversity, Heterozygosity, F-statistics) - Basic use of R language and Rstudio (possibility to provide online resources for an introduction to R and RStudio)
IT solution proposed for this lesson	- Virtual classes (VIA or BBB) - Discussion forum and online resources (Moodle)
Other additional information that may help to implement a bilateral cooperation	This course could be integrated within existing courses dealing with population genetics

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Introduction to Mass Spectrometry**
Teacher in charge (Name and surname)*	**MEMBOEUF Antony**
email of Teacher in charge	Antony.memboeuf@univ-brest.fr
Faculty/ department	**Chemistry Department, Science Faculty**
Short description of the training content and schedule	**Basic concepts of mass spectrometry:** **1) physical principles of mass spectrometric measurements** **2) analytical information available with the technique** **3) illustrations of applications**
Language of the course	**English**
Duration of the course	**4-6 hours (at first, but may be extended)**
Approximate timing of the year (Semester 2 ? Month?)	**Whenever ...**
Size of the audience and number of places for SEA-EU student	**Depends on the way it is proposed to the students and the means available for each University (direct-broadcasting, live-streaming, Moodle ...)**
Which Bachelor level?	**Third-University year**
Disciplinary background needed for students to participate	Basic structures of atoms and molecules: nucleus, elementary particles, isotope of an element. Basic concepts of analytical chemistry: structural analysis of a molecule and, quantification of chemicals.
IT solution proposed for this lesson	Need to be determined exactly (podcast on UnivBrest depositary ? In combination with a Moodle lesson), depending on what is available and terms of use.
Other additional information that may help to implement a bilateral cooperation	May be adapted according to already existing lessons (if any) at the partners' site.

ANNEXE 1 – Proposing virtual lesson

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Medieval History : the vikings**
Teacher in charge (Name and surname)*	**Coumert Magali**
email of Teacher in charge	coumert@univ-brest.fr
Faculty/ department	**History, Brest**
Short description of the training content and schedule	**Between the 8th and the 11th centuries, the viking phenomenon initiated a complete transformation of the societies on the shores of the North Sea and the North Atlantic.**
Language of the course	**english**
Duration of the course	**12h or 24h**
Approximate timing of the year (Semester 2 ? Month?)	**One semester**
Size of the audience and number of places for SEA-EU student	**12 students**
Which Bachelor level?	
Disciplinary background needed for students to participate	
IT solution proposed for this lesson	Virtual classroom
Other additional information that may help to implement a bilateral cooperation	

ANNEXE 1 – Proposing lesson / to be completed and filed by each university on Alfresco

(TASKS WP3 / WP3.1_Increasing_mobility / Virtual-mobility / Proposing-VM-2021)

<table>
<tr><th></th><th>Learning Online Course (LOC)</th></tr>
<tr><td>Name of the Learning Online Course*</td><td>Principles of Mechanics, Waves and Heat</td></tr>
<tr><td>Teacher in charge (Name and surname)*</td><td>David Dekadjevi</td></tr>
<tr><td>email of Teacher in charge</td><td>david.dekadjevi@univ-brest.fr</td></tr>
<tr><td>Faculty/ department</td><td>Faculty of Science and Technology / Department of Physics</td></tr>
<tr><td>Short description of the training content and schedule</td><td>One of the following Module
<table>
<tr><th>Module</th><th colspan="2">Motion</th></tr>
<tr><td>1</td><td>1.1</td><td>Physics and Measurement</td></tr>
<tr><td></td><td>1.2</td><td>Vectors</td></tr>
<tr><td></td><td>1.3</td><td>Motion in One Dimension</td></tr>
<tr><td></td><td>1.4</td><td>Motion in Two Dimensions</td></tr>
<tr><td></td><td>1.5</td><td>Laws of Motion (I)</td></tr>
</table>
<table>
<tr><th>Module</th><th colspan="2">Energy and Momentum</th></tr>
<tr><td>2</td><td>2.1</td><td>Laws of Motion (II)</td></tr>
<tr><td></td><td>2.2</td><td>Energy and Energy Transfer</td></tr>
<tr><td></td><td>2.3</td><td>Potential Energy</td></tr>
<tr><td></td><td>2.4</td><td>Linear Momentum and Collisions</td></tr>
</table>
<table>
<tr><th>Module</th><th colspan="2">Rotational Motion and Gravity</th></tr>
<tr><td>3</td><td>3.1</td><td>Rotation of Rigid Objects</td></tr>
<tr><td></td><td>3.2</td><td>Angular Momentum</td></tr>
<tr><td></td><td>3.3</td><td>Static Equilibrium</td></tr>
<tr><td></td><td>3.4</td><td>Universal Gravitation</td></tr>
</table>
<table>
<tr><th>Module</th><th colspan="2">Waves</th></tr>
<tr><td>4</td><td>4.1</td><td>Oscillatory Motion</td></tr>
<tr><td></td><td>4.2</td><td>Wave Motion</td></tr>
<tr><td></td><td>4.3</td><td>Sound Waves</td></tr>
<tr><td></td><td>4.4</td><td>Superposition and Standing Waves</td></tr>
</table>
<table>
<tr><th>Module</th><th colspan="2">Properties of Matter and Heat</th></tr>
<tr><td>5</td><td>5.1</td><td>Fluid Mechanics</td></tr>
<tr><td></td><td>5.2</td><td>Temperature</td></tr>
<tr><td></td><td>5.3</td><td>Heat and the First Law of Thermodynamics</td></tr>
</table></td></tr>
<tr><td>Language of the course</td><td>English</td></tr>
<tr><td>Duration of the course</td><td>Between 6 and 16 hours for a given module (to be discussed)</td></tr>
<tr><td>Approximate timing of the year (Semester 2 ? Month?)</td><td>Semester 2</td></tr>
<tr><td>Size of the audience and number of places for SEA-EU student</td><td>To be discussed</td></tr>
<tr><td>Which Bachelor level?</td><td>First Year Student</td></tr>
</table>

Disciplinary background needed for students to participate	A-Level in Science
IT solution proposed for this lesson	Skype / Zoom / Any videoconference mean would be fine
Other additional information that may help to implement a bilateral cooperation	About 10 years ago, I have given these lectures at the University of Johannesburg in South Africa.

ANNEXE 1 – Proposing virtual lesson

	Learning Online Course (LOC)
Name of the Learning Online Course*	**The carbon impact of air travel – Beyond the figures**
Teacher in charge (Name and surname)*	**Isabelle DANGEARD**
email of Teacher in charge	Isabelle.dangeard@univ-brest.fr
Faculty/ department	**UBO – IUT de Quimper**
Short description of the training content and schedule	**Principles : the carbon impact concept and allocation rules. Application to the participant's air travel (past and futures ones). Analysis of the accounting principles of actors.**
Language of the course	**English**
Duration of the course	**3 to 6 hours**
Approximate timing of the year (Semester 2 ? Month?)	**Any**
Size of the audience and number of places for SEA-EU student	**Ideally 17, up to 25.**
Which Bachelor level?	**Any**
Disciplinary background needed for students to participate	None
IT solution proposed for this lesson	Webinars, online surveys (including for collective information production). E-mailing and videoconferencing.
Other additional information that may help to implement a bilateral cooperation	

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Active Commuting: The real tool to promote physical activity in the actual society.
Teacher in charge (Name and surname)	Daniel Camiletti Moirón Rocío Izquierdo Gómez Both researchers belong from GALENO's Group with an extensive experience in active commuting, mobility and sustainability to promote physical activity and health.
email of Teacher in charge	daniel.camiletti@uca.es rocio.izquierdo@uca.es
Faculty/ department	School of Education Sciences / Department of Physical Education
Short description of the training content and schedule	**Short description:** The lack of physical activity (PA) is a global public health problem, responsible for more than five million deaths annually through its effects on multiple non-communicable diseases across the population. Thus, active commuting, mainly walking and cycling, has been recommended as a consistent and practical way to integrate more physical activity into daily life. This course will offer to the students the possibility to sensitise active lifestyle using creative methodologies. The aims of the present course are: - To promote active commuting to improve healthy lifestyle in the population. - To introduce interventions to promote active commuting in the educational field. - To investigate the barriers of the active commuting in the educational field. - To raise awareness and sensitise to the participants about the current environmental problems that affect our world. - To sensitise and educate to the population about the use of the bicycle as an active and sustainable mode of travel. - To disseminate the sustainable development goals (SDGs) promoted by the United Nations in the 2030 agenda. We will use an active methodology based on workgroups, cooperative learning and challenges.
Language of the course	English and Spanish
Duration of the course	4 hours

Approximate timing of the year (Semester /Month?)	First semester
Size of the audience and number of places for SEA-EU students	Up to 30 students
Which Bachelor level?	Second, third or fourth year.
Disciplinary background needed for students to participate	Students with interest in the promotion of physical activity and health.
IT solution proposed for this lesson	
Other additional information that may help to implement a bilateral cooperation	

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**Human Factors, extreme environments and Aerospace Psychology**
Teacher in charge (Name and surname)	**Gabriel G. De la Torre**
email of Teacher in charge	Gabriel.delatorre@uca.es
Faculty/ department	**Education Sciences Faculty, Department of Psychology**
Short description of the training content and schedule	We want to offer an introductory level course on human factors and aerospace psychology. We plan to include in a series of video sessions, information on human factors and psychology and its implications for different aerospace industry domains such as drones, human spaceflight and simulations, etc. We expect the participation of several professors from our research lab as well as other colleagues and collaborators. 1. Session: Cognitive Psychology and Human Factors 2. Session: Drones 3. Session: Human Spaceflight, from simulations to space.
Language of the course	**English**
Duration of the course	**4 hours**
Approximate timing of the year (Semester /Month?)	**Second Semester 2021**
Size of the audience and number of places for SEA-EU students	
Which Bachelor level?	**Suitable for any level in Bachelor in Psychology or similar**
Disciplinary background needed for students to participate	none
IT solution proposed for this lesson	Zoom
Other additional information that may help to implement a bilateral cooperation	

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Appetite hormones, rapid weight loss and training recommendations in martial arts and combat sports.
Teacher in charge (Name and surname)	Cristina Casals
email of Teacher in charge	cristina.casals@uca.es
Faculty/ department	Faculty of Education Sciences, Department of Physical Education
Short description of the training content and schedule	To present the results of a funded project (reference code: PR2019-054) about the influence of plasma leptin and insulin concentrations on body composition according to diet and physical activity, and its application to combat sports. Current research about rapid weight loss and HIIT in martial arts and combat sports will be presented in order to carry out transfer activities of scientific knowledge for undergraduate students.
Language of the course	English
Duration of the course	4 h
Approximate timing of the year (Semester /Month?)	March, 2021
Size of the audience and number of places for SEA-EU students	15-20 students in a face-to-face mode, if sanitary measures as a result of covid-19 allow it. Moreover, the coursing will be available online.
Which Bachelor level?	4
Disciplinary background needed for students to participate	Sport Sciences
IT solution proposed for this lesson	It will be used the video conference room of the Faculty of Education Science. If there is any IT problem, it will be solve by using the recording camera equipment of the Department of Physical Education and final video will be edited with Camtasia software.
Other additional information that may help to implement a bilateral cooperation	Professors who will participate: **University of Cadiz (SEA-EU):** Jesús G Ponce González, Miguel Ángel Rosety Rodríguez, Ismael Pérez Suárez and Cristina Casals Vázquez. **University of Split (SEA-EU):** Hrvoje Karninčić **Non-SEA-EU universities:** Patrik Drid (University of Novi Sad), Emerson Franchini (University of São Paulo)

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**BlueHealth: benefits and drawbacks of ocean resources for human health**
Teacher in charge (Name and surname)	**Carmen Castro**
email of Teacher in charge	carmen.castro@uca.es
Faculty/ department	**Faculty of Medicine, Department of Biomedicine**
Short description of the training content and schedule	-Introduction to the role of marine resources in human health. -Marine resources and healthy nutrition -The oceans as sources of pharmacological agents -Marine resources and wellness -Ocean pathogens contaminants and toxins -BlueHealth and sustainability
Language of the course	English
Duration of the course	3-6 h
Approximate timing of the year (Semester /Month?)	Semester 2
Size of the audience and number of places for SEA-EU students	20 to 40 students
Which Bachelor level?	Final year
Disciplinary background needed for students to participate	Medicine, Marine Sciences, Biology, Biomedicine
IT solution proposed for this lesson	Virtual classes (Google Meet) - Discussion forum and online resources (Moodle)
Other additional information that may help to implement a bilateral cooperation	This course might incorporate lecturers from the Institute of Biomedicine (INIBICA) and CEIMAR.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**Virtual Mobility through Body Expression and Dance**
Teacher in charge (Name and surname)	• **Dr. Carmen Padilla Moledo** (Associate Professor of Body Expression and Dance subject at Degree of Sports Science) • **Dr. Inmaculada Álvarez Gallardo** (Assistant Professor of Body Expression and Dance subject at Degree of Primary Education) . Both teachers have experience on virtual teaching and internationalization teaching due their participation in Erasmus Mobility teaching and taking part as well as coordinator in Innovation Project of University of Cadiz during last academic year "Internacionalización de las aulas del Grado en Ciencias de la Actividad Física y del Deporte (GCAFD) a través de conexiones virtuales con aulas universitarias europeas." (sol-201900138398-tra). Moreover, we have experience on dance webseminar teaching.
email of Teacher in charge	carmen.padilla@uca.es, inma.alvarez@uca.es
Faculty/ department	Faculty of Education, Didactics of Physical Education
Short description of the training content and schedule	Short description: Dance is an international language which offers the possibility to communicate through the body. This course offers students the possibility to discover this creative art using the creative methodology of performing arts. The aims of the present course are: • To learn how to use movement and dance as international language. • To provide resources to develop creative dance performances between students of different universities using media resources. Contents: • Dance as universal language. • Creative international performances using virtual options. • Virtual technologies in Dance Methodology: We will use an active methodology based on workgroups, cooperative learning, and challenges.
Language of the course	English
Duration of the course	4hs
Approximate timing of the year (Semester /Month?)	First semester

Size of the audience and number of places for SEA-EU students	30
Which Bachelor level?	Second or third year
Disciplinary background needed for students to participate	It´s recommend to be related to Sports Dance, Body Expression, Dance or Arts courses.
IT solution proposed for this lesson	
Other additional information that may help to implement a bilateral cooperation	

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	MANAGEMENT OF SPORTS SERVICES
Teacher in charge (Name and surname)	Nuviala Nuviala, Román Marini Montero, Gabriela
email of Teacher in charge	roman.nuviala@gm.uca.es
Faculty/ department	Faculty of Education Sciences. Department of Didactics of Physical, Plastic and Musical Education. University of Cádiz, Spain.
Short description of the training content and schedule	Relevant aspects of sports facilities, management and quality plans that must be carried out to respond to the needs of the 21st century
Language of the course	Spanish
Duration of the course	4 hours
Approximate timing of the year (Semester /Month?)	First semester (December -January)
Size of the audience and number of places for SEA-EU students	Up to 30 students
Which Bachelor level?	Undergraduate students from 2nd year
Disciplinary background needed for students to participate	Students without pending previous subjects and with an interest in learning and expanding aspects of sports management and marketing.
IT solution proposed for this lesson	You must submit a final paper that reflects an applied analysis that includes aspects of planning, management and marketing that must be implemented by organizations that provide sports services.
Other additional information that may help to implement a bilateral cooperation	This course facilitates the knowledge of the management of sports services, in different socio-economic, cultural, institutional and sports environments.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Monitoring and assessment of Marine Litter
Teacher in charge (Name and surname)	Daniel González Fernández and Carmen Morales Caselles
email of Teacher in charge	daniel.gonzalez@uca.es, carmen.morales@uca.es
Faculty/ department	Faculty of Marine and Environmental Sciences / Biology Department
Short description of the training content and schedule	- Introduction to Marine Litter and Plastic Pollution - Methods for Marine Litter monitoring - Marine Litter assessment in the European Seas
Language of the course	English
Duration of the course	6 hours
Approximate timing of the year (Semester /Month?)	Second semester (February to June, both included)
Size of the audience and number of places for SEA-EU students	15 SEA-EU students (the course will be exclusively offered to SEA-EU students)
Which Bachelor level?	Second or Third year
Disciplinary background needed for students to participate	
IT solution proposed for this lesson	Video recording
Other additional information that may help to implement a bilateral cooperation	The video recording will include slide shows for theoretical content and graphical material describing related activities in the laboratory and field work.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Virtual teaching resources: Its potential for learning nautical contents.
Teacher in charge (Name and surname)	Dr. Julio Conde Caveda. Associate professor of Sailing sports at degree of Sports Science Dr. Israel Caraballo Vidal. Assistant professor of Sailing sports at degree of Sports Science.
email of Teacher in charge	Julio.conde@uca.es/israel.caraballo@uca.es
Faculty/ department	Faculty of education. Didactics of Physical Education
Short description of the training content and schedule	The Degree of Physical Activity and Sports at the University of Cádiz has a block of subjects aimed at learning nautical content. The development of those contents can be reinforced through alternative methodologies using virtual resources for teaching-learning. It is important to project and publicize the potential of these resources and share them with other universities where nautical subjects are also taught, in the case of Kiel, Brest or Croatia. The Aims of the present course are: • Discover the potential of virtual teaching resources for teaching and learning nautical content. • Assimilate nautical concepts through virtual resources. • Start the competition and learn about the regulations through virtual resources. • Participate and interact in virtual regattas, promoting the interaction between faculty and students of the different SEA-EU universities. • Transfer virtual knowledge to real practice. Contents: • Nautics concepts • Virtual Regatta • Basic Rules in regattas • Interactive nautic knowledge • DISCORD application to have auditive contact • Types of boats with and without spinnaker → differences in maneuverability.

	• Use of intercoms in real navigation situation. Methodology: We will use active methodology through interactive contact with Discord aplicattion and Virtual Regatta Platform.
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester /Month?)	Second semester
Size of the audience and number of places for SEA-EU students	20
Which Bachelor level?	Second of third year
Disciplinary background needed for students to participate	Begginners and with several sailing sports knowledge.
IT solution proposed for this lesson	
Other additional information that may help to implement a bilateral cooperation	

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Basic dynamic processes in the atmosphere**
Teacher in charge (Name and surname)*	**Agnieszka Herman**
email of Teacher in charge	agnieszka.herman@ug.edu.pl
Faculty/ department	**Dep. of Physical Oceanography, Institute of Oceanography, Univ. of Gdansk, Poland**
Short description of the training content and schedule	Atmospheric pressure, vertical pressure variations. Horizontal changes of atmospheric pressure and temperature. Low pressure and high pressure systems. Geostrophic wind. Gradient wind. Thermal wind and temperature advection. Wind in the atmospheric boundary layer.
Language of the course	**English**
Duration of the course	**4 hours**
Approximate timing of the year (Semester 2 ? Month?)	**winter semester (Oct-Jan)**
Size of the audience and number of places for SEA-EU student	
Which Bachelor level?	
Disciplinary background needed for students to participate	Understanding of basic mathematical and physical concepts, knowledge of basic terms used in atmospheric science.
IT solution proposed for this lesson	
Other additional information that may help to implement a bilateral cooperation	A shorter version of this lesson (2h instead of 4h) can be combined with a shorter version of “Introduction to atmospheric stability” (2h instead of 4h) into one 4-h-long unit

	Learning Online Course (LOC)
Name of the Learning Online Course*	**City logistics**
Teacher in charge (Name and surname)*	**Grażyna Chaberek**
email of Teacher in charge	grazyna.chaberek@ug.edu.pl
Faculty/ department	**Faculty of Oceanography and Geography/ Department of Spatial Management**
Short description of the training content and schedule	**The course covers the theory of logistics, tasks of logistics service in cities, major contemporary logistics problems in cities, spatial determinants of logistics service in cities, examples of solutions, proposals of logistics solutions in cities.**
Language of the course	**English**
Duration of the course	**12**
Approximate timing of the year (Semester 2 ? Month?)	
Size of the audience and number of places for SEA-EU student	
Which Bachelor level?	**3rd**
Disciplinary background needed for students to participate	Spatial management, economics, economic geography
IT solution proposed for this lesson	MS Teams and Moodle course
Other additional information that may help to implement a bilateral cooperation	

	Learning Online Course (LOC)
Name of the Learning Online Course*	Descriptive Grammar (Syntax) / Introduction to Syntax
Teacher in charge (Name and surname)*	dr Maria Onyshchuk
email of Teacher in charge	mariia.onyshchuk@ug.edu.pl
Faculty/ department	Institute of English and American Studies, University of Gdansk
Short description of the training content and schedule	This is an introductory course taught at an advanced level. We assume that all the students in it have some background in generative syntax. This course is concerned with the concepts and principles which have been of central significance in the recent development of syntactic theory, with special focus on the "Government and Binding" (GB) / "Principles and Parameters" (P&P) / "Minimalist Program" (MP) approach. It is the first of a series of two courses, this course deals mostly with phrase structure, argument structure and its syntactic expression, including "A-movement". The goal of the course is to understand why certain problems have been treated in certain ways. Thus, on many occasions a variety of approaches will be discussed, and the (recent) historical development of these approaches are emphasized.
Language of the course	English
Duration of the course	Lectures: 2 sessions / week, 1.5 hours / session
Approximate timing of the year (Semester 2 ? Month?)	Semester 1, 2
Size of the audience and number of places for SEA-EU student	10-15 students
Which Bachelor level?	II year BA
Disciplinary background needed for students to participate	C1, linguistic terminology competence
IT solution proposed for this lesson	MS Teams, Zoom
Other additional information that may help to implement a bilateral cooperation	----

ANNEXE 1 – Proposing lesson / to be completed and filed by each university on Alfresco

(TASKS WP3 / WP3.1_Increasing_mobility / Virtual-mobility / Proposing-VM-2021)

	Learning Online Course (LOC)
Name of the Learning Online Course*	**GLOBAL OCEAN LAW AND GOVERNANCE**
Teacher in charge (Name and surname)*	**Dorota Pyć**
email of Teacher in charge	dpyc@prawo.ug.edu.pl
Faculty/ department	**Faculty of Law and Administration, Maritime Law Department**
Short description of the training content and schedule	**Course contents** 1. Introduction to Ocean Law - challenges for the oceans and coasts 1.1. The origins of the contemporary ocean management legal regime 1.2. Fundamental value of ocean governance 1.3. Focus on the emergence and key features of the law of the sea 2. Introduction to Ocean Policy – the European Union "A new agenda for the oceans" 2.1. Improving the international ocean governance framework 2.2. Reducing human pressure on the oceans and creating the conditions for a sustainable blue economy 2.3. Strengthening international ocean research and data 3. Global ocean regulatory framework – some implication of international and regional agreements for regulation at the national level 3.1. History, definition, approaches, scope and significance of global ocean law 3.2. Different systems of ocean governance 3.3. Principles, standards and recommended practices 4. Global ocean institutional framework 4.1. Introduction to global and international public administration 4.2. Conflicts among the users of the global oceans 4.3. Regional administration and effective government administration 5. Ocean governance guiding approaches 5.1. Holistic approach 5.2. Ecosystem approach 5.3. Precautionary approach 6. Ocean Resources Management as a legal concept 6.1. Objectives and targets for reduction of pollution 6.2. Duty to cooperate and responsibility to protect the marine environment

	6.3. Obligation to protect the environment as *ius cogens* in the law of the sea 6.4. Protection of trans-boundary marine and coastal ecosystems 7. Legal, procedural and planning frameworks for sustainable global ocean governance by regional organizations 8. European Union in the process of international ocean governance 8.1. The EU Integrated Maritime Policy: adoption of holistic approach to all marine and maritime issues 8.2. Development of EU-level strategy to boost sustainable and inclusive blue growth, including blue economy considerations in external policies as regards natural resources, energy, trade, development and security 8.3. Regional strategies: common challenges and opportunities, collaborating closely with non-EU countries and stakeholders from civil society and the private sector 8.4. Marine research: improving cooperation and information-sharing, and making maritime data publicly accessible 8.5. International and cross-sectorial forums to address the common challenge of ensuring safe, secure, clean and productive seas and oceans worldwide 8.6. EU Maritime Security Strategy – a comprehensive common tool to identify, prevent and respond to security challenges 9. Marine spatial planning – common principles of the EU 10. Coastal zone management planning in EU 11. Combating illegal, unregulated and unreported fishing (IUU) as a priority for the EU 12. Global Ocean Governance in action – importance of the ocean governance tools 12.1. Compliance and enforcement mechanisms 12.2. Monitoring and assessment 12.3. Marine protected areas 12.4. Reporting and information management 13. Commercial advantages of participating of the shipping industry in global ocean governance 14. Ocean governance challenges - gaps in the existing ocean management legal regime.
Language of the course	English
Duration of the course	20
Approximate timing of the year (Semester 2 ? Month?)	June 2021 – September 2021
Size of the audience and number of places for SEA-EU student	10-15
Which Bachelor level?	
Disciplinary background needed for students to participate	General knowledge about law and global environmental problems.

IT solution proposed for this lesson	MS Teams, Webinar
Other additional information that may help to implement a bilateral cooperation	

ANNEXE 1 – Proposing lesson / to be completed and filed by each university on Alfresco

(TASKS WP3 / WP3.1_Increasing_mobility / Virtual-mobility / Proposing-VM-2021)

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Heritage of migrations: museums and society**
Teacher in charge (Name and surname)*	**dr Michalina Petelska**
email of Teacher in charge	michalina.petelska@ug.edu.pl
Faculty/ department	**Faculty of History**
Short description of the training content and schedule	**Migration museology;** **European migration routes in the 19th and the beginning of the 20th century - the role of port cities;** **Migration museums in the former migration infrastructure in the port cities;** **Historical migrations: emigration museums in Europe and immigration museums in North and South America and Australia;** **Migration museums during the migration (refugee) crisis – an active social role;** **Museums in port cities - revitalization of port industrial areas;** **European migration museum networks and international cooperation;** **Migrations in the collections and narratives of selected museums in the countries of the Baltic Sea and North Sea regions.**
Language of the course	**English**
Duration of the course	**30 hours (15 classes x 2 hours)**
Approximate timing of the year (Semester 2 ? Month?)	**"semester letni" – semester 2, from February 2021**
Size of the audience and number of places for SEA-EU student	**24, all for SEA-EU**
Which Bachelor level?	**24, all for SEA-EU**
Disciplinary background needed for students to participate	History or Cultural heritage or Museology or Political Sciences
IT solution proposed for this lesson	MS Teams
Other additional information that may help to implement a bilateral cooperation	

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(TASKS WP3 / WP3.1_Increasing_mobility / Virtual-mobility / Proposing-VM-2021)

	Learning Online Course (LOC)
Name of the Learning Online Course*	**History of Poland in Films**
Teacher in charge (Name and surname)*	**Dr hab. Barbara Klassa, prof. UG**
email of Teacher in charge	barbara.klassa@ug.edu.pl
Faculty/ department	**Faculty of History**
Short description of the training content and schedule	**The course is based mainly on watching and discussing selected films (Polish, European and American), focusing on the history of Poland in the 20th century, including World War II and various images of the Holocaust as well as the communist period.**
Language of the course	**English**
Duration of the course	**30 hours (15 classes x 2 hours)**
Approximate timing of the year (Semester 2 ? Month?)	**1 semester**
Size of the audience and number of places for SEA-EU student	**10, all for SEA-EU**
Which Bachelor level?	**For all Bachelor students**
Disciplinary background needed for students to participate	History Cultural heritage Political sciences Art/media history
IT solution proposed for this lesson	MS Teams
Other additional information that may help to implement a bilateral cooperation	

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Introduction to atmospheric stability and mixing**
Teacher in charge (Name and surname)*	**Agnieszka Herman**
email of Teacher in charge	agnieszka.herman@ug.edu.pl
Faculty/ department	**Dep. of Physical Oceanography, Institute of Oceanography, Univ. of Gdansk, Poland**
Short description of the training content and schedule	Vertical stability of dry atmosphere. Dry-adiabatic gradient. Temperature inversion. Convection level. Water vapour in the atmosphere, phase transitions, dew point, humidity: definitions and units. Thermodynamic processes in moist air. Clausius-Clapeyron equation. Vertical stability of moist air. Moist-adiabatic processes. Condensation level.
Language of the course	**English**
Duration of the course	**4 hours**
Approximate timing of the year (Semester 2 ? Month?)	**winter semester (Oct-Jan)**
Size of the audience and number of places for SEA-EU student	
Which Bachelor level?	
Disciplinary background needed for students to participate	Understanding of basic mathematical and physical concepts, knowledge of basic terms used in atmospheric science.
IT solution proposed for this lesson	
Other additional information that may help to implement a bilateral cooperation	A shorter version of this lesson (2h instead of 4h) can be combined with a shorter version of “Basic dynamic processes in the atmosphere” (2h instead of 4h) into one 4-h-long unit

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Municipal budgeting**
Teacher in charge (Name and surname)*	**Grażyna Chaberek**
email of Teacher in charge	grazyna.chaberek@ug.edu.pl
Faculty/ department	**Faculty of Oceanography and Geography/ Department of Spatial Management**
Short description of the training content and schedule	**The course covers the issues of analyzing the municipal costs and the sources of financing the municipal's tasks. Analysis of the financial situation of municipalities and various budgeting systems using basic indicators. Apart from the specifics of public finances in Polish law, the course contains universal content for financing public tasks in Europe, i.e. issues of available European funds, tender processes, financing under private-public partnership, etc.**
Language of the course	**English**
Duration of the course	**15h**
Approximate timing of the year (Semester 2 ? Month?)	**Spring term**
Size of the audience and number of places for SEA-EU student	**Up to 25**
Which Bachelor level?	**Bachelor 2nd year**
Disciplinary background needed for students to participate	Spatial management, economics, economic geography
IT solution proposed for this lesson	MS Teams and Moodle course
Other additional information that may help to implement a bilateral cooperation	

ANNEXE 1 – Proposing lesson / to be completed and filed by each university on Alfresco

(TASKS WP3 / WP3.1_Increasing_mobility / Virtual-mobility / Proposing-VM-2021)

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Museums: political and social role from the 19th to the 21st century**
Teacher in charge (Name and surname)*	**dr Michalina Petelska**
email of Teacher in charge	michalina.petelska@ug.edu.pl
Faculty/ department	**Faculty of History**
Short description of the training content and schedule	**Course based primarily on examples of European museums. Colonial and postcolonial museums on other continents. First Nations in North American museums; building and reading a museum narrative; changes in the museum definition. Contemporary role of the museum according to ICOM documents; nation building in museums (nationalist nation building, democratic nation building etc.); use and abuse of history in museums. The role of museums in the state. Creation of National Museums in Europe. Museums of nations without independence and the state; contemporary museums: inclusive education and participation.**
Language of the course	**English**
Duration of the course	**30 hours (15 classes x 2 hours)**
Approximate timing of the year (Semester 2 ? Month?)	**"semester zimowy" – semester 1, from October 2020**
Size of the audience and number of places for SEA-EU student	**24, all for SEA-EU**
Which Bachelor level?	**For all Bachelor students**
Disciplinary background needed for students to participate	History or History of Art or Cultural heritage or Museology
IT solution proposed for this lesson	MS Teams
Other additional information that may help to implement a bilateral cooperation	

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Sea ice formation, thermodynamics and dynamics**
Teacher in charge (Name and surname)*	**Agnieszka Herman**
email of Teacher in charge	agnieszka.herman@ug.edu.pl
Faculty/ department	**Dep. of Physical Oceanography, Institute of Oceanography, Univ. of Gdansk, Poland**
Short description of the training content and schedule	Formation is sea ice in calm and turbulent conditions, interactions with ocean dynamics, initial forms of sea ice (frazil, grease ice, nilas, pancake ice). Thermodynamic growth of sea ice. Dynamic processes in sea ice, sea ice drift and deformation. Examples of coupling between sea ice, ocean and atmosphere.
Language of the course	**English**
Duration of the course	**4 hours**
Approximate timing of the year (Semester 2 ? Month?)	**winter semester (Oct-Jan)**
Size of the audience and number of places for SEA-EU student	
Which Bachelor level?	
Disciplinary background needed for students to participate	Understanding of basic physical processes in the ocean and atmosphere.
IT solution proposed for this lesson	
Other additional information that may help to implement a bilateral cooperation	

ANNEXE 1 – Proposing lesson / to be completed and filed by each university on Alfresco

(TASKS WP3 / WP3.1_Increasing_mobility / Virtual-mobility / Proposing-VM-2021)

	Learning Online Course (LOC)
Name of the Learning Online Course*	Some aspects of the orthodox art in the former Polish-Lithuanian Commonwealth
Teacher in charge (Name and surname)*	Mirosław Kruk
email of Teacher in charge	miroslaw.kruk@ug.edu.pl
Faculty/ department	Faculty of History/ Institute of the History of Art
Short description of the training content and schedule	The course will be focused on the chosen aspects of the orthodox art in the Polish-Lithuanian Commonwealth in the middle ages and modern era. There will be discussed the context of the orthodox paintings in the Gothic Catholic Churches, the innovations and features of the chosen iconographical types in the local tradition of icon-painting, the sources and meanings of the examples of the local orthodox art
Language of the course	English
Duration of the course	30 h
Approximate timing of the year (Semester 2 ? Month?)	Semester
Size of the audience and number of places for SEA-EU student	
Which Bachelor level?	**All**
Disciplinary background needed for students to participate	History of Art; History of South-Eastern Europe
IT solution proposed for this lesson	
Other additional information that may help to implement a bilateral cooperation	

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Speech disorders in context of bilingualism**
Teacher in charge (Name and surname)*	**prof. UG, dr. hab Małgorzata Rocławska-Daniluk**
email of Teacher in charge	malgorzata.roclawska-daniluk@ug.edu.pl
Faculty/ department	Faculty of Languages, Institute of Logopaedics
Short description of the training content and schedule	It is a common knowledge that very often young children, especially in kindergartens suffer speech disorders of various kinds. These problems with articulation have roots in a number of causes, e.g. incorrectly formed articulatory apparatus or mal -functioning of speech apparatus, imitating wrong speech models. Thus, the focus of the course is on the problem of speech disorders and chances that are offered by bilingual education for young children at kindergarten. Students are encouraged to find out about the reasons and symptoms for particular disorders as well as possible means to prevent such disorders.
Language of the course	English and Polish
Duration of the course	8 h
Approximate timing of the year (Semester 2 ? Month?)	Semester 2
Size of the audience and number of places for SEA-EU student	
Which Bachelor level?	2nd year of Bachelor Studies
Disciplinary background needed for students to participate	Background knowledge about Logopaedics
IT solution proposed for this lesson	MS Teams (or any other suitable IT solution)
Other additional information that may help to implement a bilateral cooperation	Students will learn about research carried out in Polish bilingual kindergartens in 2005-2009 carried out by prof. Rocałwska-Daniluk . Also, they will be introduced into educational programmes whose role is to prevent speech disorders with children. Thus, ideally teachers and students from other universities will share with their research and ideas connected with the above mentioned topic.

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Sustainable tourism**
Teacher in charge (Name and surname)*	**Julia Ziółkowska**
email of Teacher in charge	julia.ziolkowska@ug.edu.pl
Faculty/ department	**Department of Spatial Management**
Short description of the training content and schedule	**The course begins with an introduction to the sustainability concept applied to tourism (2 hours), followed by case studies / implication examples from different tourism sectors (3 hours).**
Language of the course	**English**
Duration of the course	**5 hours**
Approximate timing of the year (Semester 2 ? Month?)	**January 2020 / April 2021**
Size of the audience and number of places for SEA-EU student	**Max. 20 students**
Which Bachelor level?	**Preferably 2nd or 3rd year students**
Disciplinary background needed for students to participate	General knowledge of tourism industry
IT solution proposed for this lesson	Main tool: MS Teams; additional tools: Poll Everywhere, Coogle, Padlet etc.
Other additional information that may help to implement a bilateral cooperation	The course is dedicated to students following a tourism-oriented education path, but it can be adapted to students of other specializations.

ANNEXE 1 – Proposing lesson / to be completed and filed by each university on Alfresco

(TASKS WP3 / WP3.1_Increasing_mobility / Virtual-mobility / Proposing-VM-2021)

	Learning Online Course (LOC)
Name of the Learning Online Course*	**The Polish-French relations**
Teacher in charge (Name and surname)*	**Anna Łysiak-Łątkowska (Lysiak-Latkowska)**
email of Teacher in charge	Anna.lysiak-latkowska@ug.edu.pl
Faculty/ department	**Institute of History, University of Gdańsk**
Short description of the training content and schedule	The aim of the project is presentation French emigration to Polish territories at the time of the French Revolution (1789-1799). The proposed project plans to study the situation and the conditions of the stay of those groups and individuals that made a decision to flee from France fearing for their lives and in order to avoid possible repressions and found asylum on Polish territories. Among these, there was a traveling entourage of Louis XVIII and representatives of aristocracy as Stanislas de Boufflers and clergy as well as others who were treated as enemies of the revolutionary France
Language of the course	**French**
Duration of the course	**Two months**
Approximate timing of the year (Semester 2 ? Month?)	**Semester 1 (October, November)**
Size of the audience and number of places for SEA-EU student	**10-15**
Which Bachelor level?	**All**
Disciplinary background needed for students to participate	history,
IT solution proposed for this lesson	Outlook365, MS TEAMS
Other additional information that may help to implement a bilateral cooperation	

	Learning Online Course (LOC)
Name of the Learning Online Course*	Understanding, managing and financing innovation processes
Teacher in charge (Name and surname)*	**Anna Golejewska**
email of Teacher in charge	a.golejewska@ug.edu.pl
Faculty/ department	**Faculty of Economics**
Short description of the training content and schedule	1. Types of innovation. 2. Models of innovation. 3. Successfun and unsuccessful innovation. 4. The degree of innovativeness. 5. Innovation as a management proccess. 6. Organisation characteristics facillitating innovation proccess (strategy, acceptance of risks, space for creativity…) 7. Models of technology transfer. 8. Forms of strategic alliances (supplier relations, R&D consortia, jv, clusters…) 9. Financing innovative business towards comercialisation. 10. Funding to promote innovation and research activities. 11. Technology financing and commercialisation programs. **Schedule once per week 2 lecture hours (from February till end May)**
Language of the course	**English**
Duration of the course	**30 lecture hours (lecture hour =45 minutes)**
Approximate timing of the year (Semester 2 ? Month?)	**Summer semester ,**
Size of the audience and number of places for SEA-EU student	**30/15**
Which Bachelor level?	**2**
Disciplinary background needed for students to participate	Basic microeconomics
IT solution proposed for this lesson	On-line, preferably MS Teams
Other additional information that may help to implement a bilateral cooperation	

ANNEXE 1 – Proposing virtual lesson

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Introduction to Astrobiology**
Teacher in charge (Name and surname)*	**Sandro Lanfranco**
email of Teacher in charge	sandro.lanfranco@um.edu.mt
Faculty/ department	**Science/Biology**
Short description of the training content and schedule	**This course will look at some basic principles of astrobiology including the origin of life, criteria for habitability, possible abodes for life in the solar system, exoplanets and the search for extraterrestrial life.**
Language of the course	**English**
Duration of the course	**8 hours**
Approximate timing of the year (Semester 2 ? Month?)	**Flexible**
Size of the audience and number of places for SEA-EU student	**If virtual, no practical limit**
Which Bachelor level?	**Cycle 1**
Disciplinary background needed for students to participate	General science
IT solution proposed for this lesson	Zoom
Other additional information that may help to implement a bilateral cooperation	

ANNEXE 1 – Proposing virtual lesson

	Learning Online Course (LOC)
Name of the Learning Online Course*	Introduction to International Maritime Security Law
Teacher in charge (Name and surname)*	Professor Patricia Vella de Fremeaux and Dr. Felicity Attard
email of Teacher in charge	patricia.vella-de-fremeaux@um.edu.mt felicity.attard@um.edu.mt
Faculty/ department	Faculty of Laws, Department of International Law
Short description of the training content and schedule	This 8-hour programme is designed to introduce the participant to the main rules and principles regulating international maritime security law. It will provide the participant with a basic understanding of the concept of maritime security and its importance for the stability of international peace and security. The course then gives an overview of the seven contemporary threats to maritime security identified in the 2008 Report on the Oceans and the Law of the Sea. In this respect, the programme will examine the constituent features of these crimes and assess the international legal rules to prevent and suppress these threats. Due to the increasing challenges posed by irregular migration by sea in recent years, particular emphasis will be given to the threat of smuggling of persons by sea.
Language of the course	English
Duration of the course	8 hours
Approximate timing of the year (Semester 2 ? Month?)	Semester 2, April
Size of the audience and number of places for SEA-EU student	If virtual, no practical limit
Which Bachelor level?	1st Cycle (LLB)
Disciplinary background needed for students to participate	International Law
IT solution proposed for this lesson	Zoom

ANNEXE 1 – Proposing virtual lesson

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Modern Quantum Theory**
Teacher in charge (Name and surname)*	**André Xuereb**
email of Teacher in charge	andre.xuereb@um.edu.mt
Faculty/ department	**Faculty of Science / University of Malta**
Short description of the training content and schedule	**One of the following learning outcomes.** **By the end of the study-unit the student will be able to:** - **understand the various quantum effects which are being employed in a range of engineered devices;** - **solve several 1D quantum systems and calculate relevant quantities of interest;** - **apply entropy and correlation measures to describe properties of quantum systems;** - **derive the von Neumann entropy and derive quantum thermal (Gibbs) states;** - **describe symmetry breaking in quantum systems, Noether currents, time-symmetry and associated effects; and** - **use techniques found in quantum computation which are being employed in a new class of quantum enhanced sensors.**
Language of the course	**English**
Duration of the course	**Approximately four hours per learning outcome.**
Approximate timing of the year (Semester 2 ? Month?)	**Semester 2**
Size of the audience and number of places for SEA-EU student	**No limitations, but typically this study-unit is only offered if there is at least one UM student who chooses to study it.**
Which Bachelor level?	**Final-year physics students**
Disciplinary background needed for students to participate	**Background in quantum physics and quantum optics**
IT solution proposed for this lesson	**Videoconference (ideally Zoom, for which UM has a site license.)**

ANNEXE 1 – Proposing virtual lesson

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Quantum Optics**
Teacher in charge (Name and surname)*	**André Xuereb**
email of Teacher in charge	andre.xuereb@um.edu.mt
Faculty/ department	**Faculty of Science / University of Malta**
Short description of the training content and schedule	**One of the following learning outcomes.** **By the end of the study-unit the student will be able to:** - **describe the process of quantisation of the electromagnetic field;** - **explain the analogy between the quantum harmonic oscillator and the light field inside a cavity;** - **describe the uses and main properties of Fock, coherent, and squeezed states;** - **explain how the tensor product can describe composite quantum systems;** - **explain what quantum correlations between two or more quantum objects are;** - **describe the concept of Wigner functions for continuous-variable quantum systems;** - **describe what a quantum-optical Gaussian state is; and** - **explain why a full quantum treatment is required to observe spontaneous emission.**
Language of the course	**English**
Duration of the course	**Approximately four hours per learning outcome.**
Approximate timing of the year (Semester 2 ? Month?)	**Semester 1**
Size of the audience and number of places for SEA-EU student	**No limitations, but typically this study-unit is only offered if there is at least one UM student who chooses to study it.**
Which Bachelor level?	**Final-year physics students**
Disciplinary background needed for students to participate	**Background in quantum physics**
IT solution proposed for this lesson	**Videoconference (ideally Zoom, for which UM has a site license.)**

ANNEXE 1 – Proposing virtual lesson

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Basic neuroscience in health and disease**
Teacher in charge (Name and surname)*	**Mario Valentino**
email of Teacher in charge	Mario.valentino@um.edu.mt
Faculty/ department	**Faculty of Medicine & Surgery, Dept of Physiology & Biochemistry**
Short description of the training content and schedule	**1. Cellular organization of the nervous system** **2. Introduction to neurocytology** **3. Synaptic transmission** **4. Neurotransmitter systems** **5. Neurotransmitter receptors** **6. and 7. Neuroglia in brain homeostasis, Pts 1 and II** **8. Stroke pathophysiology**
Language of the course	**English**
Duration of the course	
Approximate timing of the year (Semester 2 ? Month?)	**Semester 2**
Size of the audience and number of places for SEA-EU student	**20 -40 students**
Which Bachelor level?	**Final year or Internediate**
Disciplinary background needed for students to participate	Medicine, Natural Sciences, Biology, Marine sciences
IT solution proposed for this lesson	Virtual classes (Zoom, Google Meet)
Other additional information that may help to implement a bilateral cooperation	This course might incorporate lecturers from the University of Cadiz, University of Gdansk, University of Western Brittany and University of Split.

ANNEXE 1 – Proposing virtual lesson

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Evolutionary Biology**
Teacher in charge (Name and surname)*	**Sandro Lanfranco**
email of Teacher in charge	sandro.lanfranco@um.edu.mt
Faculty/ department	**Science/Biology**
Short description of the training content and schedule	**This course will look at some basic principles of evolutionary biology including speciation, genetic drift and natural selection**
Language of the course	**English**
Duration of the course	**8 hours**
Approximate timing of the year (Semester 2 ? Month?)	**Flexible**
Size of the audience and number of places for SEA-EU student	**If virtual, no practical limit**
Which Bachelor level?	**Cycle 1**
Disciplinary background needed for students to participate	General science
IT solution proposed for this lesson	Zoom
Other additional information that may help to implement a bilateral cooperation	

Proposing lesson - Learning Online Course (LOC)

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Italian Literature**
Teacher in charge (Name and surname)*	**Prof. Antonela Marić**
email of Teacher in charge	antonela@ffst.hr
Faculty/ department	**Faculty of Humanities and Social sciences, Department of Italian Language and Literature**
Short description of the training content and schedule	- **Mediterranean issues, Mediterranean authors** - **Italian Grotesque theater** - **Animal issues** - **Myth and mythopoiesis in Italian Literature**
Language of the course	**English, Italian**
Duration of the course	**3 lectures**
Approximate timing of the year (Semester 2 ? Month?)	**Summer semester, preferably summer months**
Size of the audience and number of places for SEA-EU student	**15 - 20**
Which Bachelor level?	**1-3rd year**
Disciplinary background needed for students to participate	No disciplinary background requirements. The students will be introduced to basic concepts and arguments, and provided with adequate literature.
IT solution proposed for this lesson	Google meet or Zoom
Other additional information that may help to implement a bilateral cooperation	I am open to discussions about the topic and the structure of each lesson.

Proposing lesson - Learning Online Course (LOC)

	Learning Online Course (LOC)
Name of the Learning Online Course*	**E-Business**
Teacher in charge (Name and surname)*	**Full professor Nikša Alfirević**
email of Teacher in charge	nalf@efst.hr
Faculty/ department	Faculty of Economics, Business and Tourism / Department of Management
Short description of the training content and schedule	Some of the main topics that could be turned into an online lesson and indicative timeframe: • Marketplace analysis for e-commerce (March 2021) • Managing Internet infrastructure (March 2021) • Environment of e-business (March / April 2021) • Formulating E-business strategy (April 2021) • Fundamentals of e-procurement, SCM and e-marketing (April 2021) • Customer Relationship Management (CRM) in e-business (May 2021) • System analysis and change management in implementing e-business (May 2021)
Language of the course	English
Duration of the course	3 – 4 hours
Approximate timing of the year (Semester 2 ? Month?)	Spring semester, starting from March 2021
Size of the audience and number of places for SEA-EU student	20-30 students
Which Bachelor level?	Year of study 3 (undergraduate)
Disciplinary background needed for students to participate	Management; Information management
IT solution proposed for this lesson	Web conferencing tool (Zoom, MS Teams, or similar)
Other additional information that may help to implement a bilateral cooperation	Coursebook that the lessons are based on is: D. Chaffey (2019) *Digital Business and E-Commerce Management*, 7th Ed, Pearson.

Proposing lesson - Learning Online Course (LOC)

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Biochemical Ecology and Terpenes from the Essential Oils**
Teacher in charge (Name and surname)*	**Juan Carlos García Galindo** **Igor Jerković**
email of Teacher in charge	juancarlos.galindo@uca.es igor@ktf-split.hr
Faculty/ department	**Faculty of Sciences, Dept. of Organic Chemistry, University of Cadiz** **Faculty of Chemistry and Technology, Department of Organic Chemistry, University of Split**
Short description of the training content and schedule	**Session 1 (2 h; Cadiz):** Biochemical bases of the chemical interactions among living beings. Biochemical co-adaptation and co-evolution theories: static and dynamic defence strategies; induced chemical defence. Adaptation to environmental stress: heat, cold, humidity, flood, draught, metal toxicity, salinity. **Session 2 (2h; Cadiz):** Biochemistry of the pollination. Biochemical bases of the colour in the flowers. Biochemical bases of the scent in the flowers: role of volatiles. Role of the nectar and pollen. **Session 3 (2h; Split):** Biosynthesis of terpenes – typical compounds of the essential oils: the formation of isopentenyl pyrophosphate (IPP) building blocks of terpenes *via* mevalonate (MVA) and deoxyxylulose (DXP) pathways. **Session 4 (2h; Split):** Typical monoterpenes and sesquiterpenes as the major compounds in the essential oils: isoprene rule, examples, their selected biological activity
Language of the course	**English**
Duration of the course	**8 h**
Approximate timing of the year (Semester 2 ? Month?)	**Summer Semester. Preferably April-May**
Size of the audience and number of places for SEA-EU student	**Up to 15-20**
Which Bachelor level?	**3-4**
Disciplinary background needed for students to participate	Basic Organic Chemistry Basic knowledge of structural determination techniques: NMR, IR, MS, UV
IT solution proposed for this lesson	Video streaming using Google Meet; online support material (videos, presentations, selected bibliography)

Other additional information that may help to implement a bilateral cooperation	The visit of the Dean's team to UCA in 2019 opened a new window of collaboration as both Faculties share common research interests in the area of natural products, among others. Through this initiative we intend: - to build the basic framework for joint courses, blended mobility and student's-based joint research projects within SEA-EU - to establish a bridge between UCA and UNIST within the SEA-EU structure in the area of natural products and peptides. A first step will be that the students involved in this initiative might consider the possibility of doing a research stay at UCA and, eventually, start a co-directed Ph.D. thesis.

Proposing lesson – Learning Online Course (LOC)

	Learning Online Course (LOC)
Name of the Course*	**BUSINESS COMMUNICATION**
Teacher in charge (Name and surname)*	Prof. Srećko Goić, Ph.D.
email of Teacher in charge	goic@efst.hr
Faculty/ department	**Faculty of Economics, Business and Tourism**
Short description of the training content and schedule	Through this course students should become familiar with basic characteristics, techniques and methods of communication in the business environment. They should be able to use these techniques and methods to communicate appropriately in various business situations.
Language of the course	**English**
Duration of the course	**30 + 30 hours**
Approximate timing of the year (Semester 2 ? Month?)	**Winter semester**
Size of the audience	**20 - 30**
Which Bachelor level?	**?**
Disciplinary background of students	Not specified
IT solution proposed for this lesson	Moodle + Zoom
Other additional information that may help to implement a bilateral cooperation	Course syllabus attached.

Proposing lesson – Learning Online Course (LOC)

	Learning Online Course (LOC)
Name of the Course*	**Introduction to Geophysics**
Teacher in charge (Name and surname) *	**Jadranka Šepić**
email of Teacher in charge	jsepic@pmfst.hr
Faculty/ department	**Faculty of Science, Department of Physics**
Short description of the training content and schedule	**Students will gain introductory knowledge on atmospheric, oceanographic and seismic processes and dynamics on the global scale, and additional short overview of related processes and dynamics at the Adriatic Sea and Croatia.** **1. Composition and properties of the atmosphere** **2. The global energy budget** **3. The vertical structure of the atmosphere** **4. Convection** **5. The meridional structure of the atmosphere** **6. Weather and climate of Croatia and Adriatic Sea** **7. Properties and structure of the oceans** **8. The wind-driven circulation** **9. The thermohaline circulation of the ocean** **10. Properties and circulation of the Adriatic Sea** **11. Climate and Climate variability** **12. Structure of the Earth** **13. Plate tectonics** **14. Seismic waves and earthquakes**
Language of the course	**English**
Duration of the course	**3 – 4 lectures**
Approximate timing of the year (Semester 2 ? Month?)	**Semester 2 (March – June)**
Size of the audience	**In Croatia, up to 5 students**
Which Bachelor level?	**3rd year**
Disciplinary background of students	Students with basic knowledge of mathematics & physics or geography
IT solution proposed for this lesson	Videoconference
Other additional information that may help to implement a bilateral cooperation	I believe that my students would mostly benefit from introduction lections related to seismology, but lectures on other topics are welcomed as well. I would prefer to give lectures on one of oceanographic topics.

Proposing lesson - Learning Online Course (LOC)

	Learning Online Course (LOC)
Name of the Learning Online Course*	Mobile communication systems
Teacher in charge (Name and surname)*	Winton Afrić
email of Teacher in charge	wafric@oss.unist.hr
Faculty/ department	University of Split, Croatia, University Department of Professional Studies
Short description of the training content and schedule	**Lesson title: 5G mobile technologies and their impact on human health** The lecture, along with the presentation of the technology that is currently being set up, aims to suppress irrational fears of this technology and realistically present the possible negative impacts on human health and the norms applied to protect people. **Course:** Mobile communication systems **Content of the lesson.** **1. Introduction** 1.1 The brief history of the development of mobile communication systems, 1.2. 5G network architecture and basic functionality. 2. Frequency bands intended for the operation of 5G networks in the EU. **2. Frequency bands intended for the operation of 5G networks in the EU.** 2.1. Frequency bands intended for the operation of 5 G networks, operating modes in certain frequency bands, radio channeling for 5 G networks. Application of OFDM technology (error resistance due to multipath propagation). 2.2 Use of the frequency spectrum intended for the operation of 5G networks with existing technical systems. Spectrum conversion for 5G networks.

2.3. Comparison (comparison) of the radiated power in systems used today by parts of the frequency spectrum intended for the future operation of 5G networks, with power in mobile networks.

3. European standards for protection from non-ionizing radiation.

3.1. Influence of electromagnetic radiation (radio frequencies) on human health.

3.1.1. Mechanism of action of electromagnetic radiofrequency radiation on the human body.

3.1.2. Types of research on the negative effects of electromagnetic radiation on the human body.

3.2. International protection standards

3.2.1. ICNIRP - International Commission for Protection from Non-Ionizing Radiation

3.2.2. European protection standards and methods for their establishment.

4. Conclusion

Titolo della lezione: Tecnologie mobili 5G e loro impatto sulla salute umana

Corso: Sistemi di comunicazione mobile

Linguaggio delle lezioni

Tempo stimato: 4 ore scolastiche della durata di 45 minuti (o più).

Contenuto della lezione.

1. **Introduzione**

1.1 Una breve storia dello sviluppo di sistemi di comunicazione mobile,

1.2. Architettura di rete 5G e funzionalità di base.

2. **Bande di frequenza destinate al funzionamento di reti 5G nell'UE.**

2.1. Bande di frequenza destinate al funzionamento di reti a 5 G, modalità di funzionamento in determinate bande di frequenza, radio canalizzazione per reti 5 G. Applicazione della tecnologia OFDM (resistenza agli errori dovuta a propagazione multipla).

	2.2 Uso dello spettro di frequenze destinato al funzionamento di reti 5G con sistemi tecnici già esistenti. Conversione di spettro per reti 5G. 2.3. Confronto (paragone) della potenza irradiata nei sistemi oggi utilizzati da parti dello spettro di frequenze destinate al funzionamento futuro di reti a 5 G, con potenza nelle reti mobili.3. Norme europee per la protezione dalle radiazioni non ionizzanti. **3. Normative europee per la protezione dalle radiazioni non ionizzanti.** **3.1 Influenza delle radiazioni elettromagnetiche (Radio frequenze) sulla salute umana.** 3.1.1. Meccanismo d'azione delle radiazioni elettromagnetiche a radiofrequenza sul corpo umano 3.1.2. Tipi di ricerca sugli effetti negativi delle radiazioni elettromagnetiche sul corpo umano **3.2. Standard internazionali di protezione** 3.2.1. ICNIRP - Commissione internazionale per la protezione dalle radiazioni non ionizzanti 3.2.2. Norme europee di protezione e metodi per la loro istituzione. **4. Conclusione**
Language of the course	Italian - C2. (preferably) English. - B2.
Duration of the course	**Estimated time: 4 school hours lasting 45 minutes (or more)**
Approximate timing of the year (Semester 2 ? Month?)	**Semester 1 (Winter semester), November, December. It can also be summer semester, March, April.**
Size of the audience and number of places for SEA-EU student	**It is not of particular importance. It can be bigger or smaller. From three, four participants and more.**
Which Bachelor level?	Undergraduate Program
Disciplinary background needed for students to participate	Nothing special.
IT solution proposed for this lesson	Zoom, Skype or something like this.

Other additional information that may help to implement a bilateral cooperation.	We are interested in bilateral cooperation related to fiber optic systems. We are currently preparing laboratories for fiber optic systems.

Proposing lesson – Learning Online Course (LOC)

	Learning Online Course (LOC)
Name of the Course*	**International Economics I**
Teacher in charge (Name and surname) *	**Prof. Dražen Derado, Ph.D.**
email of Teacher in charge	dderado@efst.hr
Faculty / department	**University of Split, Faculty of Economics, Business and Tourism**
Short description of the training content and schedule	**OVERAL LEARNING OUTCOME:** to analyse specific problems in the field of international economics, based on insights from economic theory and policy **INDIVIDUAL LEARNING OUTCOMES:** **1.** to apply different theories in explaining causes and consequences on international trade **2.** to predict trade pattern with reference to specific characteristics of economy **3.** to recommend policy measures in international trade **4.** to analyse balance of payments data **5.** to identify conditions for economic equilibrium in an open economy
Language of the course	**English**
Duration of the course	**4 hours (45 min each)**
Approximate timing of the year (Semester 2 ? Month?)	**winter semester 2020 (October 2020 – January 2021)**
Size of the audience	**40 students**
Which Bachelor level?	**undergraduate**
Disciplinary background of students	Microeconomic analysis
IT solution proposed for this lesson	Videoconference
Other additional information that may help to implement a bilateral cooperation	

Proposing lesson – Learning Online Course (LOC)

	Learning Online Course (LOC)
Name of the Course*	**Aspects of Anglophone culture**
Teacher in charge (Name and surname)*	**Gloria Vickov (Eva Jakupčević)**
email of Teacher in charge	ejakupcevic@ffst.hr
Faculty/ department	**Faculty of Humanities and Social Sciences, Department of Teacher Education**
Short description of the training content and schedule	**The aim of the course is to introduce a variety of culture-related concepts to future teachers of English and to get them to think and talk about their own culture, the culture of English-speaking countries as well as other cultures. The course hedges on the wider topic of how to introduce culture and interculturalism into the foreign language classroom. As one of the benefits of an early start to language learning is thought to be the greater global awareness and intercultural competence of children (Shin & Crandall, 2014), the importance of including elements of L1 and L2 cultures, as well as that of other countries, is great. This course consists of 15 lectures and 15 seminars in which the students explore the topics mentioned above and give presentations on different topics of interest while comparing L1 and L2 cultures.**
Language of the course	**English**
Duration of the course	**4 h**
Approximate timing of the year (Semester 2 ? Month?)	**Semester 1 (October – February)**
Size of the audience	
Which Bachelor level?	**BA/MA**
Disciplinary background of students	Students need to have a B2 level in English. This course could be interesting to students of different backgrounds, but especially to those studying to become teachers.
IT solution proposed for this lesson	
Other additional information that may help to implement a bilateral cooperation	As this is a course on interculturalism, the students would benefit from any topic related to different cultures or different perspectives on culture, so we believe the scope for cooperation is wide.

Proposing lesson – Learning Online Course (LOC)

	Learning Online Course (LOC)
Name of the Course*	**Sociology of Consumption**
Teacher in charge (Name and surname)*	Sanja Stanić, Full Professor
email of Teacher in charge	sstanic@ffst.hr
Faculty/ department	Faculty of Humanities and Social Sciences/ Department of sociology
Short description of the training content and schedule	In the focus of the course are consumer practices, consumer spaces and trends in the context of modern consumer society with the aim of developing critical thinking. Course topics help us to understand consumption as a social problem and important part of our lives. Students learn how classical and modern sociological thought explain consumption, about empirical research on consumption as well. The course answer why people desire and buy things, how things and possessions affect the identities and influence inequalities among people, how advertising branding originate consumption. Course explore consumption as it was in socialist society, shopping tourism and contemporary shopping which often takes place in shopping malls. The course also offer knowledge about consumption spaces as early department store, shopping mall and newer consumption spaces. Other phenomena associated with consumption are studied as home, clothing, fashion, debt, magazines.
Language of the course	English
Duration of the course	3 lectures
Approximate timing of the year (Semester 2 ? Month?)	Summer semester (March-June)
Size of the audience	
Which Bachelor level?	
Disciplinary background of students	Primarily sociology but some course topics can be useful to the students of psychology, anthropology, economy
IT solution proposed for this lesson	Videoconference
Other additional information that may help to implement a bilateral cooperation	

Proposing lesson - Learning Online Course (LOC)

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Nautical tourism and marina management**
Teacher in charge (Name and surname)*	**Eli Marušić**
email of Teacher in charge	eli.marusic[pfst.hr
Faculty/ department	**Faculty of Maritime Studies**
Short description of the training content and schedule	**Content/Topics** - Nautical tourism - An overview, with particular focus on the marina and recreational boating industry - Performance, competitiveness, and sustainability of the sector: challenges and analytical frameworks (e.g., the problem of seasonal fluctuations, PESTLE analysis, CPM matrix, market segmentation, sustainability issues, etc.) - Managerial considerations in the marina business - Training and education in the area of reference: The role of higher education institutions; Strategic partnerships and cooperation: Erasmus+ program as a support to education, training, and employability in the sector Note: A guest lecture will be organized (online), in collaboration with the industry experts
Language of the course	Croatian, English
Duration of the course	4 h (60 – 90 minutes per lecture) or more
Approximate timing of the year (Semester 2 ? Month?)	Summer semester, approx. three months (from March to June)
Size of the audience and number of places for SEA-EU student	30-50
Which Bachelor level?	Undergraduate, II/III year
Disciplinary background needed for students to participate	No requirement s
IT solution proposed for this lesson	Microsoft Teams
Other additional information that may help to implement a bilateral cooperation	The course may include an online visit to a marina operator / small craft harbor/yacht charter and management.

Proposing lesson – Learning Online Course (LOC)

	Learning Online Course (LOC)
Name of the Course*	**Negotiation skills**
Teacher in charge (Name and surname) *	**doc.dr.sc.Senka Borovac Zekan**
email of Teacher in charge	sborovac@oss.unist.hr
Faculty/ department	University Department of Professional Studies
Short description of the training content and schedule	Negotiation Skills is a highly practical course which will introduce students to key negotiation styles and techniques and will enable them to develop and practice new skills and strategies in a safe environment. Students are expected to prepare (based on the materials given by the lecturer) for and participate in role plays that simulate negotiation. The unique contributions of each participant in the course make a common unique (and real!) negotiation experience.
Language of the course	English
Duration of the course	4 lectures (45 minutes each)
Approximate timing of the year (Semester 2? Month?)	November or December/winter semester/1st semester
Size of the audience	Up to 40 students
Which Bachelor level?	BBMs, (Bachelor's in Business Management)
Disciplinary background of students	Turning students into negotiators make them more empathetic and less selfish so learning negotiation skills will benefit all; future Doctors, Lawyers, Teachers, Construction managers, Medical or Health-services managers, Counseling psychologists, Chief executives, Human-resources managers, Project managers etc.
IT solution proposed for this lesson	Computer, laptop or Smart phone for accessing reading materials, watching PowerPoint presentations, videos and reading case studies. ZOOM application is required.
Other additional information that may help to implement a bilateral cooperation	This Course is based on Principled Negotiation – The Harvard Approach described by authors Roger Fisher and Bill Ury in their book Getting to Yes. Principled negotiation offers a better way of reaching good agreements then positional negotiation and it can be used effectively on almost any type of conflict.

Proposing lesson - Learning Online Course (LOC)

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Ethics and Politics of Immigration**
Teacher in charge (Name and surname)*	**Marita Brčić Kuljiš, Anita Lunić**
email of Teacher in charge	mbrcic@ffst.hr, alunic@ffst.hr
Faculty/ department	**Faculty of Humanities and Social sciences, Department of Philosophy**
Short description of the training content and schedule	- **What is immigration: Immigration, rights and legality** - **Is liberal democracy compatible with antiimmigrant sentiment?** - **Ethics of immigration: moral arguments in political debate** - **New challenges for refugee and immigration law**
Language of the course	**English**
Duration of the course	**4 h**
Approximate timing of the year (Semester 2 ? Month?)	**Summer semester, month is negotiable**
Size of the audience and number of places for SEA-EU student	**15**
Which Bachelor level?	**1-3rd year**
Disciplinary background needed for students to participate	No disciplinary background requirements. We will introduce students to basic concepts and arguments, as well as provide literature
IT solution proposed for this lesson	Google meet or Zoom
Other additional information that may help to implement a bilateral cooperation	We are open to discussions about the scope, detail and structure of each lesson. We can adjust to your students' background.

Proposing lesson - Learning Online Course (LOC)

	Learning Online Course (LOC)
Name of the Learning Online Course*	**DIVERSITY MANAGEMENT**
Teacher in charge (Name and surname)*	Prof. Srećko Goić, Ph.D.
email of Teacher in charge	goic@efst.hr
Faculty/ department	**Faculty of Economics, Business and Tourism**
Short description of the training content and schedule	https://www.youtube.com/watch?v=EzBY9VwTEtw
Language of the course	**English**
Duration of the course	**4 h**
Approximate timing of the year (Semester 2 ? Month?)	**Winter semester**
Size of the audience and number of places for SEA-EU student	**20 - 30**
Which Bachelor level?	
Disciplinary background needed for students to participate	Not specified
IT solution proposed for this lesson	Moodle + Zoom
Other additional information that may help to implement a bilateral cooperation	The lecture has already been performed during Virtual International Days "in Quimper's IUT" (Universite de Bretagne Occidentale – Brest) Dostupno na: https://www.youtube.com/watch?v=EzBY9VwTEtw

Proposing lesson - Learning Online Course (LOC)

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Pandemic Literature and Film**
Teacher in charge (Name and surname)*	**Associate Professor Brian Willems**
email of Teacher in charge	bwillems@ffst.hr
Faculty/ department	**English Language and Literature**
Short description of the training content and schedule	**Literature and film about pandemics raise issues including governance, class, race, and gender. This course provides students with a range of texts and films which explore various means of both understanding pandemics and interrogating the different futures they create. At the end of the course, students will obtain new understandings of existential risk and they will gain a new critical vocabulary to think, talk, and write about pandemics of the past, present, and future. Depending on the length of the class, novels include: Daniel Defoe's *A Journal of the Plague Year* (1722), Katherine Anne Porter's *Pale Horse, Pale Rider* (1939), Colson Whitehead's *Zone One* (2011), and Ling Ma's *Severence* (2018). Films include: Richard Widmark's *Panic in the Streets* (1950), Ubaldo Ragona and Sidney Salkow's *The Last Man on Earth* (1964), John Carpenter's *The Thing* (1982), Stephen Soderbergh's *Contagion* (2011), and Steve Gukas' *93 Days* (2016). In addition, comics such as Charles Burns' *Black Hole* (1995-2005) and video games such as *Dishonored* (2012) are discussed.**
Language of the course	**English**
Duration of the course	**Open. This can be one 45-min lecture or an extended course over numerous sessions.**
Approximate timing of the year (Semester 2 ? Month?)	**Open**
Size of the audience and number of places	**Open**
Which Bachelor level?	**Graduate (can be modified for pre- or post-graduate)**
Disciplinary background needed for students to participate	Sufficient level of English, otherwise no prior knowledge is assumed.
IT solution proposed for this lesson	Platform such as Google Meet or Zoom
Other additional information that may help to implement a bilateral cooperation	I am open to adapting the course to the needs of the program and students.

Field of study (according to ISCED codes)	Name of the training session	Proposing Institution	email of the proposing teacher	email of the matching contact teacher in partner institution	Final Matching institution
02 Arts and humanities	Where do you draw the line? The moral community and the sea	CAU	cvnegenborn@wsi.uni-kiel.de	bcurko@ffst.hr	UNIST
05 Natural sciences,	Nitrous oxide (laughing gas) in the Baltic Sea: not	CAU	pbardhan@geomar.de	katarzyna.lukawska-	UG
09 Health and welfare	Blue biotechnology in medical development –	CAU	AlexaKarina.Klettner@uksh.de	vida@unist.hr	UNIST
05 Natural sciences,	Marine Nature Conservation: Current hot topics and the role of the different players	CAU	kubetzki@ftz-west.uni-kiel.de ; garthe@ftz-west.uni-kiel.de	emmanuelle.cam@univ-brest.fr	UBO
05 Natural sciences,	Birth of an Ocean in the Red Sea	CAU	ran.issachar@ifg.uni-kiel.de	dominik.palgan@ug.edu.pl	UG
05 Natural sciences,	Seafloor Mapping	CAU	sebastian.krastel@ifg.uni-kiel.de	dominik.palgan@ug.edu.pl	UG
03 Social sciences,	Environmental conflict in coastal and marine areas	CAU	hein@geographie.uni-kiel.de	ritienne.gauci@um.edu.mt	UM
05 Natural sciences,	The effect of underwater noise on marine life	CAU	heubel@ftz-west.uni-kiel.de	mkrzelj@unist.hr	UNIST
02 Arts and humanities	English language and art Therapy	UBO	Fiona.Dechavigny@univ-brest.fr	martin.blaszk@ug.edu.pl	UG
02 Arts and humanities	French Literature XIXth century / novel	UBO	Sophie.Guermes@univ-brest.fr	katarzyna.kotowska@ug.edu.pl	UG
02 Arts and humanities	French Literature XIXth century / Zola	UBO	Sophie.Guermes@univ-brest.fr	mercedes.travieso@uca.es	UCA
05 Natural sciences,	Global silicium cycle	UBO	Jill.Sutton@univ-brest.fr		
05 Natural sciences,	Practical course for population genetics analysis	UBO	gregory.charrier@univ-brest.fr	alberto.arias@uca.es	UCA
02 Arts and humanities	Medieval History	UBO	magali.coumert@univ-brest.fr	charles.dalli@um.edu.mt	UM
02 Arts and humanities	Introduction to US Indigenous peoples	UBO	serme@univ-brest.fr	gmatas@ffst.hr	UNIST
03 Social sciences,	Environmental economics	UBO	emmanuelle.quillerou@univ-brest.fr	mcriekhof@ae.uni-kiel.de	CAU
06 Information and Communication	ICT / combinatorial optimization	UBO	laurent.lemarchand@univ-brest.fr	ivasilj@fesb.hr	UNIST
09 Health and welfare	Physiological adaptations to scuba diving	UBO	francois.guerrero@univ-brest.fr	simon.caruana@um.edu.mt	UM
06 Information and	Introduction to Software Testing	UBO	valerieanne.nicolas@univ-brest.fr	mark.micallef@um.edu.mt	UM
04 Business, administration and law	Environmental Law	UBO	Adelie.pomade@univ-brest.fr	Petra.Amizic@pravst.hr	UNIST
02 Arts and humanities	Machine Learning Bias Detection and Explainability	UBO	liana.ermakova@univ-brest.fr	daniel.m.vella@um.edu.mt	UM
02 Arts and humanities	Real-time Social Media Analysis with ELK Stack (Elasticsearch, Kibana, and Logstash)	UBO	liana.ermakova@univ-brest.fr	daniel.m.vella@um.edu.mt	UM
10 Services	Virtual reality and Exergames: a new tool to	UBO	cyril.bossard@univ-brest.fr	mspasic@kifst.hr	UNIST
04 Business,	Introduction to carbon accounting and	UBO	isabelle.dangeard@univ-brest.fr	malgorzata.wisniewska@ug.edu.pl,	UG
04 Business,	European Administrative Law	UCA	antonio.aunion@uca.es		
05 Natural sciences,	Application of molecular markers to conservation	UCA	alejandro.centeno@uca.es		
03 Social sciences,	GIS application for environmental sciences	UCA	alfredo.fernandez@uca.es		
05 Natural sciences,	Marine phytoplankton: the significance of the	UCA	ana.bartual@uca.es	zvjezdana.popovic@unist.hr	UNIST
04 Business, administration and law	Social Networks as Social Marketing tools	UCA	Araceli.galiano@gm.uca.es	ronan.divard@univ-brest.fr morgane.cavret@univ-brest.fr	UBO
03 Social sciences,	Brand and packaging management	UCA	Cesar.serrano@uca.es		
05 Natural sciences,	Monitoring and assessment of Marine Litter	UCA	daniel.gonzalez@uca.es	uulrich@hydrology.uni-kiel.de	CAU
04 Business,	UNCITRAL and UNIDROIT: two Institutions	UCA	david.moran@uca.es		
04 Business,	The economic recovery after COVID-19	UCA	lydia.bares@uca.es	mlolic@oss.unist.hr	UNIST
05 Natural sciences,	A Glimpse into the Biogeography and Ecology of	UCA	fernando.ojeda@uca.es	sandro.lanfranco@um.edu.mt	UM
05 Natural sciences,	WHITE BIOTECHNOLOGY	UCA	gema.cabrera@uca.es	viljemka@pmfst.hr	UNIST
05 Natural sciences,	ELECTROCHEMICAL AMPEROMETRIC (BIO)SENSORS	UCA	josem.palacios@uca.es	gdm@aquabt.com	UM
03 Social sciences,	Management skills. Time management and dealing	UCA	josemaria.biedma@uca.es	lionel.honore@univ-brest.fr	UBO
02 Arts and humanities	Women's Writings Compared	UCA	Juanpedro.martin@uca.es		
07 Engineering,	Analyzing the heat island: urban-scale air	UCA	laura.romero@uca.es		
07 Engineering, manufacturing and construction	Improving energy efficiency in buildings: ways of reducing energy demands and enhancing the potential of renewable energies on a large scale	UCA	laura.romero@uca.es	alex.torpiano@um.edu.mt	UM
04 Business,	International Managerial Skills	UCA	macarena.lopez@uca.es	tomasz.kawka@ug.edu.pl	UG
03 Social sciences,	Public Diplomacy and Nation Branding in the 21st	UCA	marcela.iglesias@uca.es	modrzejewski@ug.edu.pl	UG
03 Social sciences,	Integrated Coastal Zone Management	UCA	maria.deandres@uca.es	uulrich@hydrology.uni-kiel.de	CAU
02 Arts and humanities	Greek and Roman Sea-Gods: from cult figures to	UCA	Pamina.fernandez@uca.es		
07 Engineering,		UCA	teresa.ben@uca.es	franck.thetiot@univ-brest.fr	UBO
04 Business, administration and law	International Human Resource Management	UCA	mariadelmar.bornay@uca.es	agata.borowska-pietrzak@ug.edu.pl	UG
04 Business,	Non-financial reporting: Regulation, implementation and assurance from an EU	UCA	Nieves.gomez@uca.es	marijana@unist.hr	UNIST
02 Arts and humanities		UCA	yolanda.degregorio@uca.es		
07 Engineering, manufacturing and	Fluid Mechanics	UCA	javier.gallero@uca.es		
07 Engineering, manufacturing and	Potential of bioactive compounds from agricultural by-products and residues in their reincorporation	UCA	anabelen.diaz@uca.es cristina.ceiudo@gm.uca.es	j.jezewska-frackowiak@ug.edu.pl	UG
02 Arts and humanities	Meaning in interactions	UCA	barbara.eizaga@uca.es	ipetrovic@ffst.hr	UNIST
01 Education	New trends in educational innovation	UCA	lucia.cancelas@uca.es	batarelo@ffst.hr	UNIST
04 Business, administration and law	European collective agreements	UCA	cristina.aguilar@uca.es		

07 Engineering, manufacturing and	Materials Selection for Design	UCA	david.sales@uca.es	ann.zammit@um.edu.mt	UM
09 Health and welfare	Gene and Cellular Immune therapy	UCA	curro.garcia@uca.es	viljemka@pmfst.hr	UNIST
07 Engineering,	Software Testing – Mutation Testing	UCA	Inmaculada.medina@uca.es	valerie.anne-nicolas@univ-brest.fr	UBO
04 Business, administration and law	The importance of The Sustainable Development Goals Fund (SDG Fund) in EU	UCA	Ivan.delpozo@uca.es		
04 Business,	Spanish regulation on environmental crimes:	UCA	mariadelmar.martin@uca.es		
03 Social sciences,	Work, gender and work-life balance	UCA	sofia.perez@uca.es	sstanic@ffst.hr	UNIST
01 Education	Virtual Mobility through Body Expression and	UCA	inma.alvarez@uca.es	lucia.piquero@um.edu.mt	UM
07 Engineering,	Supercritical Fluids in Biotechnological	UCA	Casimiro.mantell@uca.es	louis.corroller@univ-brest.fr	UBO
03 Social sciences,	CYBERCRIME AND SOCIAL MEDIA	UCA	Mariana.solari@uca.es		
04 Business,	SPANISH CRIMINAL POLICY	UCA	Mariana.solari@uca.es	in discussion	UBO
05 Natural sciences,	Coastal Energy	UCA	rocio.jimenez@uca.es	heubel@ftz-west.uni-kiel.de	CAU
03 Social sciences,	Publicité et environnement: leurs enjeux éthiques	UCA	juanamaria.gonzalez@uca.es	bertrand.urien@univ-brest.fr	UBO
02 Arts and humanities	Intercultural Communication	UCA	alicia.mariscal@uca.es	piotr.wrobel@ug.edu.pl	UG
04 Business,	How to prepare a cash flow statement according to	UCA	juan.pinero@uca.es	krzysztof.szczepaniak@ug.edu.pl	UG
05 Natural sciences,	Screening Techniques: Electronic Noses and	UCA	marta.ferreiro@uca.es	ivica.ljubenkov@pmfst.hr	UNIST
05 Natural sciences,	Food Analysis: direct analytical methods	UCA	miguel.palma@uca.es	tea@ktf-split.hr	UNIST
05 Natural sciences,	Food Analysis: separation analytical methods	UCA	miguel.palma@uca.es	danci@ktf-split.hr	UNIST
05 Natural sciences,	Liquid Chromatography	UCA	miguel.palma@uca.es	franko@ktf-split.hr	UNIST
05 Natural sciences,	Mass Spectrometry in Analytical Sciences	UCA	miguel.palma@uca.es	antony.memboeuf@univ-brest.fr	UBO
07 Engineering,	Optimizing Heat Pump and Refrigeration Cycles	UCA	paloma.cubillas@uca.es	mario.a.farrugia@um.edu.mt	UM
02 Arts and Humanities	Views of gender violence in the 19th century in	UCA	victoria.ferrety@uca.es		
05 Natural sciences,	Introduction to volatile organic compounds from	UCA	juancarlos.garlindo@uca.es	igor@ktf-split.hr	UNIST
05 Natural sciences,	Physics in Forensic Science -	UG	aneta.lewkowicz@ug.edu.pl		
00 Generic	Academic Writing in English	UG	anna.dulska@ug.edu.pl	abakasun@ffst.hr	UNIST
00 Generic	Academic Writing	UG	lucyna.przybylska@ug.edu.pl	Larissa Grech; jeanette.theuma@um.edu.mt	UM
00 Generic	Resilience and Uncertainty Management for	UG	Adam.Jagiello-Rusilowski@ug.edu.pl	daniela@efst.hr	UNIST
02 Arts and humanities	Introduction to Polish Literature and Culture	UG	magdalena.horodecka@ug.edu.pl	ggalic@ffst.hr	UNIST
02 Arts and humanities	Intercultural Communication	UG	magdalena.bielenia-	mohamed.saki@univ-brest.fr /	UBO
02 Arts and humanities	Cultural interpretations of Frankenstein	UG	Monika.zolkos@ug.edu.pl	bwillems@ffst.hr, antonela@ffst.hr	UNIST
02 Arts and humanities	Women in the French Revolution	UG	anna.lysiak-latkowska@ug.edu.pl		
03 Social sciences,	Sea-gnificance. Cultural geographies of seas and	UG	mariusz.czepczynski@ug.edu.pl	mmarasov@ffst.hr & enib@ffst.hr	UNIST
03 Social sciences,	Place marketing of cities and regions – an	UG	julia.ziolkowska@ug.edu.pl	gcorluka@oss.unist.hr	UNIST
03 Social sciences,	The European Green Deal - opportunities and	UG	pawel.wisniewski@ug.edu.pl	simone.borg@um.edu.mt;	UM
03 Social sciences,	City Logistics	UG	grazyna.chaberek@ug.edu.pl	francisco.contreras@uca.es	UCA
04 Business,	Corporate Failures – Reasons, Prediction and	UG	jkb@ug.edu.pl	philippe.brest@univ-brest.fr	UBO
04 Business,	Creative techniques in project management	UG	monika.wozniak@ug.edu.pl		
04 Business,	EIDAS Regulation1 and its impact on the principles	UG	cyryl.kotyla@ug.edu.pl	jesus.herrera@uca.es	UCA
04 Business,	Essentials of Corporate Fraud	UG	olga.martyniuk@ug.edu.pl	philippe.brest@univ-brest.fr	UBO
04 Business,	Improving personal effectiveness	UG	piotr.wrobel@ug.edu.pl	daniela@efst.hr	UNIST
04 Business,	Introduction to wellbeing tourism	UG	robert.beben@ug.edu.pl	ljudevit.pranic@efst.hr	UNIST
04 Business,	New Product Development	UG	sylwia.badowska@ug.edu.pl	dperkusi@oss.unist.hr	UNIST
04 Business,	Process and project oriented organization	UG	piotr.sliz@ug.edu.pl	paul.m.gauci@um.edu.mt	UM
04 Business,	The Short Journey to The Planet of Accounting	UG	monika.mazurowska@ug.edu.pl	pdijana@oss.unist.hr	UNIST
04 Business,	Crowdfunding – a new form of financing	UG	angelika.kedzierska-	kristen.cadiou@univ-brest.fr	UBO
04 Business,	Investment in City Development	UG	Anna.filipkowska@ug.edu.pl	luka.mladineo@oss.unist.hr	UNIST
04 Business,	Tax accounting	UG	maciej.hyzy@ug.edu.pl	juan.pinero@uca.es	UCA
04 Business,	Standard Costing for Production (SCP)	UG	jaroslaw.kujawski@ug.edu.pl		
04 Business,	Financial distress of local governments from the	UG	pawel.galinski@ug.edu.pl	robert.tabone@gov.mt	UM
04 Business, administration and law	How to survive the COVID-19 crisis using modern investment, banking and insurance products	UG	piotr.pisarewicz@ug.edu.pl	dobuljan@oss.unist.hr	UNIST
04 Business,	Trends in Reforming Pensions	UG	kamila.bielawska@ug.edu.pl		
04 Business, administration and law	Cooperation in interorganizational networks	UG	emilia.dobrowolska@ug.edu.pl	anita.krolo-crvelin@oss.unist.hr	UNIST
04 Business,	Consumer protection and the integration of the	UG	marta.penczar@ug.edu.pl		
04 Business,	Measurement of Job Satisfaction and Methods of	UG	agata.borowska-pietrzak@ug.edu.pl	sborovac@oss.unist.hr	UNIST
04 Business,	Generation Z on The Labour Market -	UG	tomasz.kawka@ug.edu.pl	goic@efst.hr	UNIST
04 Business,	Financial appraisal of investment projects	UG	krzysztof.szczepaniak@ug.edu.pl	antonija.babic@oss.unist.hr	UNIST
05 Natural sciences,	Physics in Forensic Science -	UG	aneta.lewkowicz@ug.edu.pl		
05 Natural sciences,	At the Rainbows end - colorful chemistry	UG	anna.wcislo@ug.edu.pl,	josipa@ktf-split.hr	UNIST
05 Natural sciences,	Applications of multivariate analysis	UG	anna.gierusz@ug.edu.pl	fiona.sammut@um.edu.mt	UM
05 Natural sciences, mathematics and	Baltic Benthic Biodiversity	UG	urszula.janas@ug.edu.pl		

05 Natural sciences, mathematics and	Visualisation of measurement data in GIS	UG	agnieszka.wochna@ug.edu.pl		
	Usability of ETL (Extract-Transform-Load)	UG	maciej.markowski@ug.edu.pl		
05 Natural sciences, mathematics and	Diseases of aquatic organisms	UG	katarzyna.smolarz@ug.edu.pl	cschulz@tierzucht.uni-kiel.de	CAU
05 Natural sciences, mathematics and	Marine alien specie	UG	halina.kendzierska@ug.edu.pl		
05 Natural sciences, mathematics and	Marine Botany	UG	sylwia.sliwinska-	Ana Bartual Magro <ana.bartual@uca.es>	UCA
05 Natural sciences, mathematics and	Bioactive marine natural products	UG	hanna.mazur-marzec@ug.edu.pl		
05 Natural sciences, mathematics and	Micropaleontology tools in environmental	UG	patrycja.jernas@ug.edu.pl	aurelie.penaud@univ-brest.fr	UBO
02 Arts and humanities	Basics of translation (Translating into and from	UG	hanna.makurat-snuzik@ug.edu.pl	erwan.lepipec@univ-brest.fr	UBO
05 Natural sciences, mathematics and	Data Clustering in Julia	UNIST	Ivan.Slapnicar@fesb.hr	kenneth.camilleri@um.edu.mt	UM
04 Business, administration and law	Cost Accounting	UNIST	ppepur@oss.unist.hr	gaelle.lequen@univ-brest.fr	UBO
07 Engineering, manufacturing and	Process Control Basics	UNIST	akacunic@ktf-split.hr		
04 Business, administration and law	Corporate frauds: prevention and detection	UNIST	marijana@unist.hr	nieves.gomez@uca.es	UCA
00 Generic	Responsible research and innovation	UNIST	ana.marusic@mefst.hr	glenn.cassar@um.edu.mt	UM
01 Education	Technical English for ICT Studies	UNIST	icizmic@oss.unist.hr	gwenola.legall@univ-brest.fr	UBO
04 Business, administration and law	Mergers and Acquisitions (M&As)	UNIST	tpkramaric@unist.hr	patryk.kaczmarek@ug.edu.pl	UG
02 Arts and humanities	Temporal dimension of music: the perception of	UNIST	radicad@umas.hr	patricia.sabbatella@uca.es	UCA
04 Business, administration and law	Sustainable tourism development in coastal	UNIST	goran.corluka@oss.unist.hr		
04 Business, administration and law	Crisis Management	UNIST	sborovac@oss.unist.hr	agata.borowska-pietrzak@ug.edu.pl	UG
09 Health and welfare	Sport and steroid abuse	UNIST	smardesi@mefst.hr	lucienne.attard@um.edu.mt	UM
09 Health and welfare	Alphabet of good night sleep	UNIST	renata.pecotic@mefst.hr		
09 Health and welfare	COVID-19 and physical activity; What happened	UNIST	dado@kifst.hr	david.jimenez@uca.es	UCA
07 Engineering, manufacturing and	Maritime Economics	UNIST	luka.vukic@pfst.hr	pedroj.moreno@uca.es	UCA
09 Health and welfare	Hello kidney	UNIST	katarina.vukojevic@mefst.hr		
03 Social sciences, journalism and	Sociology of Consumption	UNIST	sstanic@ffst.hr	valerie.visanich@um.edu.mt	UM

xSEA-EU Virtual Teaching Collaborations

Course content proposal

1. About you:

Name and surname	Dr. Colin von Negenborn	
Email address	cvnegenborn@wsi.uni-kiel.de	
Online profile (ResearchGate, linkedIn, University site, ORCID, …)	https://www.wsi.uni-kiel.de/de/team/wissmit/dr-colin-von-negenborn/dr-colin-von-negenborn	
Field of study/research according to ISCED codes **(please cross one)**		01 Education
	x	02 Arts and humanities
		03 Social sciences, journalism and information
		04 Business, administration and law
		05 Natural sciences, mathematics and statistics
		06 Information & Communication Technologies
		07 Engineering, Manufacturing, Construction
		08 Agriculture, Forestry Fisheries, Veterinary
		09 Health and welfare
		10 Services

2. About the proposed course content:

Title of proposed course	Where do you draw the line? The moral community and the sea
Short description of the teaching content	The "demarcation problem" is one of the key issues of environmental ethics: which entities – humans, animals, ecosystems, etc. – belong to the "moral community" and are hence ethically relevant? The goal of the seminar is to discuss this problem in the context of the oceans. Depending on the students' primary interests (and on the time frame), the following dimensions can be covered: • From anthropocentrism to more inclusive approaches (sentientism, biocentrism) • Individualistic vs. holistic approaches • Consequentialist/utilitarian vs. deontological/Kantian approaches • The moral community within anthropocentrism: future generations, distant people
Language of the course	English
Duration of the course (hours)	2 blocks of 2 hours each = 4 hours in total
Suggested dates / timeframe of delivery	I am relatively flexible e.g. in May. I would suggest splitting the two blocks into two (preferably consecutive) days to give

	students a break in between but could also do both blocks on a single day.

3. Preferences / Requirements:

Preference: Size of the audience	10-15
Preference: Content suitable for which audience (Bachelor, Master)	I can adjust the content to the audience, i.e. both Bachelor & Master would be ok. A background in philosophy is not strictly necessary, but beneficial.
Disciplinary background needed for students to participate	Preferably a background in philosophy (particularly ethics), but not necessarily (I can adopt the starting information accordingly).
Technical requirements, on your side or expected from students	Zoom with webcam (!) and microphone for all students.
Other additional information that may help to implement a bilateral cooperation	Students should be willing to switch on their webcam to foster discussion. Also, it would be helpful for me to know what workload can be expected from students beforehand realistically (i.e. extent of the syllabus/reading list, if any).

SEA-EU Virtual Teaching Collaborations

Course content proposal

1. About you:

Name and surname	Pratirupa Bardhan	
Email address	pbardhan@geomar.de	
Online profile (ResearchGate, linkedIn, University site, ORCID, …)	1) https://www.researchgate.net/profile/Pratirupa_Bardhan 2) https://scholar.google.com/citations?user=i9-e3jsAAAAJ&hl=en&oi=ao	
Field of study/research according to ISCED codes **(please cross one)**		01 Education
		02 Arts and humanities
		03 Social sciences, journalism and information
		04 Business, administration and law
	X	05 Natural sciences, mathematics and statistics
		06 Information & Communication Technologies
		07 Engineering, Manufacturing, Construction
		08 Agriculture, Forestry Fisheries, Veterinary
		09 Health and welfare
		10 Services

2. About the proposed course content:

Title of proposed course	Nitrous oxide (laughing gas) in the Baltic Sea: not a laughing matter!!!
Short description of the teaching content	Nitrous oxide is an important atmospheric trace gas and oceans are one of the most importance sources of this gas. I am going to talk about how Baltic Sea waters are an excellent natural laboratory to study this gas. Moreover, I also want to introduce how to use stable isotopes as tools to study and gather more information on the natural cycles of any element, nitrous oxide in this case.
Language of the course	English
Duration of the course (hours)	4 (can be split 2X2)
Suggested dates / timeframe of delivery	Not possible during October and November 2021. Apart from that I am, in general, quite flexible.

3. Preferences / Requirements:

Preference: Size of the audience	15

Preference: Content suitable for which audience (Bachelor, Master)	Master (but can be tailored for Bachelor level as well)
Disciplinary background needed for students to participate	Environmental sciences, Chemistry, Marine sciences.
Technical requirements, on your side or expected from students	
Other additional information that may help to implement a bilateral cooperation	

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Course content proposal

1. About you:

Name and surname	Prof. Dr. Alexa Klettner	
Email address	AlexaKarina.Klettner@uksh.de	
Online profile (ResearchGate, linkedIn, University site, ORCID, …)	https://www.kms.uni-kiel.de/en/team/auf-einen-blick-mitglieder-kms-1/prof-dr-alexa-klettner?set_language=en	
Field of study/research according to ISCED codes **(please cross one)**		01 Education
		02 Arts and humanities
		03 Social sciences, journalism and information
		04 Business, administration and law
	x	05 Natural sciences, mathematics and statistics
		06 Information & Communication Technologies
		07 Engineering, Manufacturing, Construction
		08 Agriculture, Forestry Fisheries, Veterinary
	x	09 Health and welfare
		10 Services

2. About the proposed course content:

Title of proposed course	Blue biotechnology in medical development – potential and challenges of marine compounds
Short description of the teaching content	The potential and difficulties of application of marine compounds for medical application will be presented. The lectures include a presentation of the objective (what is needed?), theoretical background on selected pathological pathways (what has to be addressed?), an overview on selected marine resources in current development (what has already been done?), a presentation of a work flow needed for investigation (how should it be done?) and an introduction into regulations, challenges, and potential impact on the oceans (what needs to be kept in mind?). In the seminar, the knowledge gained in the lectures will be applied addressing these topics in the development of a potential research project.
Language of the course	English
Duration of the course (hours)	4 x 45 min lectures, 1 x 60 min seminar
Suggested dates / timeframe of delivery	Summer Semester 2021 (Apr – Oct 2021)

3. Preferences / Requirements:

Preference: Size of the audience	For seminar max. 15, for lectures more are possible
Preference: Content suitable for which audience (Bachelor, Master)	Designed for Master, but could be adjusted to Bachelor level
Disciplinary background needed for students to participate	Basic biology background (to understand pathological pathways and molecules, but also basic background knowledge in marine organisms)
Technical requirements, on your side or expected from students	Stable internet connection, video and microphone
Other additional information that may help to implement a bilateral cooperation	My own background is in biology and medical research, a partner with expertise in marine resources, marine organisms or marine technology would be of help; helpful would also be practical knowledge in regulation of the usage of marine resources.

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Course content proposal

1. About you:

Name and surname	Dr. Ulrike Kubetzki, Prof. Dr. Stefan Garthe	
Email address	kubetzki@ftz-west.uni-kiel.de ; garthe@ftz-west.uni-kiel.de	
Online profile (ResearchGate, linkedIn, University site, ORCID, …)	http://www.ftz.uni-kiel.de/en/team/kubetzki-ulrike http://www.ftz.uni-kiel.de/en/team/garthe-stefan	
Field of study/research according to ISCED codes		01 Education
		02 Arts and humanities
	X	03 Social sciences, **journalism** and information
		04 Business, administration and law
	X	05 **Natural sciences**, mathematics and statistics
		06 Information & Communication Technologies
		07 Engineering, Manufacturing, Construction
		08 Agriculture, Forestry Fisheries, Veterinary
		09 Health and welfare
		10 Services

2. About the proposed course content:

Title of proposed course	Marine Nature Conservation: Current hot topics and the role of the different players
Short description of the teaching content	The course provides an overview of the state of knowledge of hot topics in marine nature conservation. It covers various human uses of the sea and its impact on the marine environment, e.g. offshore wind farms, fisheries, ship traffic and pollution, as well as cumulative effects. Besides aspects on spatial planning and the establishment of marine protected areas, the different players, their various functions, tasks, aims and systems of thought encountered in marine conservation, such as science, politics, NGOs and media are presented. Finally, different career perspectives are introduced.
Language of the course	English
Duration of the course (hours)	4
Suggested dates / timeframe of delivery	Flexible

3. Preferences / Requirements:

Preference: Size of the audience	No preference

Preference: Content suitable for which audience (Bachelor, Master)	Master
Disciplinary background needed for students to participate	Biology, ecology, geography, marine sciences
Technical requirements, on your side or expected from students	ZOOM
Other additional information that may help to implement a bilateral cooperation	

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SEA-EU Virtual Teaching Collaborations

Course content proposal

1. About you:

Name and surname	Ran Issachar	
Email address	ran.issachar@ifg.uni-kiel.de	
Online profile (ResearchGate, linkedIn, University site, ORCID, …)	https://www.satellitengeophysik.uni-kiel.de/de/mitarbeiter/Ran_Issachar	
Field of study/research according to ISCED codes **(please cross one)**		01 Education
		02 Arts and humanities
		03 Social sciences, journalism and information
		04 Business, administration and law
	X	**05** Natural sciences, mathematics and statistics
		06 Information & Communication Technologies
		07 Engineering, Manufacturing, Construction
		08 Agriculture, Forestry Fisheries, Veterinary
		09 Health and welfare
		10 Services

2. About the proposed course content:

Title of proposed course	Birth of an Ocean in the Red Sea
Short description of the teaching content	We will use the fascinating case study of the Red Sea to learn how oceans are born and to review the fundamental geodynamical processes, which shape ocean floors. The Red Sea is a juvenile ocean offering a unique opportunity to study how oceans initiate and develop, as the transition from continental rifting to oceanic seafloor spreading is currently occurring there. We will explore the observations and marine data that was collected during the last 50 years, we'll get familiar with different kinds of geophysical datasets, we will consider scientific debates and will construct a broad picture of the development stages of oceans. We'll might have the opportunity (depending on the progress) to visit a close neighbour, the Mediterranean Sea, to observe an old ocean at his final stages. 1st seminar: Introduction and Geophysical data for the Red Sea area 2nd seminar: Scientific debates and what can we learn from the data
Language of the course	English
Duration of the course (hours)	2 x 2 hours
Suggested dates / timeframe of delivery	Flexible

3. Preferences / Requirements:

Preference: Size of the audience	Flexible
Preference: Content suitable for which audience (Bachelor, Master)	Flexible
Disciplinary background needed for students to participate	Geosciences
Technical requirements, on your side or expected from students	Installation of OasisMontaj Viewer to jointly visualize data
Other additional information that may help to implement a bilateral cooperation	

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Course content proposal

1. About you:

Name and surname	Krastel, Sebastian	
Email address	sebastian.krastel@ifg.uni-kiel.de	
Online profile (ResearchGate, linkedIn, University site, ORCID, …)	https://www.marinegeophysik.ifg.uni-kiel.de/en/team/prof-dr-sebastian-krastel	
Field of study/research according to ISCED codes **(please cross one)**		01 Education
		02 Arts and humanities
		03 Social sciences, journalism and information
		04 Business, administration and law
	X	05 Natural sciences, mathematics and statistics
		06 Information & Communication Technologies
		07 Engineering, Manufacturing, Construction
		08 Agriculture, Forestry Fisheries, Veterinary
		09 Health and welfare
		10 Services

2. About the proposed course content:

Title of proposed course	Seafloor Mapping
Short description of the teaching content	Basic principles of sea floor mapping will be introduced. The focus will be on bathymetric mapping and the analysis of bathymetric data. One lecture (2 hours) will be used to introduce principles and techniques. The second lecture will be a practical exercise focussing on the analysis of sea floor data
Language of the course	English
Duration of the course (hours)	2*2 hours
Suggested dates / timeframe of delivery	Before June 21.

3. Preferences / Requirements:

Preference: Size of the audience	15-20
Preference: Content suitable for which audience (Bachelor, Master)	Bachelor

Disciplinary background needed for students to participate	Open for everybody
Technical requirements, on your side or expected from students	Access to a computer and possibility to install programs on this computer
Other additional information that may help to implement a bilateral cooperation	I really like the idea of international teaching. Unfortunately, I have plenty of field activities this summer limiting my availability

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Course content proposal

1. About you:

Name and surname	Hein, Jonas Ibrahim	
Email address	hein@geographie.uni-kiel.de	
Online profile (ResearchGate, linkedIn, University site, ORCID, …)	https://www.marinesocialscience.uni-kiel.de/de/team/dr-jonas-hein https://www.researchgate.net/profile/Jonas-Hein-2	
Field of study/research according to ISCED codes **(please cross one)**		01 Education
		02 Arts and humanities
	X	03 Social sciences, journalism and information
		04 Business, administration and law
		05 Natural sciences, mathematics and statistics
		06 Information & Communication Technologies
		07 Engineering, Manufacturing, Construction
		08 Agriculture, Forestry Fisheries, Veterinary
		09 Health and welfare
		10 Services

2. About the proposed course content:

Title of proposed course	Environmental conflict in coastal and marine areas – a simulation game
Short description of the teaching content	The course takes up current issues and examples of socio-environmental conflicts in coastal and marine areas. Conceptually the class builds on political ecology. The simulation game facilitates the promotion of complex interdisciplinary knowledge in a didactically appealing and practical way. It helps to identify synergies and trade-offs among development and conservation objectives and associated power relations among involved actors in a playful way. The course simulates a multi actor planning conflict in a fictitious tropical coastal area (involving among others a port company, fisher community, indigenous coastal dwellers, tourism operators). Each actor will be played by a group of two to four students. In a first 2-hour session a political ecology perspective to environmental conflict in coastal areas will be introduced. Students and lecturers will read and discuss introductory articles on the socio-ecological dimensions of environmental change in coastal areas.

	In a second 2-hour session the students will present each other examples of environmental conflicts in coastal areas (e.g. related to port development, coastal dredging, tourism developments, resource extraction) and will start to familiarize with their role in the simulation game. In a third session of 3-4 hours the game will be played using different online collaboration tools. A final 1-hour session will be used for reflection. The length of the proposed seminar and the simulation game can be adjusted quite flexibly. It is also possible to play the game without introductory/ preparatory sessions and it is possible to further extend the preparation and reflection phase. The game as such can be played as a short 2-hour version, in the suggested 3-4-hour version and as a full-day game.
Language of the course	English
Duration of the course (hours)	4 sessions, total 8-9 hours, preferably on at least 2 days.
Suggested dates / timeframe of delivery	July 2021, October 2021-December 2021

3. Preferences / Requirements:

Preference: Size of the audience	15 to 25 (max)
Preference: Content suitable for which audience (Bachelor, Master)	The content is suitable for advanced bachelor students and master students.
Disciplinary background needed for students to participate	No specific disciplinary background required, seminar benefits from an interdisciplinary group, class is most interest for students in human geography, environmental management/ studies, conservation science, coastal ecology.
Technical requirements, on your side or expected from students	Students need a broadband internet connection, a discord account and a webcam. In addition, the collaboration tool Concept Board and the video conference tool Zoom will be used.
Other additional information that may help	The game in its current form was developed in a student seminar led by the applicant during the winter term 2020/2021

to implement a bilateral cooperation	and supported by a PERLE/ BMBF grant. A website that presents the game and which will provide information to play the game and to download the material will be online until May 2021.

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Course content proposal

1. About you:

Name and surname	Katja Heubel	
Email address	heubel@ftz-west.uni-kiel.de	
Online profile (ResearchGate, linkedIn, University site, ORCID, …)	https://www.ftz.uni-kiel.de/en/research-divisions/ecolab-coastal-ecosystems https://www.researchgate.net/profile/Katja-Heubel https://orcid.org/0000-0002-7946-5542 https://www.linkedin.com/in/katja-heubel-03b76a13b/	
Field of study/research according to ISCED codes **(please cross one)**		01 Education
		02 Arts and humanities
		03 Social sciences, journalism and information
		04 Business, administration and law
	x	05 Natural sciences, mathematics and statistics
		06 Information & Communication Technologies
		07 Engineering, Manufacturing, Construction
		08 Agriculture, Forestry Fisheries, Veterinary
		09 Health and welfare
		10 Services

2. About the proposed course content:

Title of proposed course	The effect of underwater noise on marine life
Short description of the teaching content	- Sound under water (basics on underwater sound propagation and properties, natural and anthropogenic sources, sound production and hearing in aquatic animals); - Acoustic communication, signalling, cues (concept, definition with examples of marine mammals, fish, crustaceans), - Presentation of examples and research-based case studies - Demonstration of methods, experimental setups, research questions, Interpretation of results to familiarize students with how to translate general concepts and test hypotheses in real life experimental research settings; - virtual lab tour and demonstration of ongoing research on the topic. - May include a task for students (think about and answer a question, suggest a study, interpret a figure…..) Also includes reading and discussion of original papers and data, critical thinking.
Language of the course	English

Duration of the course (hours)	Negotiable and depends on the kind of course this may be integrated into - I envision the following: - 1-2 introductory lectures (2 x 1 h) on sound under water and acoustic communication (with examples of marine mammals, fish, crusatceans). - Some self-study time for students to read provided material - a discussion session. - Presentation of a set of research-based case studies to familiarize students with how to translate general concepts and test hypotheses in real life experimental research settings (2 hours); virtual lab tour and demonstration of ongoing research on the topic (1 hour). 1 hour concluding discussion and questions (may include task).
Suggested dates / timeframe of delivery	Flexible. Maybe June or October/November. Not all on the same day. (Note to Delphone-UBO from Jonathan-CAU): Katja proposed 2 courses; she will not be able to teach both in the same semester

3. Preferences / Requirements:

Preference: Size of the audience	Max. 20. If it's a larger group, then interactive parts need to be divided up in several groups.
Preference: Content suitable for which audience (Bachelor, Master)	Advanced BSc or MSc. I will adjust the course according to target group.
Disciplinary background needed for students to participate	Basic biology (or similar) OR environmental studies. I need to know in order to adjust the content and shift emphasis.
Technical requirements, on your side or expected from students	Good internet connection with video and microphone. I want to interact and see the students on screen in real time.
Other additional information that may help to implement a bilateral cooperation	Lets get in touch! My lab works on fish behaviour an adaptation to environmental change, zooplankton-predator interactions affected by noise, fish in food webs, coastal fish ecology, sexual selection, eco-evolutionary perspectives.

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Course content proposal

1. About you:

Name and surname	Katja Heubel	
Email address	heubel@ftz-west.uni-kiel.de	
Online profile (ResearchGate, linkedIn, University site, ORCID, …)	https://www.ftz.uni-kiel.de/en/research-divisions/ecolab-coastal-ecosystems https://www.researchgate.net/profile/Katja-Heubel https://orcid.org/0000-0002-7946-5542 https://www.linkedin.com/in/katja-heubel-03b76a13b/	
Field of study/research according to ISCED codes **(please cross one)**		01 Education
		02 Arts and humanities
		03 Social sciences, journalism and information
		04 Business, administration and law
	x	05 Natural sciences, mathematics and statistics
		06 Information & Communication Technologies
		07 Engineering, Manufacturing, Construction
		08 Agriculture, Forestry Fisheries, Veterinary
		09 Health and welfare
		10 Services

2. About the proposed course content:

Title of proposed course	Sexual selection, sex roles, and reproductive decisions (using fish as model system)
Short description of the teaching content	- depending on the type of course this may be incorporated into, general introduction on fish (and maybe also coastal ecosystem of the Wadden Sea area) either briefly or in more detail. - interactive introduction lecture (with some breakout tasks for students) on sexual selection, mating systems, sex roles, parental care and reproduction – starting from theory and general concept to examples in fish (and a few complementary examples from other taxa). - Seminar: detailed presentation of examples and research-based case studies, including insights on methods, experimental setups, research questions, interpretation of results to familiarize students with how to translate general concepts and test hypotheses in real life experimental research settings. - May include a task for students (think about and answer a question, suggest a study, interpret a figure…..) Also includes reading and discussion of original papers and

	data, critical thinking.
Language of the course	English
Duration of the course (hours)	Negotiable and depends on the kind of course this may be integrated into - I envision the following: - 1-2 introductory lectures (2 x 1-2 h) on fish and sexual selection, mating systems & sex roles. - Some self-study time for students to read provided material - Seminar presentation of a set of research-based case studies to familiarize students with how to translate general concepts and test hypotheses in real life experimental research settings (2 hours); 1 hour concluding discussion and questions (may include task).
Suggested dates / timeframe of delivery	Flexible. Let's discuss options of how to best integrate (Note to Delphine-UBO from Jonathan-CAU): Katja proposed 2 courses; she will not be able to teach both in the same semester

3. Preferences / Requirements:

Preference: Size of the audience	Max. 20. If it's a larger group, then interactive parts need to be divided up in several groups.
Preference: Content suitable for which audience (Bachelor, Master)	Intermediate to advanced BSc. I will adjust the course according to target group. Also possible for MSc – then more discussion and student presentation of seminar papers.
Disciplinary background needed for students to participate	Basic biology (or similar)
Technical requirements, on your side or expected from students	Good internet connection with video and microphone. I want to interact and see the students on screen in real time.
Other additional information that may help to implement a bilateral cooperation	Lets get in touch! This topic is the core of my own research interest. My lab works on fish behaviour an adaptation to environmental change, zooplankton-predator interactions affected by noise, fish in food webs, coastal fish ecology, sexual selection, eco-evolutionary perspectives.

	Learning Online Course (LOC)
Name of the Learning Online Course	Virtual reality and Exergames: a new tool to promote physical activity and health ?
Teacher in charge (Name and surname)	Cyril Bossard
email of Teacher in charge	Cyril.bossard@univ-brest.fr
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://www.linkedin.com/in/cyril-bossard-37a994153/ https://www.researchgate.net/profile/Cyril-Bossard https://www.cread-bretagne.fr/author/cyril-bossard/
Field of study (according to ISCED codes / please choose one)	01 Education
Short description of the training content and schedule	The health benefits of physical activity (PA) have been clearly demonstrated (e.g., Warburton & Bredin, 2016) and prescriptions have been issued for different target audiences in the context of public health policies (Marsault, 2017). On the other hand, the effectiveness of PA programs is hampered by the problem of compliance with this prescription or adherence to the programs, particularly among socially or geographically isolated individuals (Picorelli et al., 2014). The objective of this course is to question the levers offered by virtual reality or exergaming for health education, and more specifically to study the potential contribution of VR or exergame to support the motivation for physical activity. Content and schedule : - Chapter 1: What is “new technology” for physical activities ? What is motivation for physical activities ? Concepts, definitions and models - 2 howers - Chapter 2 : The use of new technologies (smartphone applications, video-active games, virtual reality games) an interesting perspective to promote physical activity? For whom? Results of research with different audiences (young people, adult, senior, sedentary, active, disabled) - 2 howers - Chapter 3 : Cooperation, competition or alone ? Social dimensions of motivation for physical activity in VR - 2 howers

	- Chapter 4 : Build your virtual reality program to promote physical activity! Design a program and evaluate the effects on motivation. – 2 howers
Language of the course	English
Duration of the course	8 hours
Approximate timing of the year (Semester 2 ? Month?)	Second Semester (February)
Size of the audience and number of places for SEA-EU students	30 students – Ideally, 5 students from all 6 universities
Which year of study? (Bachelor level)	Bachelor level 2
Disciplinary background needed for students to participate	Students with interest in the promotion of physical activity and health in psychology.
IT solution proposed for this lesson	IT ????
Other additional information that may help to implement a bilateral cooperation	This learning online course can be considered in continuity with the course on "active commuting" offered in 2020-21 by the University of Cadiz. *Title: Active Commuting: The real tool to promote physical activity in the actual society. By Daniel Camiletti Moirón & Rocío Izquierdo Gómez.*

	Learning Online Course (LOC)
Name of the Learning Online Course*	**The global silicon cycle**
Teacher in charge (Name and surname)*	**Jill SUTTON**
email of Teacher in charge	**Jill.Sutton@univ-brest.fr**
Faculty/ department	**Department of Biology, Faculty of Science, Technology and Health**
Short description of the training content and schedule	**At the end of this class the student will be able to: (1) Understand how a bio-geochemical cycle works (reservoirs, fluxes, internal cycling), and (2) Identify the spatial and temporal constraints of the global silicon cycle**
Language of the course	**English**
Duration of the course	**4 hours**
Approximate timing of the year (Semester 2 ? Month?)	**November (yearly)**
Size of the audience and number of places for SEA-EU student	**10**
Which Bachelor level?	**3rd year**
Disciplinary background needed for students to participate	Science (e.g. geology, biology, chemistry, physics)
IT solution proposed for this lesson	The online class is part of a larger course (SPOC: small private online course) that is managed by the University of Brest's e-learning specialists (SIAME) and coordinated by Jill Sutton
Other additional information that may help to implement a bilateral cooperation	The "Silica School" SPOC is divided into 4 modules (Silica in the universe, Silica in the ocean, Silica in the living world, Silica in the future) with a total of 10 individual classes. Each class is available online to allow the student to acquire knowledge on each concept at their own pace (within a limited 3-week timeframe in November). The class on the "Global silicon cycle" will have a time set aside for face-to-face interactions with the teacher (Jill Sutton). Other classes may be also of interest at the undergraduate level, including: (1) Earth a silica planet, (2) The possibility of silicon-based life in the Universe, (3) Diversity of diatoms, (4) Siliceous sponges, and (5) the chemistry of condensed matter.

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Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**Practical course for population genetics analysis with R**
Teacher in charge (Name and surname)*	**CHARRIER Grégory**
email of Teacher in charge	gregory.charrier@univ-brest.fr
Faculty/ department	**Faculty of Sciences & Technology / Department of Biology**
Short description of the training content and schedule	**- Course introduction: objectives, data and methods (1h)** **- Required homework: conduct data analysis with R (2-3 weeks)** **- Discussion forum: students questions and/or technical issues** **- Possibility of a virtual class to (2-3h) to check student progress** **- Upon homework completion: virtual class (2-3h) to interpret results and explore evolutionary forces shaping the genetic diversity and structure of natural populations**
Language of the course	**English**
Duration of the course	**3 to 6h depending on the possibilities**
Approximate timing of the year (Semester 2 ? Month?)	**Semester 2**
Size of the audience and number of places for SEA-EU student2à to 40	**20 to 40 students**
Which Bachelor level?	**Third year**
Disciplinary background needed for students to participate	- Basic knowledge of population genetics and evolutionary forces (migration, genetic drift, mutation and selection) - Basic population genetics statistics (e.g. Allelic diversity, Heterozygosity, F-statistics) - Basic use of R language and Rstudio (possibility to provide online resources for an introduction to R and RStudio)
IT solution proposed for this lesson	- Virtual classes (VIA or BBB) - Discussion forum and online resources (Moodle)
Other additional information that may help to implement a bilateral cooperation	This course could be integrated within existing courses dealing with population genetics

	Learning Online Course (LOC)
Name of the Learning Online Course	Methods and Applications for Multi-Objective Combinatorial Optimisation : finding good trade-offs
Teacher in charge (Name and surname)	Laurent LEMARCHAND
email of Teacher in charge	Laurent.lemarchand@univ-brest.fr
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	http://labsticc.univ-brest.fr/%7Elemarch/ENG/ https://www.researchgate.net/profile/Laurent_Lemarchand
Field of study (according to ISCED codes / please choose one)	06 Information and Communication Technologies (ICTs)
Short description of the training content and schedule	An introduction to combinatorial optimization: objective functions and constraints defining a search space, popular algorithms (linear programming, branch & bound, evolutionary algorithms for mono and multi-objective) with different applications in various domains (e.g. image processing, routing, biology, communications, Cloud computing, etc).
Language of the course	English
Duration of the course	4h
Approximate timing of the year (Semester 2 ? Month?)	It can be played from April to June, depending on attendees
Size of the audience and number of places for SEA-EU students	?
Which year of study? (Bachelor level)	Any year of Bachelor level
Disciplinary background needed for students to participate	Basics in algorithmics and logic
IT solution proposed for this lesson	BBB or Zoom for meetings

Other additional information that may help to implement a bilateral cooperation	I am open to collaborations in the field of applied Operation Research, combinatorial optimisation and linear programming. People interested can have a look at the introduction course in English we give every year in the international computer science cursus at UBO (24 hours about the present topic), and others contents I have ever given at: http://labsticc.univ-brest.fr/~lemarch/ENG/Cours/

	Learning Online Course (LOC)
Name of the Learning Online Course	English language and art Therapy
Teacher in charge (Name and surname)	Fiona de Chavigny
email of Teacher in charge	Fiona.Dechavigny@univ-brest.fr
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	English language teacher at IUT Quimper www.la-cle-anglaise.com
Field of study (according to ISCED codes / please choose one)	02 Arts and humanities
Short description of the training content and schedule	I am in the process of innovating new ways of teaching English by associating language learning with different forms of art (theatre, improvisation, clown, plastic arts…and games). The double challenge is adapting this to remote learning.
Language of the course	English
Duration of the course	To be defined
Approximate timing of the year (Semester 2 ? Month?)	April-July
Size of the audience and number of places for SEA-EU students	12 maximum
Which year of study? (Bachelor level)	B2 level in English
Disciplinary background needed for students to participate	No pre-requirements
IT solution proposed for this lesson	ZOOM

Other additional information that may help to implement a bilateral cooperation	I am looking for a teaching partner specialized in the arts – all forms of theatre or plastic arts, who is sensitive to using his/her discipline in a therapeutic and innovative way to learn English. The objective is that the art form shifts the goal posts of language learning and regenerates the desire to learn. Here in France there is a big problem with English as a second language learners who are switched off by old-fashioned grammar-based learning. My experience so far with teaching with a clown and theatre exercises has proved very positive. I am looking to develop this with other art forms or with different ideas. This challenge has been increased by having to adapt the offer to remote learning so I will be looking to develop new techniques with my partner on this front too.

	Learning Online Course (LOC)
Name of the Learning Online Course	English for L2 Informatique international
Teacher in charge (Name and surname)	Gwenola Le Gall
email of Teacher in charge	Gwenola.legall@univ-brest.fr
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	
Field of study (according to ISCED codes / please choose one)	06 Information and Communication Technologies (ICTs)
Short description of the training content and schedule	This is an English class preparing IT and computer science students for a semester abroad, in one of our partner universities. It includes their abilities to talk and write about their scientific work, present results both orally and in writing.
Language of the course	English
Duration of the course	2h a week / 11 weeks (Friday afternoons)
Approximate timing of the year (Semester 2 ? Month?)	Semester 2 this year -> last class on 9th April 2021 Both semesters Sept-Dec + January-April next year
Size of the audience and number of places for SEA-EU students	18-20 students each year A similar-sized group would be ideal so we can get them to collaborate on some project / information gathering task and presentation
Which year of study? (Bachelor level)	Second year of BSc
Disciplinary background needed for students to participate	Science, IT, ideally, so students share common interests
IT solution proposed for this lesson	Zoom connections to allow mixed groups to work together

Other additional information that may help to implement a bilateral cooperation	My idea was to organise 2 online sessions in which students of two or more universities from the SEA-EU project would work together to collect information on a topic and prepare a presentation to communicate the result of their work together. Topics could include: Student life in times in COVID19, employment prospects in their field of studies, language-teaching schemes in our university systems, … I'm open to any suggestion!

	Learning Online Course (LOC)
Name of the Learning Online Course	English for Urban and Environmental planners (Master's degree – M2 AUDE)
Teacher in charge (Name and surname)	Gwenola Le Gall
email of Teacher in charge	Gwenola.legall@univ-brest.fr
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	
Field of study (according to ISCED codes / please choose one)	07 Engineering, manufacturing and construction +08 ?
Short description of the training content and schedule	This is an English class preparing urban and environmental planners for their future careers.
Language of the course	English
Duration of the course	3h a week / 9 weeks (Friday mornings)
Approximate timing of the year (Semester 2 ? Month?)	Both semesters Sept-Dec + January-March in 2021-2022
Size of the audience and number of places for SEA-EU students	About 30 students each year A similar-sized group would be ideal so we can get them to collaborate on some project / information gathering task and presentation
Which year of study? (Bachelor level)	Final year of Master's degree
Disciplinary background needed for students to participate	These students' backgrounds are quite varied, from geography, law, biology and environmental studies to architecture. They are used to working in interdisciplinary groups on a variety of projects
IT solution proposed for this lesson	Zoom connections to allow mixed groups to work together

Other additional information that may help to implement a bilateral cooperation	Possible topics could include: growing cities, inclusive urban areas, sustainable buildings, smart cities, transport issues, protecting a natural area, using arts in community work, cross-cultural communication…

	Learning Online Course (LOC)
Name of the Learning Online Course	Environmental economics - to be created / adapted especially for such "exchange", depending on the partner, nothing ready fixed
Teacher in charge (Name and surname)	Dr Emmanuelle QUILLÉROU
email of Teacher in charge	emmanuelle.quillerou@univ-brest.fr
online profile of Teacher in charge (ResearchGate, linkedIn or university site)	**HAL (reference platform for France unis):** https://cv.archives-ouvertes.fr/emmanuelle-quillerou **LinkedIn:** https://fr.linkedin.com/in/emmanuelle-quillerou
Field of study (according to ISCED codes / please choose one)	03 Social sciences, journalism and information
Short description of the training content and schedule	Environmental valuation and associated frameworks for economics analysis of environmental management.
Language of the course	English or French
Duration of the course	4h
Approximate timing of the year (Semester 2? Month?)	After September 2021
Size of the audience and number of places for SEA-EU students	No specific needs
Which year of study? (Bachelor level)	Any bachelor level. COURSE TO BE CREATED BASED ON ACTUAL DEMAND FOR IT.
Disciplinary background needed for students to participate	Economics. Biology an option.
IT solution proposed for this lesson	Any that is available and working on both ends.

Other additional information that may help to implement a bilateral cooperation	Environmental economics is my area of expertise. I can custom-create a course based on demand and existing constraints. I work in both French and English equally well. I have 11 years of online tutoring experience for the University of London Distance Learning Programme. On top of this, I have written scripts for two online MOOCs (in English). **I see this as a way to build research partnerships down the line so I will be keeping my teaching to a strict minimum within this context.**

	Learning Online Course (LOC)
Name of the Learning Online Course	Introduction to US Indigenous peoples
Teacher in charge (Name and surname)	SERME Jean-Marc
email of Teacher in charge	serme@univ-brest.fr
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	none
Field of study (according to ISCED codes / please choose one)	02 Arts and humanities
Short description of the training content and schedule	The course aims to analyse some indigenous issues in the contemporary United States. The course will be careful to pay close attention to specific tribes and nations and to avoid generalizations.
Language of the course	English
Duration of the course	4h
Approximate timing of the year (Semester 2 ? Month?)	Semester 2 (Mar-May)
Size of the audience and number of places for SEA-EU students	About 15
Which year of study? (Bachelor level)	any
Disciplinary background needed for students to participate	Some US history
IT solution proposed for this lesson	Virtual classroom
Other additional information that may help to implement a bilateral cooperation	

	Learning Online Course (LOC)
Name of the Learning Online Course	Environmental Law (European, international levels)
Teacher in charge (Name and surname)	Adélie POMADE
email of Teacher in charge	Adelie.pomade@univ-brest.fr
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://www.linkedin.com/in/dr-ad%C3%A9lie-p-52111658/ https://www.umr-amure.fr/equipe/pomade-adelie/ other website : https://trepi6.wixsite.com/adeliepomade
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law
Short description of the training content and schedule	Protection of marine biodiversity from human activity Legal approach of socio-ecosystem Governance and legal tools
Language of the course	English or French
Duration of the course	4h
Approximate timing of the year (Semester 2 ? Month?)	Semester 2
Size of the audience and number of places for SEA-EU students	As necessary
Which year of study? (Bachelor level)	3rd
Disciplinary background needed for students to participate	European law International law
IT solution proposed for this lesson	Not specific need or request. Depends on tools available from Universities.
Other additional information that may help to implement a bilateral cooperation	Possible use of participative tool (Miro, Scrumblr…)

	Learning Online Course (LOC)
Name of the Learning Online Course	Machine Learning Bias Detection and Explainability
Teacher in charge (Name and surname)	Liana ERMAKOVA
email of Teacher in charge	Liana.ermakova@univ-brest.fr
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://www.researchgate.net/profile/Liana-Ermakova https://www.univ-brest.fr/hcti/menu/Membres/Enseignants-chercheurs/Ermakova--Liana
Field of study (according to ISCED codes / please choose one)	06 Information and Communication Technologies (ICTs) 03 Social sciences, journalism and information 05 Natural sciences, mathematics and statistics
Short description of the training content and schedule	2 X 2h Introduction Types of social biases (sexist, racist,…) Simpson's paradox Bias Detection Pre-Training Metrics Bias Detection Post-Training Metrics Sensitivity analysis Debiasing word embeddings Tools
Language of the course	English
Duration of the course	4h
Approximate timing of the year (Semester 2 ? Month?)	End of November, Beginning of December
Size of the audience and number of places for SEA-EU students	20/20
Which year of study? (Bachelor level)	Any
Disciplinary background needed for students to participate	some notions of statistics and programming and/or machine learning would be helpful
IT solution proposed for this lesson	Zoom, Google Colab, eventually AWS

Other additional information that may help to implement a bilateral cooperation	This course aims two goals of sustainable development (scope of the SEA-EU project): (1) Gender Equality (2) Reduced Inequality as machine learning and data-driven systems may have discriminatory impact by encoding biases presented in data into their decisions

	Learning Online Course (LOC)
Name of the Learning Online Course	Introduction to carbon accounting and management
Teacher in charge (Name and surname)	Isabelle DANGEARD
email of Teacher in charge	Isabelle.dangeard@univ-brest.fr
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law
Short description of the training content and schedule	Carbon accounting and management : Concepts and background – How to count GHG emissions - Application to mobility – Case study – Global and analytical accounting – Managerial implications.
Language of the course	English
Duration of the course	4h
Approximate timing of the year (Semester 2 ? Month?)	If possible between january and june.
Size of the audience and number of places for SEA-EU students	20 students
Which year of study? (Bachelor level)	Any
Disciplinary background needed for students to participate	None
IT solution proposed for this lesson	Virtual classroom (Big Blue Button).
Other additional information that may help to implement a bilateral cooperation	Carbon management is becoming a key feature of organization activities. This requires a better knowledge of this field by employees. The course aims at provinding the students with basic skill, enabling them to facilitate carbon management in their organizations. It should also catalyse personal carbon management.

	Learning Online Course (LOC)
Name of the Learning Online Course	Physiological adaptations to scuba diving
Teacher in charge (Name and surname)	François Guerrero Michael Théron
email of Teacher in charge	francois.guerrero@univ-brest.fr
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://www.researchgate.net/profile/Francois_Guerrero
Field of study (according to ISCED codes / please choose one)	09 Health and welfare
Short description of the training content and schedule	The objective of these conferences is to present the main physiological adaptations to the environmental constraints linked to scuba diving.
Language of the course	English
Duration of the course	4 h
Approximate timing of the year (Semester 2 ? Month?)	Semester 1
Size of the audience and number of places for SEA-EU students	Depending on the number of connections possible with this network.
Which year of study? (Bachelor level)	3rd year Bachelor
Disciplinary background needed for students to participate	Background in life sciences
IT solution proposed for this lesson	Visioconference
Other additional information that may help to implement a bilateral cooperation	

	Learning Online Course (LOC)
Name of the Learning Online Course	Real-time Social Media Analysis with ELK Stack (Elasticsearch, Kibana, and Logstash)
Teacher in charge (Name and surname)	Liana ERMAKOVA
email of Teacher in charge	Liana.ermakova@univ-brest.fr
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://www.researchgate.net/profile/Liana-Ermakova https://www.univ-brest.fr/hcti/menu/Membres/Enseignants-chercheurs/Ermakova--Liana
Field of study (according to ISCED codes / please choose one)	06 Information and Communication Technologies (ICTs)
Short description of the training content and schedule	2 X 2h Introduction Real-time tweet collection with Logstash Indexing local data Data search Visualisation with Kibana: • Map • Wordcloud • Statistics
Language of the course	English
Duration of the course	4h
Approximate timing of the year (Semester 2 ? Month?)	November
Size of the audience and number of places for SEA-EU students	20/40 (20 students of master in Translation of UBO)
Which year of study? (Bachelor level)	Any
Disciplinary background needed for students to participate	some experience with configuration files is welcomed. Participants should ask for a Twitter Developper Account https://developer.twitter.com/en
IT solution proposed for this lesson	Zoom, ELK Stack (Elasticsearch, Kibana, and Logstash)

Other additional information that may help to implement a bilateral cooperation	

	Learning Online Course (LOC)
Name of the Learning Online Course	Virtual reality and Exergames: a new tool to promote physical activity and health ?
Teacher in charge (Name and surname)	Cyril Bossard
email of Teacher in charge	Cyril.bossard@univ-brest.fr
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://www.linkedin.com/in/cyril-bossard-37a994153/ https://www.researchgate.net/profile/Cyril-Bossard https://www.cread-bretagne.fr/author/cyril-bossard/
Field of study (according to ISCED codes / please choose one)	01 Education
Short description of the training content and schedule	The health benefits of physical activity (PA) have been clearly demonstrated (e.g., Warburton & Bredin, 2016) and prescriptions have been issued for different target audiences in the context of public health policies (Marsault, 2017). On the other hand, the effectiveness of PA programs is hampered by the problem of compliance with this prescription or adherence to the programs, particularly among socially or geographically isolated individuals (Picorelli et al., 2014). The objective of this course is to question the levers offered by virtual reality or exergaming for health education, and more specifically to study the potential contribution of VR or exergame to support the motivation for physical activity. Content and schedule : - Chapter 1: What is “new technology” for physical activities ? What is motivation for physical activities ? Concepts, definitions and models - 2 howers - Chapter 2 : The use of new technologies (smartphone applications, video-active games, virtual reality games) an interesting perspective to promote physical activity? For whom? Results of research with different audiences (young people, adult, senior, sedentary, active, disabled) - 2 howers - Chapter 3 : Cooperation, competition or alone ? Social dimensions of motivation for physical activity in VR - 2 howers

	- Chapter 4 : Build your virtual reality program to promote physical activity! Design a program and evaluate the effects on motivation. – 2 howers
Language of the course	English
Duration of the course	8 hours
Approximate timing of the year (Semester 2 ? Month?)	Second Semester (February)
Size of the audience and number of places for SEA-EU students	30 students – Ideally, 5 students from all 6 universities
Which year of study? (Bachelor level)	Bachelor level 2
Disciplinary background needed for students to participate	Students with interest in the promotion of physical activity and health in psychology.
IT solution proposed for this lesson	IT ????
Other additional information that may help to implement a bilateral cooperation	This learning online course can be considered in continuity with the course on "active commuting" offered in 2020-21 by the University of Cadiz. *Title: Active Commuting: The real tool to promote physical activity in the actual society. By Daniel Camiletti Moirón & Rocío Izquierdo Gómez.*

ANNEXE 1 – Proposing virtual lesson

	Learning Online Course (LOC)
Name of the Learning Online Course*	**Medieval History : the vikings**
Teacher in charge (Name and surname)*	**Coumert Magali**
email of Teacher in charge	coumert@univ-brest.fr
Faculty/ department	**History, Brest**
Short description of the training content and schedule	**Between the 8th and the 11th centuries, the viking phenomenon initiated a complete transformation of the societies on the shores of the North Sea and the North Atlantic.**
Language of the course	**english**
Duration of the course	**12h or 24h**
Approximate timing of the year (Semester 2 ? Month?)	**One semester**
Size of the audience and number of places for SEA-EU student	**12 students**
Which Bachelor level?	
Disciplinary background needed for students to participate	
IT solution proposed for this lesson	Virtual classroom
Other additional information that may help to implement a bilateral cooperation	

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ANNEXE 2 – Requesting virtual teacher inputs

	Requesting a teacher participation to an existing courses
Name of the Course*	
Teacher in charge (Name and surname)*	
email of Teacher in charge	
Faculty/ department	
Short description of the training content and schedule	
Language of the course	
Duration of the course	
Approximate timing of the year (Semester 2 ? Month?)	
Size of the audience	
Which Bachelor level?	
Disciplinary background of students	
IT solution proposed for this lesson	
Other additional information that may help to implement a bilateral cooperation	

ANNEXE 3 – Proposing an Intensive Course (IC)

	Intensive Course (IC)
Name of the Intensive course*	
Teacher in charge (Name and surname)*	
email of Teacher in charge	
Faculty/ department	
Approximate timing of the year	
New or already existing events ?	
Language of the IC	
Size of the audience and number of places for SEA-EU student (maximum 15)	
Bachelor level? Semester ?	
Short description of schedule training	
Disciplinary background needed for students to participate	
Training recognition (nb of ECTS,…)	

	Learning Online Course (LOC)
Name of the Learning Online Course	Introduction to Software Testing
Teacher in charge (Name and surname)	Valérie-Anne Nicolas
email of Teacher in charge	valerieanne.nicolas@univ-brest.fr
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://labsticc.univ-brest.fr/~vnicolas/index_english.html
Field of study (according to ISCED codes / please choose one)	06 Information and Communication Technologies (ICTs)
Short description of the training content and schedule	Presentation of the domain: the place of testing in a software development project, the different kinds of testing and their implementation through testing activities. Concepts of test data, test set, test criterion, test coverage, test oracle, test driven development (agile development method). Lecture can be supplemented by practical work using the Junit framework / IDE Eclipse.
Language of the course	English
Duration of the course	4h
Approximate timing of the year (Semester 2 ? Month?)	April, Mai, June or December 2021
Size of the audience and number of places for SEA-EU students	May vary, to be discussed
Which year of study? (Bachelor level)	Any year of Bachelor Level
Disciplinary background needed for students to participate	Algorithmics basics
IT solution proposed for this lesson	BBB or Zoom for online lectures

Other additional information that may help to implement a bilateral cooperation	I am open to collaborations in the field of Software testing and reliability.

Proposing lesson *Learning Online Courses - proposition for 2021-2022*

	Learning Online Course (LOC)
Name of the Learning Online Course	**Application of molecular markers to conservation biology**
Teacher in charge (Name and surname)	**Alejandro Centeno-Cuadros**
email of Teacher in	alejandro.centeno@uca.es
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	ORCID: https://orcid.org/0000-0003-4210-1128 Research Gate: https://www.researchgate.net/profile/Alejandro-Centeno-Cuadros/research
Field of study (according to ISCED codes / please choose one)	05 Natural sciences, mathematics and statistics
Faculty/ department	**Faculty of Sea and Environmental Sciences**
Short description of the training content and schedule	**Monitoring wildlife is crucial for a better design and development of management plans to protect biodiversity. However, this task might be hard to achieve if species are threatened (therefore, with a low number of individuals in the wild), when species identification is controversial due to taxonomic issues and/or if individuals are elusive or hard to trap and handle. This introductory course is intended to provide a theoretical overview of current methods in molecular ecology for monitoring wildlife, from identifying individuals without trapping them (e.g. non- invasive genetics) to species identification (e.g. environmental DNA and metabarcoding)**
Language of the course	**English**
Duration of the course	**Four hours (flexible if needed after creating a partnership)**
Approximate timing of the	**Spring**
Size of the audience and number of places for SEA- EU students	**20**
Which year of Bachelor degree?	**Third/Fourth year**
Disciplinary background needed for students to participate	Biology / Genetics

IT solution proposed for this lesson	Master class (synchronous or asynchronous) and associated IT requirements
Other additional information that may help to implement a bilateral cooperation	This course is open to modifications to be adjusted to any course related to conservation biology/genetics

Learning Online Courses - proposition for 2021-2022

	Learning Online Course (LOC)
Name of the Learning Online Course	GIS application for environmental sciences
Teacher in charge (Name and surname)	Alfredo Fernández Enríquez
email of Teacher in charge	alfredo.fernandez@uca.es
online profile of Teacher in charge (ResearchGate, linkedIn or university site)	https://orcid.org/0000-0002-5468-0174
Field of study (according to ISCED codes / please choose one)	03 Social sciences, journalism and information
Faculty/ department	Filosofía y Letras/Historia, Geografía y Filosofía
Short description of the training content and schedule	Brief introduction to geoprocessing, geostatistics, modeling and fuzzy logic in GIS
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester /Month?)	Second semester
Size of the audience and number of places for SEA-EU students	15-20
Which year of Bachelor degree?	2
Disciplinary background needed for students to participate	Basic computer skills
IT solution proposed for this lesson	GIS Software (QGIS, ArcGIS Pro), tutorial &video, online assistance
Other additional information that may help to implement a bilateral cooperation	

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Learning Online Courses - proposition for 2021-2022

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Intercultural Communication
Teacher in charge (Name and surname)	Profa. Dra. Alicia Mariscal Ríos
email of Teacher in charge	alicia.mariscal@uca.es
online profile of Teacher in charge (ResearchGate, linkedIn or university site)	https://www.researchgate.net/profile/Alicia-Mariscal https://orcid.org/0000-0002-5622-4199
Field of study (according to ISCED codes / please choose one)	02 Arts and Humanities (Linguistics)
Faculty/ department	Faculty of Humanities and Social Sciences in Cádiz. Department of Philology (Area: General Linguistics)
Short description of the training content and schedule	The aim of this course is to provide the students with information about both verbal and non-verbal aspects of cross-cultural communication, in order to avoid situations of culture shock caused by an ethnocentric perspective. 4 hours (either 2 groups → 2 hours each, or 4 hours to 1 group, divided in 2 two-hour sessions).
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester /Month?)	April Spring semester
Size of the audience and number of places for SEA-EU students	Max. 20 students
Which year of Bachelor degree?	Any year
Disciplinary background needed for students to participate	Students should be able to speak and understand English.
IT solution proposed for this lesson	Videocall (via Google Meet)
Other additional information that may help to implement a bilateral cooperation	Teachers interested in the development of cross-cultural, intercultural communication are welcome to give a lecture to my students in Cádiz on communication and sociocultural knowledge.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Marine phytoplankton: the significance of the insignificant
Teacher in charge (Name and surname)	Ana Bartual Magro
email of Teacher in charge	ana.bartual@uca.es
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://orcid.org/0000-0003-2382-6393 https://www.researchgate.net/profile/Ana-Bartual
Field of study (according to ISCED codes / please choose one)	05 Natural sciences, mathematics and statistics
Faculty/ department	Marine and Environmental Science/Biology/ Botany
Short description of the training content and schedule	We tend to relativize the importance of "what is not seen", and this also happens when we value the richness of an ecosystem, or the ecological role of an organism. At the sight of our eyes, the ocean could seen to us as a “desert of water” with, apparently, less life than a terrestrial forest. In this course, we will try to show the diversity of microscopic and photosynthetic organisms that live suspended in the oceanic water or phytoplankton, its taxonomical diversity and evolutionary and ecological significance. We finally will share some biotechnological applications of microalgae. Contents (1.5 h theoretical lesson) 1.- General introduction 2.- Main important phytoplanktonic groups 3.- Phytoplankton significance A Lesson video 1 h Seminar: Biotechnology of microalgae 1 h: Debate/questions/current topics of phytoplankton research/sharing scientific publications and debate
Language of the course	English
Duration of the course	4 h
Approximate timing of the year (Semester /Month?)	First semester (Sept-Dec.)

Size of the audience and number of places for SEA-EU students	
Which year of Bachelor degree?	It will depend of course scheme, but students need a background in basic biology. 2nd year seems appropiate
Disciplinary background needed for students to participate	General concepts of biology: levels of organization, tree of life, photosynthesis, mitosis and meiosis, plant cell.
IT solution proposed for this lesson	Virtual teaching and debate. Video lesson.
Other additional information that may help to implement a bilateral cooperation	This course has been designed in the context of general subjects as: Marine Botany Biological oceanography Marine Ecology Biotechnology

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Potential of bioactive compounds from agricultural by-products and residues in their reincorporation into the food chain.
Teacher in charge (Name and surname)	ANA BELÉN DÍAZ SÁNCHEZ CRISTINA CEJUDO BASTANTE
email of Teacher in charge	anabelen.diaz@uca.es cristina.cejudo@gm.uca.es
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://www.researchgate.net/profile/Cristina-Cejudo-Bastante https://www.researchgate.net/profile/Ana-Diaz-17
Field of study (according to ISCED codes / please choose one)	ISCED-F 07 – Engineering, manufacturing and construction
Faculty/ department	**Faculty of Sciences/Department of Chemical Engineering**
Short description of the training content and schedule	The circular economy has become a fundamental pillar in society aim to reduce the environmental impact in the productive sector. In particular, the agriculture activity produces large amounts of by-products and residues, which are promising raw materials for the production of bioactive compounds, such as, antioxidants, antimicrobials, enzymes, etc. The recovery of these compounds and their use is potentially of great interest to the food industry, as it supposes the revalorization of its own residues. These bioactive compounds can be incorporated in the food change, either as ingredients in new food formulation or in the packaging materials, to improve nutritional properties and bioactivity of foods. The course will be focused on the categories of new Functional Foods, Health Attributes, Food Preservation, Active Packaging, European Regulation and the Current Situation and Future Perspectives.
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester /Month?)	Any time, the lesson will be recorded (asynchronous) From October, year 21-22
Size of the audience and number of places for SEA-EU students	Anyone

Which year of Bachelor degree?	From second to fourth
Disciplinary background needed for students to participate	It is a general topic for students interested in Biotechnology, Food Engineering, Food Technology, Biology, Nutrition, Biochemistry, Bioprocesses.
IT solution proposed for this lesson	Lesson: Video file (MP4 or similar) Only a device for watching video will be necessary
Other additional information that may help to implement a bilateral cooperation	It is a general topic and part of the content of this lesson is included in the course of Food Biotechnology of the Biotechnology Bachelor and the Inter-University Master in Chemical Engineering, both of the University of Cadiz.

Learning Online Courses - proposition for 2021-2022

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**European Administrative Law**
Teacher in charge (Name and surname)	**Prof. Dr. Antonio Muñoz Aunión**
email of Teacher in charge	antonio.aunion@uca.es
online profile of Teacher in charge (ResearchGate, linkedIn or university site)	https://wordpress.com/home/antanasinternacional.wordpress.com. https://orcid.org/0000-0003-1793-9308.
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law Código 0421
Faculty/ department	**Public Law**
Short description of the training content and schedule	**A brief study of principles governing the adoption of laws in Europe in order to fulfill the requirements of good governance and transparency. Two hours per week**
Language of the course	**English/ French**
Duration of the course	**Two weeks in spring semester**
Approximate timing of the year (Semester /Month?)	**April Spring semester**
Size of the audience and number of places for SEA-EU students	**15 students**
Which year of Bachelor degree?	**Either at the beginning of the curricula or the last semester of studies**
Disciplinary background needed for students to participate	Civil Law, Constitutional Law, European Law, International Law
IT solution proposed for this lesson	None
Other additional information that may help to implement a bilateral cooperation	Hours of teaching can be adjusted to the needs of the host

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**Social Networks as Social Marketing tools**
Teacher in charge (Name and surname)	**Araceli Galiano Coronil**
email of Teacher in charge	Araceli.galiano@gm.uca.es
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	**https://www.researchgate.net/profile/Araceli-Galiano** **https://orcid.org/0000-0003-2270-0924**
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law
Faculty/ department	**Faculty of Social Sciences and Communication. Marketing and Communication Department**
Short description of the training content and schedule	In an environment marked by globalization and digitization, sustainability from an environmental, economic, and social perspective is marking our way of life. In this context, social marketing is becoming increasingly important in all organizations, especially in the digital environment. This discipline holds that the marketing strategy should deliver value to customers to maintain or improve both the consumer and society's well-being. The talk intends to goals: on the one hand, introduce students to social marketing and how it is used by different kind of organizations or companies. On the other hand, to teach how social networks are used in a social marketing context.
Language of the course	**English or Spanish**
Duration of the course	**Four hours**
Approximate timing of the year (Semester /Month?)	**Second Semester**
Size of the audience and number of places for SEA-EU students	**No requeriments**
Which year of Bachelor degree?	Last year student at university preferably, but it could be carried out for first o second year students
Disciplinary background needed for students to participate	Marketing Knowledge

Learning Online Courses - proposition for 2021-2022

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Meaning in interactions
Teacher in charge (Name and surname)	Bárbara Eizaga-Rebollar
email of Teacher in charge	barbara.eizaga@uca.es
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://www.researchgate.net/profile/Barbara-Eizaga-Rebollar https://orcid.org/0000-0002-1132-5164
Field of study (according to ISCED codes / please choose one)	02 Arts and humanities 0231, 0232
Faculty/ department	Faculty of Human Sciences/ Department of French and English Studies
Short description of the training content and schedule	The aim is to familiarise students with a basic understanding of the pragmatic principles that regulate human communication and utterance interpretation, looking at everyday communication examples.
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester /Month?)	Any
Size of the audience and number of places for SEA- EU students	25 students
Which year of Bachelor degree?	The year of Bachelor degree depends upon when the subject of Pragmatics is introduced within the Bachelor programme.
Disciplinary background needed for students to participate	Linguistics
IT solution proposed for this lesson	Video, Google Meet, Zoom or any other platform.
Other additional information that may help to implement a bilateral cooperation	

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**Virtual Mobility through Body Expression and Dance**
Teacher in charge (Name and surname)	• **Dr. Carmen Padilla Moledo** (Associate Professor of Body Expression and Dance subject at Degree of Sports Science) • **Dr. Inmaculada Álvarez Gallardo** (Assistant Professor of Body Expression and Dance subject at Degree of Primary Education) . Both teachers have experience on virtual teaching and internationalization teaching due their participation in Erasmus Mobility teaching and taking part as well as coordinator in Innovation Project of University of Cadiz during last academic year "Internacionalización de las aulas del Grado en Ciencias de la Actividad Física y del Deporte (GCAFD) a través de conexiones virtuales con aulas universitarias europeas." (sol-201900138398-tra). Moreover, we have experience on dance webseminar teaching.
email of Teacher in charge	carmen.padilla@uca.es, inma.alvarez@uca.es
online profile of Teacher in	See bellow (1)
Field of study (according to ISCED codes / please choose one)	01 Education
Faculty/ department	Faculty of Education, Didactics of Physical Education
Short description of the training content and schedule	Short description: Dance is an international language which offers the possibility to communicate through the body. This course offers students the possibility to discover this creative art using the creative methodology of performing arts. The aims of the present course are: • To learn how to use movement and dance as international language. • To provide resources to develop creative dance performances between students of different universities using media resources. Contents: • Dance as universal language. • Creative international performances using virtual options. • Virtual technologies in Dance Methodology: We will use an active methodology based on workgroups, cooperative learning, and challenges.
Language of the course	English
Duration of the course	4hs

Approximate timing of the year (Semester /Month?)	First semester

(1) Online profile of Teacher in

Researcher ID: F-1018-2016
ORCID: http://orcid.org/0000-0001-9691-9000 (Padilla-Moledo,C); 0000-0002-1062-8251 (Alvarez-Gallardo,I)
Publons: https://publons.com/researcher/1727558/carmen-padilla-moledo/
SCOPUS ID: 54941131800
https://www.researchgate.net/profile/Carmen_Padilla
www.adultfitstudy.uca.es

https://eumoveproject.eu

https://www.expresiva.org

Size of the audience and number of places for SEA-EU students	30 (or two small groups 15 students each, 2 hours each group)
Which Bachelor level?	Second, third or fourth year
Disciplinary background needed for students to participate	It´s recommend to be related to Sports, Dance, Body Expression or Arts courses.
IT solution proposed for this lesson	
Other additional information that may help to implement a bilateral cooperation	

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**Supercritical Fluids in Biotechnological Downstream Processes**
Teacher in charge (Name and surname)	**Casimiro Mantell**
email of Teacher in charge	Casimiro.mantell@uca.es
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://www.researchgate.net/profile/C_Mantell https://www.linkedin.com/in/casimiro-mantell https://scholar.google.es/citations?user=553hB1YAAAAJ&hl=en https://www.scopus.com/authid/detail.uri?authorId=6603760833 https://orcid.org/0000-0002-3521-0628
Field of study (according to ISCED codes / please choose one)	07 Engineering, manufacturing and construction
Faculty/ department	**Science Faculty – Chemical Engineering and Food Technology Department**
Short description of the training content and schedule	**The LOC will consist of several short videos explaining the application of Supercritical Fluid Technology in Biotechnological Processes. It will be defined the concept of supercritical fluids, as well as their potential application through operations like extraction, reaction, precipitation, and production of new materials. The course will include several real industrial examples using the technology and an introduction to the recent advances of its application in food, pharmaceuticals, or biomedicine areas. All the videos will be available on a YouTube Channel, supported by different information and some self-evaluation activities or proposal for the evaluation by the partner in a Moodle course. The SEA-EU partner can use directly the videos or include the LOC with the documentation and evaluation procedure contained in the Moodle course.**
Language of the course	**English**
Duration of the course	**4 h (3.5 h recorded in YouTube Channel + 0.5h on-line)**
Approximate timing of the year (Semester /Month?)	**Flexible during all the year. The course can be offered since November.**
Size of the audience and number of places for SEA-EU students	**Not limited. The methodology used allows the course to be given to an unlimited number of participants.**
Which year of Bachelor degree?	**Last years (third or fourth)**

Disciplinary background needed for students to participate	Lessons will be oriented to students of the last years of bachelor degree in Chemical Engineering, Biotechnology or Chemistry. Background in basic chemistry, introduction of chemical engineering and thermodynamic are necessary.
IT solution proposed for this lesson	Not necessary, the LOC will be carried out in several videos uploaded in a YouTube channel. Then a 30 min session will be displayed on-line in order to solve the students' queries by means of Google Meet, Adobe Connect or similar. The inclusion of the session in a Moodle course for evaluation depends on the SEA-EU partner.
Other additional information that may help to implement a bilateral cooperation	The LOC will be given by specialists in the Supercritical Fluids with an important expertise in research projects of this technology. The implementation of the course may contribute to future international collaborations with SEA-EU partners on research projects.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**Brand and packaging management**
Teacher in charge (Name and surname)	**César Serrano Domínguez**
email of Teacher in charge	Cesar.serrano@uca.es
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	**https://www.researchgate.net/profile/Cesar-Serrano** **https://www.linkedin.com/in/csarsd/** **Google academics** **http://orcid.org/0000-0002-7344-3166**
Field of study (according to ISCED codes / please choose one)	03 Social sciences, journalism and information
Faculty/ department	**Faculty of Social Sciences and Communication/ Marketing and Communication Department**
Short description of the training content and schedule	**Management of two of the most important attributes of the product. The members of both and the most relevant decisions made in it will be discussed. It is complemented by the presentation of cases and examples.**
Language of the course	**Spanish or french**
Duration of the course	**4 hours**
Approximate timing of the year (Semester /Month?)	**second semester, between February and June**
Size of the audience and number of places for SEA-EU students	**around 30 students**
Which year of Bachelor degree?	**Where content can be better integrated**
Disciplinary background needed for students to participate	Basic Marketing Knowledge
IT solution proposed for this lesson	Video recording with slide show, web access.

Proposing lesson

	Learning Online Course(LOC)
Nameofthe Learning OnlineCourse	**New trends in educational innovation**
Teacherincharge (Nameandsurname)	Dra.Lucía-Pilar Cancelas-Ouviña
email of Teacherincharge	lucia.cancelas@uca.es
Faculty/department	Facultad de Ciencias de laEducación Didáctica de la Lengua y laLiteratura
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	Orcid: https://orcid.org/0000-0002-4095-471X Researchgate: https://www.researchgate.net/profile/Lucia_Pilar_Cancelas-Ouvina2 Bio-data: https://indess.uca.es/dra-lucia-pilar-cancelas-ouvina/
Field of study (according to ISCED codes / please choose one)	01 Education
Shortdescriptionofthe trainingcontentand schedule	This online course will address the emerging trends in educational Innovation that are making their way into the classroom: Flipped Classroom, Visual Thinking, Design Thinking, gamification, BYOD model, Neurodidactics, mindfulness, ICT/CT integration, etc. After presenting them, some proposals will beshown to demonstrate that innovation has a place in any field, area and stage of education regardless of the age of the students. Schedule: 1.Concept of educational innovation 2.Typesof educational innovation 3. The innovative teacher 4.Trends in educational innovation 4.1. Flipped classroom 4.2. Gamification 4.3. Visual Thinking 4.4. Design Thinking 4.5. ICT integration 4.6. Neurodidactics 4.7. Mindfulness 4.8.Service-Learning 5. Innovative proposals for integrationin the classroom
Languageofthe course	**English**
Durationof the course	**4 hours**

Approximatetimingof the year (Semester/Month?)	**First semester-October2021**
Sizeof the audienceand number ofplacesforSEA-EUstudents	30
Which year of Bachelor degree?	3rdo r4th
Disciplinarybackground neededfor studentsto participate	Students belonging to the field of education
ITsolutionproposedfor thislesson	2 Videotutorials. Support material for the session. Students in groups of 3 will elaborate an innovative proposal following one of the trends presented in the course.
Otheradditional informationthatmayhelp to implementabilateral cooperation	

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**European collective agreements**
Teacher in charge (Name and surname)	**Mª Cristina Aguilar Gonzálvez**
email of Teacher in charge	**cristina.aguilar@uca.es**
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	**ORCID: orcid.org/0000-0002-7252-0414**
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law
Faculty/ department	**Derecho del Trabajo y de Seguridad Social, Facultad de Ciencias del Trabajo. Labour and Social Security Law, Faculty of Labour Science.**
Short description of the training content and schedule	• 1. Introduction. • 2. Sources: arts. 151-156 Treaty of Functioning of the European Union (Title X Social Policy) + art. 28 Charter of Fundamental Rights of the European Union. • 3. Commission's Communications on Social Dialogue. • 4. European Social Partners. • 5. Results from social dialogue: Agreements. • 6. Type of Agreements. • 7. The Agreements signed. • 8. The application. • 9. Searching the Agreements on the Internet. • 10. Practice.
Language of the course	**English**
Duration of the course	**4 hours**

Approximate timing of the year (Semester /Month?)	**2nd semester**
Size of the audience and number of places for SEA-EU students	
Which year of Bachelor degree?	**Not at the first course.**
Disciplinary background needed for students to participate	**Knowledge on Collective-Labour Law/European Union Law**
IT solution proposed for this lesson	
Other additional information that may help to implement a bilateral cooperation	**Contents could be negotiated by both professors before.**

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**Monitoring and assessment of Marine Litter**
Teacher in charge (Name and surname)	**Daniel González Fernández and Carmen Morales Caselles**
email of Teacher in charge	daniel.gonzalez@uca.es, carmen.morales@uca.es
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	**https://www.researchgate.net/profile/Daniel-Gonzalez-Fernandez** **https://orcid.org/0000-0002-6958-7845** **https://www.researchgate.net/profile/Carmen-Morales-Caselles** **https://orcid.org/0000-0002-3429-2027**
Field of study (according to ISCED codes / please choose one)	05 Natural sciences, mathematics and statistics
Faculty/ department	**Faculty of Marine and Environmental Sciences / Biology Department**
Short description of the training content and schedule	**- Introduction to Marine Litter and Plastic Pollution** **- Land-based sources of plastic pollution: riverine inputs** **- Methods for Marine Litter monitoring** **- Risk and impact of marine litter** **- Marine Litter assessment in the European Seas**
Language of the course	**English**
Duration of the course	**4 hours**
Approximate timing of the year (Semester /Month?)	**Second semester (February to June, both included)**
Size of the audience and number of places for SEA-EU students	**15 SEA-EU students (the course will be exclusively offered to SEA-EU students)**
Which Bachelor level?	**Second or Third year**
Disciplinary background needed for students to participate	

IT solution proposed for this lesson	**On-line lessons or Video recording**
Other additional information that may help to implement a bilateral cooperation	**The video recording would include slide shows for theoretical content and graphical material describing related activities in the laboratory and field work.**

Learning Online Courses - proposition for 2021-2022

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**UNCITRAL and UNIDROIT: two Institutions starring International Commercial Law**
Teacher in charge (Name and surname)	**David Morán Bovio**
email of Teacher in charge	david.moran@uca.es
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	**https://sica2.cica.es/investigan/pages/home.jsf**
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law
Faculty/ department	**Faculty of Economic Sciences, Faculty of Law / Commercial Law Department**
Short description of the training content and schedule	**1. International Commercial Law as a problem (15)* 2. Sectorial Answers: Transport (Railway, Ship and Aircraft) and General: ICC, IBA, UIA, etc. (15)* 3. Two Institutional responses: UNIDROIT and UNCITRAL: History (30)* 4. UNIDROIT achievements (75)* 5. UNCITRAL results (75)* 6. Some conclusions (30)* * minutes devoted to the subject (including questions to students and from them)**
Language of the course	**English**
Duration of the course	**4 hours (preferably continued)**
Approximate timing of the year (Semester /Month?)	**Fifth-sixth (November-April)**
Size of the audience and number of places for SEA-EU students	**Indifferent**
Which year of Bachelor degree?	**Indifferent**
Disciplinary background needed for students to participate	Some knowledge/ interest on Commercial National Law

IT solution proposed for this lesson	Zoom
Other additional information that may help to implement a bilateral cooperation	The activity could be named as an introduction to UNIDROIT and UNCITRAL web pages (because each one of them will be the 4Hs main content). It is expected that students will finish the activity with increasing knowledge about both Institutions importance for their professional lives.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Materials Selection for Design
Teacher in charge (Name and surname)	David Sales Lérida
email of Teacher in charge	david.sales@uca.es
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://directorio.uca.es/cau/directorio.do?persona=12921 http://orcid.org/0000-0001-6652-514X
Field of study (according to ISCED codes / please choose one)	07 Engineering, manufacturing and construction
Faculty/ department	Department of Materials Science, Metallurgy and Inorganic Chemistry
Short description of the training content and schedule	To select materials which best matches the requirements of a design is one of the main skills necessary to be achieved by future engineers. A systematic procedure for selecting materials and processes is presented, following the method proposed by Prof. M. Ashby (University of Cambridge, UK). The method is available as software, giving greater flexibility.
Language of the course	English or Spanish
Duration of the course	4-8 hours
Approximate timing of the year (Semester /Month?)	Semester 1 (from September to February) preferably
Size of the audience and number of places for SEA-EU students	The preferred size is 25 students in order to develop a more practical session, answering case studies.
Which year of Bachelor degree?	The contents can be adapted from basic to advanced years.
Disciplinary background needed for students to participate	Basics concepts on materials science and engineering, mainly on material properties.
IT solution proposed for this lesson	PC with internet access. The use of the materials selection software with UCA licence (Granta Edupack) may be possible, by using the broker connection (broker.uca.es).
Other additional information that may help to implement a bilateral cooperation	

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**The economic recovery after COVID-19**
Teacher in charge (Name and surname)	**Lydia Bares**
email of Teacher in charge	lydia.bares@uca.es
Faculty/ department	**Deparment of General Economics, University of Cadiz**
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	**https://www.researchgate.net/scientific-contributions/Lydia-Bares-Lopez-2148007457**
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law
Short description of the training content and schedule	**Introduction to game theory** **The prisoner's dilemma** **Nash equilibrium** **Covid-19 crisis: the solution**
Language of the course	**English**
Duration of the course	**4 hours**
Approximate timing of the year (Semester /Month?)	**I am flexible**
Size of the audience and number of places for SEA-EU students	**I am flexible, maybe 40 students is OK**
Which year of Bachelor degree?	**I am flexible, I think 4th year is OK**
Disciplinary background needed for students to participate	Economics
IT solution proposed for this lesson	Google meeting, Zoom

Other additional information that may help to implement a bilateral cooperation	I teach Economics and Microeconomics. My field of research is patenting. I can give more hours according to your needs.

Co-funded by the Erasmus+ Programme of the European Union

Learning Online Courses - proposition for 2021-2022

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Gene and Cellular Immune therapy
Teacher in charge (Name and surname)	Francisco Garcia-Cozar
email of Teacher in charge	curro.garcia@uca.es
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	Research Gate: www.researchgate.net/profile/Francisco-Garcia-Cozar orcid id: 0000-0003-3720-259X RESEARCHERID: A-6212-2013 GOOGLESCHOLAR: wr6ValAAAAAJ
Field of study (according to ISCED codes / please choose one)	09 Health and welfare
Faculty/ department	Biomedicine, Biotechnology and Public Health
Short description of the training content and schedule	Understanding genetic diseases and available molecular tools to cure or ameliorate those diseases. Understanding tools that can be used to enhance the ability of immune cells to fight cancer.
Language of the course	English
Duration of the course	from 4 to
Approximate timing of the year (Semester /Month?)	Open to negotiation
Size of the audience and number of places for SEA-EU students	Open to negotiation
Which year of Bachelor degree?	Ideally last year students. Although other possibilities are open depending on previous background
Disciplinary background needed for students to participate	Molecular Biology
IT solution proposed for this lesson	Synchronous teaching (google meet, zoom or similar)
Other additional information that may help to implement a bilateral cooperation	

	Learning Online Course (LOC)
Name of the Learning Online Course	A Glimpse into the Biogeography and Ecology of the Mediterranean Flora
Teacher in charge (Name and surname)	Fernando Ojeda-Copete
email of Teacher in charge	fernando.ojeda@uca.es
online profile of Teacher in charge (ResearchGate, linkedIn or university site)	https://www.researchgate.net/profile/Fernando-Ojeda-6 https://www.scopus.com/authid/detail.uri?authorId=57192291070 https://scholar.google.es/citations?hl=es&user=oi0zjvsAAAAJ
Field of study (according to ISCED codes / please choose one)	05 Natural sciences, mathematics and statistics
Faculty/ department	Ciencias del Mar y Ambientales (Marine and Environmental
Short description of the training content and schedule	I will briefly describe and illustrate the main geological, climatic and ecological processes that have shaped the biodiversity and functional patterns of the Mediterranean terrestrial flora, with special emphasis on the Strait of Gibraltar area (W Mediterranean region). I will do so in two lessons, delivered in two days (two hours per lesson).
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester 2 ? Month?)	Preferably within the first semester (november-december), but I might also be available during the second semester (preferably april-may)
Size of the audience and number of places for SEA-EU students	No restrictions
Which year of study? (Bachelor level)	Ideally, third or fourth year
Disciplinary background needed for students to participate	Undergraduate students in Biology/Environmental Sciences/Forestry

IT solution proposed for this lesson	Nothing in particular, apart from the audiovisual devices for online broadcasting
Other additional information that may help to implement a bilateral cooperation	To get a closer look at my academic and personal profiles, visit my website: https://fernandoojedacopete.wixsite.com/fojeda

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	WHITE BIOTECHNOLOGY
Teacher in charge (Name and surname)	GEMA CABRERA REVUELTA and JOSE MANUEL GÓMEZ MONTES DE OCA
email of Teacher in charge	gema.cabrera@uca.es /josemanuel.montesdeoca@uca.es
online profile of Teacher in charge (ResearchGate, linkedIn or university site)	**Gema Cabrera** Associate Profesor in Chemical Engineering ORCID: 0000-0002-0196-6443 ResearcherID: K-4969-2012 Scopus Author ID: 35608770800 **Jose Manuel Gomez** Full Profesor in Chemical Engineering ORCID: 0000-0002-9991-9468 ResearcherID: A-3773-2012 Scopus Author ID: 36502381800
Field of study (according to ISCED codes / please choose one)	05 Natural sciences, mathematics and statistics 07 Engineering, manufacturing and construction
Faculty/ department	**Faculty of Sciences/Department of Chemical Engineering**
Short description of the training content and schedule	White biotechnology is the branch of biotechnology that is dedicated to the industrial production through biological processes. The lesson will focus on the broad field of application of biotechnology, taking a tour of its evolution (past, present and future), the main aspects to be taken into account for the implementation of a biological process on an industrial scale will be explained, and some cases of more developed biotechnological industries. Four modules of 1 hour
Language of the course	English
Duration of the course	4 hours, which can be separated in 1 hour/section
.Approximate timing of the year (Semester /Month?)	Any time, the lesson will be recorded (asynchronous) From October, year 21-22
Size of the audience and number of places for SEA-EU students	Any size
Which year of Bachelor degree?	Second and fourth

Disciplinary background needed for students to participate	Interest in Biology, Biochemistry, Chemical Engineering, Bioprocesses.
IT solution proposed for this lesson	Lesson: Video file (MP4 or similar).
Other additional information that may help to implement a bilateral cooperation	It is a general topic for students interested in biotechnology and its industrial applications. It gives an overview of the Biotechnology degree and its career (or job) opportunities.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**Software Testing – Mutation Testing**
Teacher in charge (Name and surname)	**Pedro Delgado Pérez** **Inmaculada Medina Bulo** **Kevin Valle Gómez**
email of Teacher in charge	Inmaculada.medina@uca.es
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	• ResearchGate: Inmaculada_Medina-Bulo • LinkedIn: Inmaculada-Medina-Bulo • UCA: https://ucase.uca.es/imedinabulo • ORCID: 0000-0002-7543-2671 • SCOPUS: 22433447400 • Scholar: afehd-AAAAAJ • DBLP: Medina=Bulo:Inmaculada
Field of study (according to ISCED codes / please choose one)	06 Information and Communication Technologies (ICTs)
Faculty/ department	**Superior School of Engineering / Department of Computer Science and Engineering**
Short description of the training content and schedule	**Testing Software is a crucial activity in the development of software systems. With the increasing complexity of software projects, the industry requires incorporating graduates with adequate testing skills and preparation in this field.** **A challenge in the education of software testing is to make students perceive the benefits of writing test cases and assess their quality with advanced testing techniques. In this course, we use both, *mutation testing* and *peer testing*, two of the most used techniques to that end in the past. First, students will design a manually-written test suite for a given C++ program. Then, these two techniques will allow students to analyze how good their test suites are thanks to an objective measure of test quality (the mutation coverage) and the review and assessment of a peer's test suite (peer testing). Students usually tend to cover the basic operations while forgetting about the most advanced features.**

	Also, the possibility to review the tests implemented by a peer helps them estimate the relative quality of two comparable test suites. **An opinion survey at the end of this course last year with students of the University of Cádiz confirmed that the use of mutation testing had an impact on their perception about software testing and they mostly supported paying a higher level of attention to testing concepts in software engineering degree plans.** **Schedule:** **- (1 hour) Introduction to mutation testing and presentation of the study case for the practice lab** **- (1 hour) Manually-written test suites for a C++ program** **- (1 hour) Introduction to MuCPP** **- (1 hour) Evaluation of manually-written test suites using MuCPP**
Language of the course	**English**
Duration of the course	**4 hours**
Approximate timing of the year (Semester /Month?)	**First or Second Semester**
Size of the audience and number of places for SEA-EU students	**25**
Which year of Bachelor degree?	**3°/4°**
Disciplinary background needed for students to participate	Introduction to Software Engineering and Software Testing Introduction to C++ language
IT solution proposed for this lesson	MuCPP https://ucase.uca.es/mucpp/
Other additional information that may help to implement a bilateral cooperation	

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**The importance of The Sustainable Development Goals Fund (SDG Fund) in EU**
Teacher in charge (Name and surname)	**Iván del Pozo Rivilla**
email of Teacher in charge	Ivan.delpozo@uca.es
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	**http://orcid.org/0000-0003-0704-253X** **https://directorio.uca.es/cau/directorio.do?persona=62274** **https://www.researchgate.net/profile/Ivan-Del-Pozo-Rivilla** **https://ccmaryambientales.uca.es/wp-content/uploads/2019/01/CV-del-Pozo-Rivilla-Ivan.pdf?u**
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law
Faculty/ department	**Faculty of Economics and Business / Department of General Economics**
Short description of the training content and schedule	**The Sustainable Development Goals Fund in an environment of worsening climate change. Economic implications and EU objectives**
Language of the course	**French / Spanish**
Duration of the course	**4 hours**
Approximate timing of the year (Semester /Month?)	**Second semester of course 2020-2021 or first semester of course 2021-2022 (open for the convenience of teachers)**
Size of the audience and number of places for SEA-EU students	**It can be opened to several courses at the same time, no problem with the number**
Which year of Bachelor degree?	**cross-curricular studies for any grade level**
Disciplinary background needed for students to participate	there's no need
IT solution proposed for this lesson	Synchronous sessions of google meet with videos in the virtual campus

Other additional information that may help to implement a bilateral cooperation	They are transversal knowledge for any type of undergraduate studies, and for any level of studies. It is important to value the implication of the achievement of the **Sustainable Development Goals Fund** with the objectives set by the EU for the future of our society in the next decade

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Fluid Mechanics
Teacher in charge (Name and surname)	Francisco Javier González Gallero
email of Teacher in charge	javier.gallero@uca.es
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	Researcher ID: J-5967-2018 ORCID Code: 0000-0002-6077-5655
Field of study (according to ISCED codes / please choose one)	07 Engineering, manufacturing and construction
Faculty/ department	Escuela Politécnica Superior de Algeciras (Polytechnic School of Engineering (PSE) in Algeciras) / Applied Physics
Short description of the training content and schedule	Fluid Mechanics is a fundamental subject offered in the second year (4th semester) of the Bachelor degree in Industrial Technologies Engineering/ (GITI/GIM/GIE/GIEI). The activity proposed here consist in sharing and solving some interesting problems and exercises in Fluid Mechanics and their application to Engineering, develop CFD examples, etc., in order to motivate students' participation and joint collaboration. In any case, the most appropriate activities will be planned with the partner. The lecture contents of the subject are the following: Chapter 1: Introduction. Chapter 2: Forces in the fluid. Chapter 3: Thermodynamics. Transport phenomena. Chapter 4: Fluid Statics. Chapter 5: Kinematics. Chapter 6: Integrals extended to fluid volumes. Chapter 7: Equation of mass conservation: Continuity Equation. Chapter 8: Equation of linear momentum conservation. Integral equation. Differential equation. Chapter 9: Equation of energy conservation. Differential equation. Integral equation. Chapter 10: Dimensional Analysis. Chapter 11: Laminar unidirectional flows in liquids.

	Chapter 12: Ideal fluids.
Language of the course	This course of Fluid Mechanics is currently included in a pilot project of teaching in English developed at the School of Engineering (PSE) in Algeciras. The activity proposed in joint collaboration with the partner university will be done in English.
Duration of the course	The whole course takes 6 ECTS credits. The activity proposed would take between 4 and 8 hours (second semester of 2021-2022)
Approximate timing of the year (Semester /Month?)	Second semester of 2021-2022 / April-May
Size of the audience and number of places for SEA-EU students	15-20
Which year of Bachelor degree?	2nd (the bachelor takes 4 years)
Disciplinary background needed for students to participate	Mathematics (Calculus and Algebra) and Physics (fundamental principles).
IT solution proposed for this lesson	It will depend on the activity agreed with the partner.
Other additional information that may help to implement a bilateral cooperation	I belong to the research group of Thermal Engineering (from the University of Cádiz) whose main areas of interest are the following: - Design, optimisation and characterisation of construction solutions, HVAC systems and renewable energy facilities in buildings (thermal solar, geothermal, aerothermal, solar cooling, photovoltaic glass,...). - Characterisation of industrial equipment and processes using simulation tools (ANSYS CFX, FLUENT). In particular, my recent research areas have been the numerical simulation or air ventilation and heat convection problems.

	Learning Online Course (LOC)
Name of the Learning Online Course	Publicité et environnement: leurs enjeux éthiques et juridiques.
Teacher in charge (Name and surname)	JUANA MARÍA GONZÁLEZ MORENO
email of Teacher in charge	juanamaria.gonzalez@uca.es
Faculty/ department	**Faculté de Droit, Departement de Droit Public (UCA)**
online profile of Teacher in charge (ResearchGate, linkedIn or university site)	ORCID iD: https://orcid.org/0000-0002-8198-1060 ResearchGate: https://www.researchgate.net/profile/Juana-Maria-Gonzalez-Moreno Academia.edu: https://circulodelestrecho.academia.edu/JuanaMaríaGonzalezMoreno
Field of study (according to ISCED codes / please choose one)	03 Social sciences, journalism and information
Short description of the training content and schedule	 Spot de Font Vella Ecoligera (2010) dénoncé par FACUA (référence: www.facua.org)  Spot “No temo a nada”, BMW (03/03/2018) Ce course online porte sur le sujet consacré à la publicité et l´environnement dans la matière “Éthique de la Publicité et des Relations Publiques” (Faculté de Sciences Sociales et de la Communication, Université de Cadix). D´abord, on décrit la diversité des formes dont la publicité peut déranger l´environnement; après les limites établis à la publicité dans le système autorégulateur (ou régulation professionnelle) de la publicité en Espagne; et finalement on évalue ce sytème vues les exigences éthiques et juridiques que l´environnement pose à la publicité.

	Programme: 1. Quand la publicité dérange l´environnement. L´utilisation maladroite de l´argument écologique dans la publicité. L´utilisation de l´environnement comme la scène de la publicité. 2. Limites mis à la publicité par rapport à l´environnement: le système autorégulateur (ou professionnel) de la publicité. 3. Évaluation du système autorégulateur de la publicité. Les enjeux éthiques et juridiques du respect de l´environnement en publicité.
Language of the course	Français
Duration of the course	4 heures
Approximate timing of the year (Semester 2 ? Month?)	Pendant l´année académique 2021/2022
Size of the audience and number of places for SEA-EU students	
Which year of study? (Bachelor level)	Troixième année
Disciplinary background needed for students to participate	Aucune condition
IT solution proposed for this lesson	Des vidéos, caméra, ordinateur…
Other additional information that may help to implement a bilateral cooperation	

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**ELECTROCHEMICAL AMPEROMETRIC (BIO)SENSORS**
Teacher in charge (Name and surname)	**JOSÉ MARÍA PALACIOS-SANTANDER and LAURA CUBILLANA-AGUILERA**
email of Teacher in charge	josem.palacios@uca.es; laura.cubillana@uca.es
Faculty/ department	**FACULTY OF SCIENCES, DEPARTMENT OF ANALYTICAL CHEMISTRY**
online profile of Teacher in charge (ResearchGate, linkedIn or university site)	**José María Palacios-Santander** **Orcid:** https://orcid.org/0000-0001-5407-1208 **Research gate:** https://www.researchgate.net/profile/Jose-Palacios-Santander **Laura Cubillana Aguilera** **Orcid:** http://orcid.org/0000-0002-3559-2697 **Research gate:** https://www.researchgate.net/profile/Laura-Cubillana-Aguilera **Website of the Research group:** https://fqm249.uca.es/
Field of study (according to ISCED codes / please choose one)	05 Natural sciences, mathematics and statistics
Short description of the training content and schedule	**Training content:** **1) Brief introduction to (bio)sensors, paying special attention to electrochemical (bio)sensors (1 h)** **2) Overview about modification and immobilization techniques (1-2 h).** **3) Important concepts related to nanomaterials and electroanalytical techniques (1 h).** **4) Typical calculations and electrochemical characterization of this type of (bio)sensing devices (1-2 h; practical lessons with computers).** **Sessions of 1.5-2 h.**
Language of the course	**English**
Duration of the course	**Minimum 4 h; maximum 6 h.**
Approximate timing of the year (Semester /Month?)	**Second semester: April-May**
Size of the audience and number of places for SEA-EU students	**15-20 students**
Which year of Bachelor degree?	**Last year of Chemistry, Biotechnology or similar**
Disciplinary background needed for students to participate	**Students should possess some knowledge about instrumental analysis, preferable in electroanalytical techniques, and about the use of Excel.**
IT solution proposed for this lesson	**Personal computer or lessons in a computer room.**

Other additional information that may help to implement a bilateral cooperation	**The duration of the training content can be reduced if necessary by removing some theoretical contents. The proposed contents belongs to the academic offer of the Faculty of Sciences (UCA).**

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Management skills. Time management and dealing with complaints.
Teacher in charge (Name and surname)	José María Biedma Ferrer
email of Teacher in charge	josemaria.biedma@uca.es
Faculty/ department	Faculty of Social Sciences and Communication /Business Organisation Department
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://orcid.org/0000-0002-5120-4447
Field of study (according to ISCED codes / please choose one)	Choisissez un élément. 340 Business Studies, Management Science
Short description of the training content and schedule	• General considerations on time • Time management • The ABC of time management • Concept of complaint • Guidelines for handling complaints • How to make use of complaints
Language of the course	Spanish and french
Duration of the course	4 Hours
Approximate timing of the year (Semester /Month?)	First semester preferably
Size of the audience and number of places for SEA-EU students	Between 10 and 40 students
Which year of Bachelor degree?	From second course
Disciplinary background needed for students to participate	Basic knowledge of management

IT solution proposed for this lesson	**Computer**
Other additional information that may help to implement a bilateral cooperation	I can teach at any participating university as long as the language is Spanish or French.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	How to prepare a cash flow statement according to IAS 7. Basic level practical exercise.
Teacher in charge (Name and surname)	Juan Manuel Piñero López
email of Teacher in charge	juan.pinero@uca.es
Faculty/ department	Faculty of Economic and Business Sciences / Department of Accounting and Finance
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://www.researchgate.net/profile/Juan-Pinero-2
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law
Short description of the training content and schedule	The statement of cash flows in IAS 7. Definitions: cash flows, operating activities, investing activities and financing activities. Methods to prepare a cash flows statement Example of practical application
Language of the course	English
Duration of the course	6 hours
Approximate timing of the year (Semester /Month?)	May
Size of the audience and number of places for SEA-EU students	20
Which year of Bachelor degree?	2nd or 3rd
Disciplinary background needed for students to participate	Knowledge about Financial Accounting and Financial Reporting.
IT solution proposed for this lesson	During the session the teacher is going to use Power Point and Excel Documents. Students will have to work with an Excel template provided by the teacher.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**Women's Writings Compared**
Teacher in charge (Name and surname)	**Juan Pedro Martín Villarreal**
email of Teacher in charge	Juanpedro.martin@uca.es
Faculty/ department	**Filosofía y Letras. Department of Philology**
online profile of Teacher in charge (ResearchGate, linkedIn or university site)	**Researchgate: https://www.researchgate.net/profile/Juan-Martin-Villarreal** **ORCID: https://orcid.org/0000-0003-1682-9609**
Field of study (according to ISCED codes / please choose one)	02 Arts and humanities
Short description of the training content and schedule	**The course will be divided as follows:** **1. Video: Introduction to the main theories about women writing: 30 minutes.** **2. Forum: Is gender a clue for analysing literature?** **3. Video: Comparing women's writings from a thematic perspective: 30 minutes** **4. Reading of fragments of literary works: 2 hours** **5. Video: Gender and literary writing: origins and theoretical developments: 15 minutes** **6. Debate (through forum or online class): 45 minutes**
Language of the course	**English or Spanish**
Duration of the course	**5 hours**
Approximate timing of the year (Semester /Month?)	**Second semester/ March or April**
Size of the audience and number of places for SEA-EU students	**A 2nd year or 3rd year course: between 50 to 100 students or a postgraduate course.**
Which year of Bachelor degree?	**Second or third year or a postgraduate course.**
Disciplinary background needed for students to participate	Comparative literature, Gender Studies, Literary Theory

IT solution proposed for this lesson	Video recorded, meet session and online forum.
Other additional information that may help to implement a bilateral cooperation	

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Analyzing the heat island: urban-scale air temperature estimations through mobile transects and empirical models
Teacher in charge (Name and surname)	Laura Romero Rodríguez
email of Teacher in charge	laura.romero@uca.es
Faculty/ department	Departamento de Máquinas y Motores Térmicos, Escuela Superior de Ingeniería.
online profile of Teacher in charge (ResearchGate, linkedIn or university site)	https://directorio.uca.es/cau/directorio.do?persona=164313 https://www.scopus.com/authid/detail.uri?authorId=57041126100
Field of study (according to ISCED codes / please choose one)	07 Engineering, manufacturing and construction
Short description of the training content and schedule	General concepts about the urban heat island would be explained, together with explanations about how to gather city-scale data, carry out mobile transects to measure the urban temperatures with GPS coordinates, as well as develop empirical models to estimate the heat island under any weather conditions. The methodology explained is applicable for any geographical location around the world.
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester /Month?)	Any
Size of the audience and number of places for SEA-EU students	Any
Which year of Bachelor degree?	2nd, 3rd or 4th year
Disciplinary background needed for students to participate	Engineering students, general concepts of thermodynamics and heat transfer are advisable.

IT solution proposed for this lesson	Any
Other additional information that may help to implement a bilateral cooperation	Analyzing the urban heat island is one of my research interests, and I believe it would be very interesting for students to learn some general concepts and methodologies that I have recently developed together with my research group.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Improving energy efficiency in buildings: ways of reducing energy demands and enhancing the potential of renewable energies on a large scale
Teacher in charge (Name and surname)	Laura Romero Rodríguez
email of Teacher in charge	laura.romero@uca.es
Faculty/ department	Departamento de Máquinas y Motores Térmicos, Escuela Superior de Ingeniería.
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://directorio.uca.es/cau/directorio.do?persona=164313 https://www.scopus.com/authid/detail.uri?authorId=57041126100
Field of study (according to ISCED codes / please choose one)	07 Engineering, manufacturing and construction
Short description of the training content and schedule	The following contents could be included in the course: • Concepts about energy demand reduction in buildings through the improvement of the thermal envelope or solar control devices such as slats. • Nearly-Zero Energy Buildings. • Photovoltaic potentials at urban level. • Mitigation of Energy poverty. • Achieving energy-efficient districts on a large scale. • Demand side management concepts.
Language of the course	English
Duration of the course	4-6 hours
Approximate timing of the year (Semester /Month?)	Any
Size of the audience and number of places for SEA-EU students	Any
Which year of Bachelor degree?	2nd, 3rd or 4th year

Disciplinary background needed for students to participate	Engineering students, general concepts of thermodynamics and heat transfer are advisable.
IT solution proposed for this lesson	Any
Other additional information that may help to implement a bilateral cooperation	

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	International Managerial Skills
Teacher in charge (Name and surname)	Teacher in Charge: Macarena López-Fernández Other teachers´s team: Mar Bornay-Barrachina
email of Teacher in charge	macarena.lopez@uca.es
Faculty/ department	Business Management Department
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://www.researchgate.net/profile/Macarena_Lopez-Fernandez
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law
Short description of the training content and schedule	In the current increasingly competitive environment, managers need new skills that allow them to achieve success. Being a good communicator, creative, enterprising, capable of team working, speaking in public, harmonizing different points of view, persuading, motivating, managing projects, meetings or being able to listen are skills and aptitudes that a good management professional must demonstrate. This subject aims to help students, in a sequential and progressive way, develop that set of competences and skills for international managers. - Verbal and written communication - Emotional Intelligence - Managing Stress - Decision-Making - Managing multinational teams - International meeting management - Innovation as competitive advantage - Creating and maintaining networks - Corporate social responsibility as an international strategy
Language of the course	English
Duration of the course	4 months (February to May). Collaboration time of proposed lesson: 4 hours
Approximate timing of the year (Semester /Month?)	Second semester
Size of the audience and number of places for SEA-EU students	Audience: 40 students Number of places for SEA-UE students: 40

Which year of Bachelor degree?	Degree on Business Management with specialization in international businesses
Disciplinary background needed for students to participate	None
IT solution proposed for this lesson	The proposed lesson could be developed through google meet sessions in class or out of the timetable hours.
Other additional information that may help to implement a bilateral cooperation	The proposed lesson is open to make a work schedule for students according to teachers' criteria.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Spanish regulation on environmental crimes: special reference to toxic spills
Teacher in charge (Name and surname)	María del Mar Martín Aragón
email of Teacher in charge	mariadelmar.martin@uca.es
Faculty/ department	Derecho/Derecho Internacional Público, Penal y Procesal/ Área de Derecho Penal
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://orcid.org/0000-0002-3873-3889
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law
Short description of the training content and schedule	The aim of the course is to provide a wide overview of the Spanish regulation on environmental crimes. Specifically we will address the crimes related to toxic spills on waters and seas, not just the criminal behavior but also the criminal liability.
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester /Month?)	First semester
Size of the audience and number of places for SEA-EU students	Indifferent
Which year of Bachelor degree?	Last year
Disciplinary background needed for students to participate	No specific background needed
IT solution proposed for this lesson	Zoom, Google Meet

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	International Human Resource Management
Teacher in charge (Name and surname)	Teacher in charge: María del Mar Bornay Teacher´s team: Jaime Guerrero and Macarena López
email of Teacher in charge	mariadelmar.bornay@uca.es
Faculty/ department	Faculty of Social Sciences and Communication/ Management Department
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://www.researchgate.net/profile/Mar-Bornay-Barrachina
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law
Short description of the training content and schedule	The course on International Human Resource Management (IHRM) will cover several aspects. Specifically, students can learn about cross-culture management, expatriation practices and/or HRM comparative. Students can develop several practices through study cases and learn how to manage human resource management issues in an international context.
Language of the course	English
Duration of the course	Proposal: 4 hours
Approximate timing of the year (Semester /Month?)	Second semester; Around May-June
Size of the audience and number of places for SEA-EU students	Audience: 10-15 Students
Which year of Bachelor degree?	Bachelor Degree on Tourism
Disciplinary background needed for students to participate	We consider previous knowledge of management as a positive advantage but not limiting.
IT solution proposed for this lesson	Students can work virtually through google meet sessions in class and out of the timetable hours.

Other additional information that may help to implement a bilateral cooperation	The proposed lesson is open to make a work schedule for students according to teacher´s criteria

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Public Diplomacy and Nation Branding in the 21st Century
Teacher in charge (Name and surname)	Marcela Iglesias Onofrio
email of Teacher in charge	marcela.iglesias@uca.es
Faculty/ department	Labor Sciences Faculty, Department of General Economy, Sociology Area
Online profile of Teacher in charge (ResearchGate, linkedIn or university site)	Researchgate: https://www.researchgate.net/profile/Marcela-Iglesias-Onofrio ORCID: https://orcid.org/0000-0003-0075-7655
Field of study (according to ISCED codes / please choose one)	03 Social sciences, journalism and information
Short description of the training content and schedule	The contents of this course are: 1. New Public Diplomacy in the 21st century: from Nation-state diplomacy to City diplomacy. 2. About the concepts of Public diplomacy and Nation branding. 3. Country Branding Design Process. 4. Spain`s Nation Branding Strategy. 5. Nation Branding Index and Rankings. It would be convenient to teach the course in two separate classes of two hours each.
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester /Month?)	1º or 2º semester
Size of the audience and number of places for SEA-EU students	Any. Up to 40 students if we want to assure students active participation.
Which year of Bachelor degree?	Any

Disciplinary background needed for students to participate	This course may be interesting for students of International Relations or Political Science Bachelor degrees. It would be advisable for students to have basic knowledge of international relations.
IT solution proposed for this lesson	Google Meet, power point presentation and videos. A dynamic class with active participation of the students is proposed. Therefore, it is essential that students have a microphone to interact with the teacher and the other students.
Other additional information that may help to implement a bilateral cooperation	

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Integrated Coastal Zone Management
Teacher in charge (Name and surname)	Maria de Andres
email of Teacher in charge	maria.deandres@uca.es
Faculty/ department	Department of History, Geography and Philosophy
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://www.researchgate.net/profile/Maria-De-Andres-4 https://hum117.uca.es/orcid https://www.linkedin.com/in/maria-de-andres-garcia-6b83a256/?locale=en_US
Field of study (according to ISCED codes / please choose one)	03 Social sciences, journalism and information
Short description of the training content and schedule	Integrated Coastal Zone Management (ICZM) is a resource management system following an integrative, holistic approach and an interactive planning process in addressing the complex management issues in the coastal area. The main objective of the course is to provide knowledge of coastal zone management from an ecosystem approach. To this purpose, it is proposed an understanding of the interaction processes that occur among social, ecological and administrative environments.
Language of the course	**English**
Duration of the course	**4 hours**
Approximate timing of the year (Semester /Month?)	**First semester (if posible)**
Size of the audience and number of places for SEA-EU students	
Which year of Bachelor degree?	**From first to third**
Disciplinary background needed for students to participate	Basic coastal geography

IT solution proposed for this lesson	
Other additional information that may help to implement a bilateral cooperation	I am a marine and environmental scientist with research interests in integrated coastal zone management. I work in themes about coastal cities management, ecosystem-based management on coastal areas, ecosystem services and marine spatial planning.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	CYBERCRIME AND SOCIAL MEDIA
Teacher in charge (Name and surname)	Mariana N. Solari Merlo
email of Teacher in charge	Mariana.solari@uca.es
Faculty/ department	Department of public international law, criminal law and procedural law
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://orcid.org/0000-0002-7908-722X https://dialnet.unirioja.es/servlet/autor?codigo=3672716
Field of study (according to ISCED codes / please choose one)	03 Social sciences, journalism and information
Short description of the training content and schedule	The course analyzes cybercrime that takes place in social networks from the application of the Routine Activities Theory. The course has an important practical component aimed at making students aware of the risks associated with the victims' self-exposure and being able to offer some adequate self-protection measures to alleviate them..
Language of the course	English
Duration of the course	4 hours divided into 2 hours of explanation and 2 hours of various practical activities (eg, debates, analysis, search for statistical information, etc.).
Approximate timing of the year (Semester /Month?)	Second semester of the 2021/2022 academic year (date to be agreed between February and June 2022)
Size of the audience and number of places for SEA-EU students	In the hours devoted to practical activities, it is advisable that the size of the group is not large in order to be able to interact with the students.
Which year of Bachelor degree?	The content can be easily adapted to the audience level.
Disciplinary background needed for students to participate	It is not necessary, although knowledge of crime prevention is recommended.
IT solution proposed for this lesson	

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	SPANISH CRIMINAL POLICY
Teacher in charge (Name and surname)	Mariana N. Solari Merlo
email of Teacher in charge	Mariana.solari@uca.es
Faculty/ department	Department of public international law, criminal law and procedural law
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://orcid.org/0000-0002-7908-722X https://dialnet.unirioja.es/servlet/autor?codigo=3672716
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law
Short description of the training content and schedule	The course offers an overview of the latest trends in criminal policy in Spain. Considering the direct influence of the European Union on certain subjects and the global nature of crime, it may be of interest to students from the same geographical context in order to compare it with the decisions taken in their own country.
Language of the course	English
Duration of the course	4 hours divided into 2 hours of explanation and 2 hours of various practical activities (eg, debates, analysis, search for statistical information, etc.).
Approximate timing of the year (Semester /Month?)	Second semester of the 2021/2022 academic year (date to be agreed between February and June 2022)
Size of the audience and number of places for SEA-EU students	In the hours devoted to practical activities, it is advisable that the size of the group is not large in order to be able to interact with the students.
Which year of Bachelor degree?	Preferably for final year students. Although the content can be adapted to the audience, it is convenient that the students have a certain maturity and command of the fundamental notions of the penal system.
Disciplinary background needed for students to participate	Basic knowledge of the fundamentals of criminal law

IT solution proposed for this lesson	
Other additional information that may help to implement a bilateral cooperation	

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Screening Techniques: Electronic Noses and Tongues. Introduction to Chemometrics.
Teacher in charge (Name and surname)	Marta Ferreiro González
email of Teacher in charge	marta.ferreiro@uca.es
Faculty/ department	Faculty of Sciences/ Analytical Chemistry
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://orcid.org/0000-0003-0870-403X RG:Marta Ferreiro-González
Field of study (according to ISCED codes / please choose one)	05 Natural sciences, mathematics and statistics
Short description of the training content and schedule	Most of the methods developed for the identification and discrimination of samples from different natures are based on the separation and identification of individual compounds. However, the use of screening techniques such as electronic noses and tongues that performs an overall fingerprint of the odor or taste profile represents an important improvement in many fields (medical and pharmaceutical, food analysis, fuels, biological and forensic investigation). These techniques are rapid, reliable, ecofriendly and, easy-to-use, which are essential characteristics in routine laboratories for quality control. The use of chemometric tools such as pattern recognition are essential in order to development the characteristic fingerprint of each sample. Schedule: 1. Screening techniques: Electronic Nose and Electronic Tongue. Working Principle and Applications. (1h). 2. Chemometrics. Introduction to Pattern Recognition techniques. Hierarchical Cluster Analysis. Principal Component Analysis. Linear Discriminant Analysis. Practical cases and exercises. (3 h) These lessons are taught in the following subjects at UCA:

	- Advanced Techniques of Instrumental Analysis (fourth year of Biotechnology Degree) - Advances in Viticulture Module - Master of Agri-Food
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester /Month?)	Second semester
Size of the audience and number of places for SEA-EU students	Maximum 20 students.
Which year of Bachelor degree?	Third/four – year students or postgraduate students.
Disciplinary background needed for students to participate	Basic Concepts in Instrumental Analysis and Chemistry
IT solution proposed for this lesson	Statistical software such as SPSS, Statgraphics…
Other additional information that may help to implement a bilateral cooperation	This course can be implemented in other Sciences Degrees (Chemistry, Biology, Forensic Science…) and can be also interesting for postgraduate students (Master and PhD. students) that are involved in a research lines focused on Agri-food, Environmental or Forensic Sciences.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**Food Analysis: direct analytical methods**
Teacher in charge (Name and surname)	**Miguel Palma /Marta Ferreiro**
email of Teacher in charge	miguel.palma@uca.es, marta.ferreiro@uca.es
Faculty/ department	**Analytical Chemistry, Faculty of Sciences**
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	**https://orcid.org/0000-0001-8509-4226 (Miguel Palma Lovillo)** **https://orcid.org/0000-0003-0870-403X (Marta Ferreiro González)**
Field of study (according to ISCED codes / please choose one)	05 Natural sciences, mathematics and statistics
Short description of the training content and schedule	**Direct analytical methods for food analysis** **Spectroscopic methods: NIR, MIR and IMS** **Basics and Applications**
Language of the course	**English**
Duration of the course	**4 h**
Approximate timing of the year (Semester /Month?)	**Second semester/April**
Size of the audience and number of places for SEA-EU students	**20**
Which year of Bachelor degree?	**Last year**
Disciplinary background needed for students to participate	Running a chemistry, food science or related degree with some background on analytical sciences
IT solution proposed for this lesson	

Other additional information that may help to implement a bilateral cooperation	A 4 hours teaching course is proposed. Two options will be available Option 1. 3 hours of teaching plus 1 hour of online connection to a NIR/MIR or IMS system for the students to realize about how to apply the analytical techniques to real samples. Therefore, on-line teaching should be available Option 2. 4 hours of regular teaching with several examples of applications previously recorded.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**Food Analysis: separation analytical methods**
Teacher in charge (Name and surname)	**Miguel Palma /Marta Ferreiro**
email of Teacher in charge	miguel.palma@uca.es, marta.ferreiro@uca.es
Faculty/ department	**Analytical Chemistry, Faculty of Sciences**
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	**https://orcid.org/0000-0001-8509-4226 (Miguel Palma Lovillo)** **https://orcid.org/0000-0003-0870-403X (Marta Ferreiro González)**
Field of study (according to ISCED codes / please choose one)	05 Natural sciences, mathematics and statistics
Short description of the training content and schedule	**Separation analytical methods for food analysis** **Separation methods: SPE, LC and GC** **Basics and Applications**
Language of the course	**English**
Duration of the course	**4 h**
Approximate timing of the year (Semester /Month?)	**Second semester/April**
Size of the audience and number of places for SEA-EU students	**20**
Which year of Bachelor degree?	**Last year**
Disciplinary background needed for students to participate	Running a chemistry, food science or related degree with some background on analytical sciences
IT solution proposed for this lesson	

Other additional information that may help to implement a bilateral cooperation	A 4 hours teaching course is proposed. Two options will be available Option 1. 3 hours of teaching plus 1 hour of online connection to a LC or GC system for the students to realize about how to apply the separation analytical techniques to real samples. Therefore, on-line teaching should be available Option 2. 4 hours of regular teaching with several examples of applications previously recorded.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**Liquid Chromatography**
Teacher in charge (Name and surname)	**Miguel Palma /Marta Ferreiro**
email of Teacher in charge	miguel.palma@uca.es, marta.ferreiro@uca.es
Faculty/ department	**Analytical Chemistry, Faculty of Sciences**
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	**https://orcid.org/0000-0001-8509-4226 (Miguel Palma Lovillo)** **https://orcid.org/0000-0003-0870-403X (Marta Ferreiro González)**
Field of study (according to ISCED codes / please choose one)	05 Natural sciences, mathematics and statistics
Short description of the training content and schedule	**Liquid Chromatographic:** • **Basics** • **Instruments** • **Detection systems: PDA and MS** • **Some applications**
Language of the course	**English**
Duration of the course	**4 h**
Approximate timing of the year (Semester /Month?)	**Second semester/April**
Size of the audience and number of places for SEA-EU students	**20**
Which year of Bachelor degree?	**Last year**
Disciplinary background needed for students to participate	Running any science degree with some analytical background
IT solution proposed for this lesson	

Other additional information that may help to implement a bilateral cooperation	A 4 hours teaching course is proposed. Two options will be available Option 1. 3 hours of teaching plus 1 hour of online connection to a LC system for the students to realize about how to apply the LC to real samples. Therefore, on-line teaching should be available Option 2. 4 hours of regular teaching with several examples of applications previously recorded.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**Mass Spectrometry in Analytical Sciences**
Teacher in charge (Name and surname)	**Miguel Palma**
email of Teacher in charge	miguel.palma@uca.es
Faculty/ department	**Analytical Chemistry, Faculty of Sciences**
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	**https://orcid.org/0000-0001-8509-4226**
Field of study (according to ISCED codes / please choose one)	05 Natural sciences, mathematics and statistics
Short description of the training content and schedule	**Basics of the mass spectrometry** **Instruments** **Ionization modes** **Applications to real samples**
Language of the course	**English**
Duration of the course	**4 h**
Approximate timing of the year (Semester /Month?)	**Second semester/April**
Size of the audience and number of places for SEA-EU students	**20**
Which year of Bachelor degree?	**Last year**
Disciplinary background needed for students to participate	Running a chemistry, pharmacy, environmental sciences, marine science or related degree
IT solution proposed for this lesson	

Other additional information that may help to implement a bilateral cooperation	A 4 hours teaching course is proposed. Two options will be available Option 1. 3 hours of teaching plus 1 hour of online connection to a GC-MS or LC-MS system for the students to realize about how to apply MS to real samples. Therefore, on-line teaching should be available Option 2. 4 hours of regular teaching with several examples of applications previously recorded.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**Non-financial reporting: Regulation, implementation and assurance from an EU perspective.**
Teacher in charge (Name and surname)	**Nieves Gómez Aguilar (in charge)** **Estíbaliz Biedma López** **Javier Andrades Peña** **Jesús Herrera Madueño** **Domingo Martínez Martínez.**
Email of Teacher in charge	Nieves.gomez@uca.es
Faculty/ department	**Dpt. Financial economy and Accounting. Faculty of Economics and Business Sciences.**
Online profile of Teacher in charge (ResearchGate, Linkedin or university site)	https://www.researchgate.net/profile/Nieves-Aguilar **https://orcid.org/0000-0002-6287-0891** https://economicas.uca.es/wp-content/uploads/2020/08/CVA-19-20-G%C3%B3mez-Aguilar-Nieves.pdf?u
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law
Short description of the training content and schedule	Our intention is for the student to learn about the European Union regulations on the publication of non-financial information statements for European companies. • Introduction. • To know the European Union directives about non-financial reporting. Learn to identify updates to the regulations as they are produced. • Know good practices on the preparation of these non-financial statements. • To understand the importance of the assurance of this information. • To know the existing standards and guidelines on assurance.
Language of the course	**English**
Duration of the course	**6 hours**
Approximate timing of the year (Semester /Month?)	**Winter semester, October or November.** **Spring semester, March or April.**

Size of the audience and number of places for SEA-EU students	**A maximum of 30-45 attendants**
Which year of Bachelor degree?	**3rd year of Bachelor degree.**
Disciplinary background needed for students to participate	To know about accounting and financial statements preparation is recommended.
IT solution proposed for this lesson	Teaching online (synchronous and asynchronous), access to online apps to self-assessment and assessment.
Other additional information that may help to implement a bilateral cooperation	Self-assessment tools will be used to check students' learning progress. The above-mentioned teachers will be responsible for the development of the teaching resources and materials that will be made available to the students and the local teacher, as well as for assessing the students' learning.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Optimizing Heat Pump and Refrigeration Cycles
Teacher in charge (Name and surname)	Paloma Rocío Cubillas Fernández
email of Teacher in charge	paloma.cubillas@uca.es
Faculty/ department	Higher Politechnic Engineering School of Algeciras/Dept. of Thermal Engines and Machines
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://orcid.org/0000-0003-1015-1438 http://iiter.uca.es/mere/index.php/organizacion-academica/profesores/10-profesorado-del-master/33-energias-renovables-4
Field of study (according to ISCED codes / please choose one)	07 Engineering, manufacturing and construction 0712, 0613
Short description of the training content and schedule	Description of Heat Pump and Refrigeration Cycles (1h) Reversed Carnot Cycle (30 min) Development of several practical cases, and keys to optimizing them (2h and 30 min)
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester /Month?)	2nd semester/April
Size of the audience and number of places for SEA-EU students	20
Which year of Bachelor degree?	2º
Disciplinary background needed for students to participate	Thermodynamics Fundamentals.
IT solution proposed for this lesson	EES software
Other additional information that may help to implement a bilateral cooperation	

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Greek and Roman Sea-Gods: from cult figures to literary characters.
Teacher in charge (Name and surname)	Pamina Fernández Camacho
email of Teacher in charge	Pamina.fernandez@uca.es
Faculty/ department	Facultad de Filosofía y Letras –Departamento de Filología Clásica
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	Orcid: 0000-0003-1654-6932 Profile: https://circulodelestrecho.academia.edu/PaminaFern%C3%A1ndezCamacho
Field of study (according to ISCED codes / please choose one)	02 Arts and humanities
Short description of the training content and schedule	The idea would be to separate the course in two 2h segments. The first would be dedicated to the introduction and study of the sea-gods of the Greeks and the Romans, their cult and their associated myths. The lesson will have image and text projection. The second would deal with their literary and artistic representations from Antiquity itself to European art and literature. To make this easy to follow, and due to time restrictions, we would focus on some principal figures that accumulate the greatest part of the mentions, such as Poseidon/Neptune, Thetis and Galatea. Here, there will also be image and text projection, and probably also video and music. Both sessions will have Q&A segments. This course is primarily directed to students of literature or art, and its aim is to increase their knowledge and awareness of Classical tradition and reception in the modern languages.
Language of the course	English or Spanish
Duration of the course	4 hours.
Approximate timing of the year (Semester /Month?)	Preferably second semester (February-May), but first semester also possible.

Size of the audience and number of places for SEA-EU students	Preferably 1-40 for a better online experience, but I am open to accommodate a larger audience if necessary.
Which year of Bachelor degree?	Any.
Disciplinary background needed for students to participate	Some basic knowledge about the Classical world and the history of literature would be ideal, but not required.
IT solution proposed for this lesson	Google Meet/ Zoom.
Other additional information that may help to implement a bilateral cooperation	

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**Coastal Ecology**
Teacher in charge (Name and surname)	**Rocío Jiménez-Ramos & Luis G. Egea**
email of Teacher in charge	rocio.jimenez@uca.es
Faculty/ department	**Biology department**
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	**ResearchGate: https://www.researchgate.net/profile/Rocio-Jimenez-Ramos/research** **ORCID: https://orcid.org/0000-0003-1705-1149**
Field of study (according to ISCED codes / please choose one)	05 Natural sciences, mathematics and statistics *0521 Environmental sciences* *Environmental sciences are the study of organisms in relation to one another and to the environment.* *Programmes and qualifications with the following main content are classified here:* *Ecology*
Short description of the training content and schedule	This course explores the biotic and abiotic factors that affect coastal communities. The main coastal habitat types will be introduced in depth with physical factors, trophic levels, and the flora and fauna that inhabit these ecosystems. Human influences and global effects are discussed for each habitat type and the overall health of coastal environments, as well as their long-term conservation and protection
Language of the course	**English**
Duration of the course	**4h**
Approximate timing of the year (Semester /Month?)	**Semester**
Size of the audience and number of places for SEA-EU students	**Online session; unlimited. Probably recorded session due to the high probability of matching in field campaigns**
Which year of Bachelor degree?	**From first to third**
Disciplinary background needed for students to participate	Basic biology and ecology

IT solution proposed for this lesson	None declared
Other additional information that may help to implement a bilateral cooperation	We are postdoctoral researchers at University of Cádiz (Spain), leading several projects to assess the role of seagrass in food security, blue carbon stocks and to update seagrass extension mapping in Cádiz bay through drones. We were graduated in both Marine Sciences (2011) and Environmental Science (2012) at University of Cádiz, where we also completed our PhD with distinction in 2017. Our research focused on captured carbon and carbon export herbivory processes in seagrass ecosystems. Among other topics, we have studied the influence of hydrodynamics and global change on marine plant-consumer relationships; blue carbon stocks and dissolved organic carbon fluxes in coastal vegetated communities; and using UAV's and artificial intelligence for mapping invasive algae. Moreover, we have worked in several international centers to carry out some lines of research: Imedea-CSIC (Spain); NIOZ (The Netherlands); CIBNOR and CICIMAR (México); CMAR (Portugal); Arocha Center (Kenia); GU (Sweden). Our purpose and motivation in research is advancing in the blue carbon mitigation strategies under ecological knowledge to support coastal management and promote the coastal ecosystem conservation. We have been pursuing this through the coordination of environmental volunteering program FAMAR for 5 years, conducting educational workshops and participating in contributions of teaching innovation. We are also committed to undergraduate and master students supervision, as well as to involve citizens and stakeholders in the protection and sustainable use of coastal ecosystems.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Work, gender and work-life balance
Teacher in charge (Name and surname)	Sofía Pérez de Guzmán Padrón
email of Teacher in charge	sofia.perez@uca.es
Faculty/ department	Faculty of Labour Sciences/ Department of General Economy
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	https://orcid.org/0000-0003-0909-4640
Field of study (according to ISCED codes / please choose one)	03 Social sciences, journalism and information
Short description of the training content and schedule	From the point of view of Sociology and based on examples from research, this course has the following learning objectives: -To understand and know how to apply the concepts of inequality and difference between men and women. -To know how to analyze the social basis of gender differences and inequalities in employment and care. -To understand the problems posed by work-life balance
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester /Month?)	Any
Size of the audience and number of places for SEA-EU students	Any
Which year of Bachelor degree?	From the 2nd year
Disciplinary background needed for students to participate	Social Sciences and Humanities
IT solution proposed for this lesson	Online lesson through Google Meet or any other similar tool

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	Corrosion: Principles and Prevention
Teacher in charge (Name and surname)	Dr. Teresa Ben
email of Teacher in charge	teresa.ben@uca.es
Faculty/ department	Materials Science, Metallurgy Engineering and Inorganic Chemistry
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	SCOPUS: 35775149800 ORCID: 0000-0003-4842-1472; Research ID: B-8753-2017, Research Gate: https://www.researchgate.net/profile/Teresa-Ben
Field of study (according to ISCED codes / please choose one)	07 Engineering, manufacturing and construction
Short description of the training content and schedule	In these lecture topics related with corrosion with be dealt: Thermodynamic and kinetic aspects of corrosion (2 hours) and also the main prevention techniques (2 hours).
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester	1rt Semester
Size of the audience and number of places for SEA- EU students	Open
Which year of Bachelor degree?	3rd
Disciplinary background needed for students to	Basic knowledge in redox reactions and energetic conditions to their spontaneity (Chemistry) and basic formation in Material Science and Engineering.
IT solution proposed for this lesson	On line lectures via google meet or videos wit of line lectures in case of not agreement in availability
Other additional information that may help to implement a bilateral cooperation	The topic dealt could be supplemented with lectures on stainless steels.

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**Views of gender violence in the 19th century in Jean Lorrain**
Teacher in charge (Name and surname)	**Victoria Ferrety Montiel**
email of Teacher in charge	victoria.ferrety@uca.es
Faculty/ department	**Universidad de Cádiz**
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	**ORCID: 0000-0001-7437-4660** **ResearchID: AAT-3856-2020**
Field of study (according to ISCED codes / please choose one)	02 Arts and humanities
Short description of the training content and schedule	**Examples and characterizations of certain forms of gender violence present at the end of the 19th century**
Language of the course	**French**
Duration of the course	**Two weeks in spring semester**
Approximate timing of the year (Semester /Month?)	**April Spring semester**
Size of the audience and number of places for SEA-EU students	**25**
Which year of Bachelor degree?	**Either at the beginning of the curricula or the last semester of studies**
Disciplinary background needed for students to participate	None
IT solution proposed for this lesson	None

Proposing lesson

	Learning Online Course (LOC)
Name of the Learning Online Course	**An Introduction to Electronic Literature**
Teacher in charge (Name and surname)	**Yolanda De Gregorio Robledo**
email of Teacher in charge	yolanda.degregorio@uca.es
Faculty/ department	**Filosofía y Letras. French and English Department.**
online profile of Teacher in charge (ReserachGate, linkedIn or university site)	orcid.org/0000-0003-1446-9232
Field of study (according to ISCED codes / please choose one)	02 Arts and humanities
Short description of the training content and schedule	**The course will be divided as follows:** **1. Video: an introduction to Electronic literature: 30 minutes.** **2. Video: an introduction to the main electronic literature works: 30 minutes.** **3. Time for students to read different examples of Electronic literature: 2 hours.** **4. Conversation with students (through a forum or/and in an online class): 1 hour.**
Language of the course	**English**
Duration of the course	**4 hours**
Approximate timing of the year (Semester /Month?)	**Second semester/ March or April**
Size of the audience and number of places for SEA-EU students	**A 2nd year or 3rd year course: between 50 to 100 students or a postgraduate course.**
Which year of Bachelor degree?	**Second or third year or a postgraduate course.**
Disciplinary background needed for students to participate	English Literature, Comparative literature.
IT solution proposed for this lesson	Video recorded, meet session and online forum.

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Physics in Forensic Science - workshops/laboratory
Teacher in charge (Name and surname)	PhD Eng. Aneta Lewkowicz
email of Teacher in charge	aneta.lewkowicz@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	Physics in the forensic laboratory: - stereo microscope - scanning electron microscope - Raman spectrometer - UV-Vis spectrophotometer - spectrofluorometer - Abbe refractometer
Language of the course	English
Duration of the course	4 hours or more depending on the form of classes, the tutor proposes workshops, a form of exercise with the student's own work
Approximate timing of the year (Semester 2 ? Month?)	1 semester
Size of the audience and number of places for SEA-EU students	Classes are held in the lab or online using MS Teams, flipgird, quizizz...
Which year of study? (Bachelor level)	3
Disciplinary background needed for students to participate	Depends on the field of study, teacher is able to adjust classes to the level of knowledge of chemistry and physics by the student, the possibility of conducting classes at the basic and advanced level
IT solution proposed for this lesson	MS Teams, flipgird, quizz... Gamification Mystery Skype Global learning connecting
Other additional information that may help to implement a bilateral cooperation	Ability to teach interdisciplinary classes for forensic science majors - application of physical and chemical methods in the forensic laboratory.

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Academic Writing in English
Teacher in charge (Name and surname)	Anna Dulska
email of Teacher in charge	anna.dulska@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	The objective of this four-hour course is to assist undergraduate students in developing academic writing skills. The course commences with a brief description of the most common types of academic written work, followed by the presentation of the key features of academic writing. Subsequently, academic vocabulary is practised via an interactive test in Microsoft Forms. In the final module, the structure of an academic piece of writing is illustrated with a sample abstract and further emphasis is placed on the practice of a formal writing style. The course is divided into three modules: Module 1: The Most Common Types of Academic Writing; Characteristics of Academic Writing (90 minutes) Module 2: The Language of Academic English (60 minutes) Module 3: The Structure and Style of Academic Written Work (90 minutes)
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester 2 ? Month?)	Semester 2 (summer)
Size of the audience and number of places for SEA-EU students	15
Which year of study? (Bachelor level)	1-2
Disciplinary background needed for students to participate	The command of English at B2 level is required.
IT solution proposed for this lesson	Microsoft Teams, Microsoft Forms, Microsoft Powerpoint, Microsoft Word
Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Academic Writing
Teacher in charge (Name and surname)	Lucyna Przybylska
email of Teacher in charge	lucyna.przybylska@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	**00 Generic programmes and qualifications** 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	The course is focused on 5 topics: 1) the difference between academic writing and simple description; 2) stages in the writing of an academic paper; 3) stylistic conventions of academic writing; 4) types of scholarly publications (e.g., research paper, review article, conference papers; 5) the role of visual materials (maps, graphs, photos).
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester 2 ? Month?)	October-December 2021
Size of the audience and number of places for SEA-EU students	No limit
Which year of study? (Bachelor level)	1-2
Disciplinary background needed for students to participate	-
IT solution proposed for this lesson	Ability to present online word, PowerPoint, and pdf files
Other additional information that may help to implement a bilateral cooperation	-

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Applications of multivariate analysis
Teacher in charge (Name and surname)	Anna Gierusz
email of Teacher in charge	anna.gierusz@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law **05 Natural sciences, mathematics and statistics** 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	Two sessions of two hours each on applications of multivariate analysis: Session 1 (2 hours) – cluster analysis – how to group objects (e.g. countries, products, companies etc) using set of different characteristics Session 2 (2 hours) – linear ordering – how to rank objects characterized by many variables from most to least favourable
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester 2 ? Month?)	Fall?
Size of the audience and number of places for SEA-EU students	30
Which year of study? (Bachelor level)	2nd or 3rd
Disciplinary background needed for students to participate	Descriptive statistics (knowledge of basic statistics)
IT solution proposed for this lesson	MS Teams for live sessions R Studio (free software) for carrying out analysis
Other additional information that may help to implement a bilateral cooperation	This course is in statistics, but can be applied to various subjects. I suggest economics, business or management topics.

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	At the Rainbows end - colorful chemistry
Teacher in charge (Name and surname)	Anna Wcislo (PhD), Dorota Zarzeczańska (PhD)
email of Teacher in charge	anna.wcislo@ug.edu.pl, dorota.zarzeczanska@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	**05 Natural sciences, mathematics and statistics**
Short description of the training content and schedule	The life around us is full of colors. Their perception and origin are possible thanks to the knowledge of the concepts and mechanisms related to the absorption of light radiation of a specific wavelength. As part of the eight-hour lectures combined with the presentation of video recordings, we will present information on light radiation, electronic excitations in organic molecules and d-block metal ions accompanied by color. Then we will use these effects to identify and determine selected metal ions. We discuss their applications in endpoint detection in various analytical methods. We will show how to use compounds with chromophore properties to study the host-guest interactions discussed in supramolecular chemistry. 1. What is color? Why do we see it? How useful is it in chemistry? 2. The colors of the elements and reactions. 3. Indicators and their colors. 4. Colorful supramolecular chemistry.
Language of the course	English
Duration of the course	8 h
Approximate timing of the year (Semester 2 ? Month?)	Winter semester (September – December).
Size of the audience and number of places for SEA-EU students	Up to 100 students
Which year of study? (Bachelor level)	I-III year (Bachelor)
Disciplinary background needed for students to participate	Basics of chemistry
IT solution proposed for this lesson	MS Teams
Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Baltic Benthic Biodiversity
Teacher in charge (Name and surname)	Urszula Janas
email of Teacher in charge	Urszula.janas@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law **05 Natural sciences, mathematics and statistics** 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	How to live in unic Baltic environment (e.g. salinity, temperature and oxygen), role of benthic species and habitats, adaptations to hypoxia, non-indigenous species.
Language of the course	English
Duration of the course	4h
Approximate timing of the year (Semester 2 ? Month?)	1/November-January
Size of the audience and number of places for SEA-EU students	
Which year of study? (Bachelor level)	2-3
Disciplinary background needed for students to participate	Biology, marine biology, oceanography, nature protection
IT solution proposed for this lesson	Presentations, discussions and team exercises. MS Teams.
Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	**Basics of translation (Translating into and from dominated languages)**
Teacher in charge (Name and surname)	Assoc. Prof. Hanna Makurat-Snuzik
email of Teacher in charge	hanna.makurat-snuzik@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education **02 Arts and humanities** 03 Social sciences, journalism and information 04 Business, administration and law 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	As part of the proposed course, I would like to present the problems of translations into and from dominated languages. By dominated languages I mean not only languages that are influenced by global English, but also minority or regional tongues that rely on national languages. In particular, I would like to draw attention to translations from English and other languages into regional Kashubian (and from Kashubian into other languages). I would also like to provide hypothetical reasons for the limited number of translations from denominated languages into dominant ones. The course content will be based on my own research.
Language of the course	English
Duration of the course	4 teaching hours
Approximate timing of the year (Semester 2 ? Month?)	Semester 2
Size of the audience and number of places for SEA-EU students	not more than 60 students
Which year of study? (Bachelor level)	I, II or III
Disciplinary background needed for students to participate	linguistics, Translation Studies, Slavic Studies, English Studies
IT solution proposed for this lesson	Online meetings in real time (e.g. via Ms Teams, zoom, skype). Presentation of the material and discussion.
Other additional information that may help to implement a bilateral cooperation	When it comes to the number of teaching hours and the exact scope of the course, I am a flexible person, and I can adjust to the needs of students.

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Form to propose a Learning Online Course (LOC)

	Learning Online Course (LOC)
Name of the Learning Online Course	**Bioactive marine natural products**
Teacher in charge (Name and surname)	Hanna Mazur-Marzec; Anna Toruńska-Sitarz
email of Teacher in charge	hanna.mazur-marzec@ug.edu.pl anna.torunska@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law **05 Natural sciences, mathematics and statistics** 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	The course provides basic knowledge on the application of marine natural resources as high added value products. During the course students are introduced to such aspects of marine biotechnology as (1) metabolic diversity of marine resources; (2) role of microorganisms in biotechnology; (3) marine natural products as drugs, nutraceuticals, biomaterials, cosmetics and cosmeceuticals; (4) the pathway from discovery to application; (5) biological screening; (6) chemical and genetic methods in marine biotechnology.
Language of the course	English
Duration of the course	15 h
Approximate timing of the year (Semester 2 ? Month?)	October-January
Size of the audience and number of places for SEA-EU students	No limit
Which year of study? (Bachelor level)	2-3
Disciplinary background needed for students to participate	Basic academic courses in biology and chemistry
IT solution proposed for this lesson	MS TEAMS
Other additional information that may help to implement a bilateral cooperation	-

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	City Logistics
Teacher in charge (Name and surname)	Grażyna Chaberek
email of Teacher in charge	grazyna.chaberek@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities **03 Social sciences, journalism and information** 04 Business, administration and law 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	The city's logistics system supports the mobility of residents and the flow of resources. Efficient logistics service determines the utility of economic and social processes in the city and has a very large impact on the natural environment and quality of life. The course will discuss: 1) major contemporary logistics problems in cities, 2) spatial determinants of logistics service in cities, 3) examples of solutions, proposals of logistics solutions in cities.
Language of the course	English
Duration of the course	6 hours
Approximate timing of the year (Semester/ Month?)	October 2021- January 2022 Or February – June 2022
Size of the audience and number of places for SEA-EU students	No limit
Which year of study? (Bachelor level)	3
Disciplinary background needed for students to participate	Not required
IT solution proposed for this lesson	Multimedia presentations. MS Teams or Zoom
Other additional information that may help to implement a bilateral cooperation	---

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Consumer protection and the integration of the financial market in the European Union
Teacher in charge (Name and surname)	Marta Penczar
email of Teacher in charge	marta.penczar@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law
Short description of the training content and schedule	**Short description** The main goal is to familiarize students with the theory and practice of retail financial market integration and consumer protection on the EU. Informed and educated consumers are essential in the process of integrating retail financial markets in the EU. **Training content:** 1. Assumptions for the integration of retail financial markets in the European Union. 2. The scope and forms of consumer protection on the financial market; 3. Basic consumer rights in the single financial market in the European Union. 3. Ways of resolving disputes between clients and financial institutions **Schedule** - a series of four half-hour presentation shown over a two-week period, - an hour's online class debate in real time, - an hour of student work writing about the importance of consumer protection and the level of security in the modern financial market together with recommendations for the coming years.
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester 2 ? Month?)	November 2021
Size of the audience and number of places for SEA-EU students	Max 30-40 students
Which year of study? (Bachelor level)	II-III
Disciplinary background needed for students to participate	No need
IT solution proposed for this lesson	Computer, MS Teams, E- maila
Other additional information that may help to implement a bilateral cooperatin	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Cooperation in interorganizational networks
Teacher in charge (Name and surname)	Emilia Dobrowolska
email of Teacher in charge	emilia.dobrowolska@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	Interactive lecture: 1. To cooperate or to compete in business? How to deal with this paradox? 2. Motives and barriers for interorganizational cooperation. 3. Forms of interorganizational cooperation. 4. How innovation are created in interorganizational networks?
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester 2 ? Month?)	November or December 2021
Size of the audience and number of places for SEA-EU students	20-40 students
Which year of study? (Bachelor level)	Second year of Bachelor level
Disciplinary background needed for students to participate	The basics of management
IT solution proposed for this lesson	MS Teams
Other additional information that may help to implement a bilateral cooperation	-

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	**Corporate Failures – Reasons, Prediction and Prevention**
Teacher in charge (Name and surname)	Julia Koralun-Bereźnicka
email of Teacher in charge	jkb@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information **04 Business, administration and law** 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	Reasons for corporate failures, Failure as a process, Financial statements frauds, Mistakes leading companies to failure, Early warning systems, Financial vs non-financial symptoms of failures, life cycles, famous failures
Language of the course	English
Duration of the course	4h up to 8h
Approximate timing of the year (Semester 2 ? Month?)	Winter semester (October – January)
Size of the audience and number of places for SEA-EU students	10 or more
Which year of study? (Bachelor level)	2nd preferably
Disciplinary background needed for students to participate	English at B2 level, or higher, basics of accounting and finance
IT solution proposed for this lesson	MS Teams
Other additional information that may help to implement a bilateral cooperation	The duration and content of the course may be adopted to the needs or preferences of the hosting institution. In case of an online course, there's no upper limit concerning the audience size.

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	**Creative techniques in project management**
Teacher in charge (Name and surname)	Monika Woźniak
email of Teacher in charge	monika.wozniak@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information **04 Business, administration and law** 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	4h lecture: basic concepts and tasks of invention processes psychological inertia and its effects creative techniques methodology of problem solving based on logic and specific data - elements of TRIZ (Theory of Innovative Problem Solving) 4h workshop: building project teams case study (identifying problems and proposing their solutions with the application of TRIZ elements) presentation of solutions discussion and conclusions
Language of the course	English
Duration of the course	8 hours
Approximate timing of the year (Semester 2 ? Month?)	Semester 2
Size of the audience and number of places for SEA-EU students	16-25
Which year of study? (Bachelor level)	1-3 years
Disciplinary background needed for students to participate	no requirements
IT solution proposed for this lesson	online platform; TRIZ analysis application
Other additional information that may help to implement a bilateral cooperation	Our workshops on creative techniques can also be adapted to specific proposed subjects, also in the form of the PBL method.

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Crowdfunding – a new form of financing
Teacher in charge (Name and surname)	Angelika Kędzierska-Szczepaniak
email of Teacher in charge	angelika.kedzierska-szczepaniak@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	**04 Business, administration and law**
Short description of the training content and schedule	The aim of the course is to provide students with knowledge about the new form of financing for organizations, companies and private people – crowdfunding. There will be presented forms of crowdfunding, types of crowdfunding platforms and interesting cases of using this form of financing.
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester 2 ? Month?)	Summer/autumn 2021
Size of the audience and number of places for SEA-EU students	10-30
Which year of study? (Bachelor level)	L1/L2/L3
Disciplinary background needed for students to participate	No disciplinary background is needed
IT solution proposed for this lesson	Ms Teams
Other additional information that may help to implement a bilateral cooperation	This course is in finance but can be applied to various subjects. I suggest economics, business, entrepreneurship etc.

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Cultural interpretations of Frankenstein
Teacher in charge (Name and surname)	Monika Żółkoś, Ph. D.
email of Teacher in charge	Monika.zolkos@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education **02 Arts and humanities** 03 Social sciences, journalism and information 04 Business, administration and law 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	This course will examine cultural interpretation of one of the most famous gothic novels – Mary Shelly's *Frankenstein.* Since the publishing in 1818 the history of doctor Victor Frankenstein and the Creature has become a cultural phenomenon, that has arisen into numerous versions in literature, film, thearical performances, popculture items etc. During the course I will propose to look into cultural tradition (cinematic, literary, artistic) to understand how a famous story was transformed into a modern myth of creation. We will explore problem of alienness based on different positions of the Creature (Monster as the figure of horrifying stranger) and problematic boundaries of human technologies giving opportunity to recreate and remodel life.
Language of the course	English
Duration of the course	6 hours
Approximate timing of the year (Semester 2 ? Month?)	Semester 2
Size of the audience and number of places for SEA-EU students	Discretionary
Which year of study? (Bachelor level)	1-3
Disciplinary background needed for students to participate	Humanities, Cultural Studies
IT solution proposed for this lesson	On line; MS Teams
Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Diseases of aquatic organisms
Teacher in charge (Name and surname)	Katarzyna Smolarz
email of Teacher in charge	Katarzyna.smolarz@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law **05 Natural sciences, mathematics and statistics** 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	Characteristics of the condition defined as the full health of an organism and various types of deviations from this state. Definition of a disease, pathogen, epidemic chain. The use of diagnostic tools in wildlife and aquaculture. Consequences of diseases in aquaculture and wildlife at various levels of biological organization. Health protection of farmed organisms in terms of the quality and safety of end products.
Language of the course	English
Duration of the course	6-8 h
Approximate timing of the year (Semester/ Month?)	February-April
Size of the audience and number of places for SEA-EU students	40/40
Which year of study? (Bachelor level)	2nd or 3rd
Disciplinary background needed for students to participate	Basic biology, basic ecology, basic physiology
IT solution proposed for this lesson	Multimedia presentation, Teams or Zoom platform, Socrative (activating tools)
Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	EIDAS Regulation[1] and its impact on the principles of creating and processing accounting documents – from paper to digital accounting.
Teacher in charge (Name and surname)	Dr Cyryl Kotyla
email of Teacher in charge	cyryl.kotyla@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	**04 Business, administration and law**
Short description of the training content and schedule	**The aim of the course** is to present future changes in accounting practice and accounting software related to the implementation of the rules for electronic accounting documents (e-documents) and their electronic signing (e-signature) and electronic delivery (e-delivery). The EIDAS introduces new tools related to the creation and processing of accounting documents to the legal system of EU Member States, and thus to accounting practice: 1) a traditional paper document, currently constituting the basis for entries in the books of accounts, will soon be completely replaced by an electronic accounting document, 2) the traditional handwritten signature on accounting documents will soon be replaced by one of the electronic signatures introduced by eIDAS. **Course schedule**: 1) description of the features of the e-document, e-signature and e-delivery resulting from the EIDAS, 2) discussion and indication of the current rules for the processing of accounting documents that require changes in connection with the implementation of electronic accounting documents and their electronic delivery, 3) presentation of already implemented in practice electronic accounting documents that meet the EIDAS criteria and the method of their creation, signing and electronic sending (electronic tax returns, electronic invoices in XML format, SAF-T {Standard Audit File for Tax}), 4) indication of possible directions for the development of accounting practice and accounting software with the implementation of EIDAS.
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester 2 ? Month?)	December 2021
Size of the audience and number of places for SEA-EU students	No limit
Which year of study? (Bachelor level)	Final year of bachelor studies preferred
Disciplinary background needed for students to participate	Financial accounting
IT solution proposed for this lesson	MS Teams
Other additional information that may help to implement a bilateral cooperation	

[1] Regulation (EU) No 910-2014 of the European Parliament and of the Council of 23 July 2014 on electronic identification and trust services for electronic transactions in the internal market.

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Essentials of Corporate Fraud
Teacher in charge (Name and surname)	Olga Martyniuk
email of Teacher in charge	olga.martyniuk@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information **04 Business, administration and law** 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	During the training we will try to answer following questions: 1. Who is a typical fraudster? 2. What makes people commit fraud? 3. What are typical behavioural employee red flags? 4. What are main types of business fraud?
Language of the course	ENGLISH
Duration of the course	4 HOURS
Approximate timing of the year (Semester 2 ? Month?)	OCTOBER - DECEMBER
Size of the audience and number of places for SEA-EU students	
Which year of study? (Bachelor level)	III
Disciplinary background needed for students to participate	CORPORATE FINANCE – basic level
IT solution proposed for this lesson	MICROSOFT TEAMS, KAHOOT
Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Financial appraisal of investment projects
Teacher in charge (Name and surname)	Krzysztof Szczepaniak
email of Teacher in charge	krzysztof.szczepaniak@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	**04 Business, administration and law**
Short description of the training content and schedule	The aim of the course is to provide students with knowledge about the methods of profitability assessment. There will be presented approaches to cash flow predictions, ways of profitability ratios calculation, and investment decision-making problems.
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester 2 ? Month?)	Summer/autumn 2021
Size of the audience and number of places for SEA-EU students	10-30
Which year of study? (Bachelor level)	Second
Disciplinary background needed for students to participate	No disciplinary background is needed
IT solution proposed for this lesson	Ms Teams
Other additional information that may help to implement a bilateral cooperation	This course is in management but can be applied to various subjects. I suggest economics, business, entrepreneurship etc.

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Financial distress of local governments from the global perspective
Teacher in charge (Name and surname)	Paweł Galiński, Ph.D.
email of Teacher in charge	pawel.galinski@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law
Short description of the training content and schedule	The aim of the course is present aspects of the financial distress in local governments from the global perspective. First and foremost, it will be presented the financial, economic, social, organizational, institutional and other issues which lead to the financial difficulties of the local government units and ultimately to the crisis or bankruptcy. Furthermore, potential instruments decreasing this problem will be characterized. Moreover, it will be shown the examples of this distress in some, chosen countries. The important part of this lecture is to analyse the instruments (approaches) of the prediction of financial distress in the local units, which might be implemented by the local authorities or the other public institutions.
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester 2 ? Month?)	April – May 2021
Size of the audience and number of places for SEA-EU students	30 (Ms Teams or other tool of virtual communication)
Which year of study? (Bachelor level)	2-3
Disciplinary background needed for students to participate	-
IT solution proposed for this lesson	possibly excel
Other additional information that may help to implement a bilateral cooperation	Ms Teams or other tool of virtual communication

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	**Generation Z on The Labour Market - Characteristics and Methods of Management**
Teacher in charge (Name and surname)	**Prof. TOMASZ KAWKA, Ph.D.** HRM Department, Management Faculty, University of Gdansk
email of Teacher in charge	tomasz.kawka@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information **04 Business, administration and law** 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	Contemporary enterprises face the challenge of managing the youngest generation of employees, known as the Z generation. Research and reports from practice indicate that this is a generation that is significantly different from the Y, X or Baby Boomers generation, as e.g. FOMO, loyalty issues and a high degree of flexibility. The subject of the course will describe the characteristics of a generation (pros and cons in the perspective of employers' expectations) and will indicate the main directions of adapting innovative methods of human resource management in the context of the characteristics of this generation, such as modern forms of motivation, edutainment, job crafting, activity based workplace, and other.
Language of the course	English
Duration of the course	**4 lectures (45 minutes each)**
Approximate timing of the year (Semester 2 ? Month?)	**Winter Semester (From October 2021 till December 2021)**
Size of the audience and number of places for SEA-EU students	Not specified
Which year of study? (Bachelor level)	Best would be last classes of Bachelor Studies and in could be also dedicated for Master Studies
Disciplinary background needed for students to participate	The one of these courses should be passed: Human Resources Management, General Management, Organizational Behaviours, Psychology or Sociology of Organization
IT solution proposed for this lesson	MS Teams Office Application
Other additional information that may help to implement a bilateral cooperation	The lectures will present original research results related to the topic of lectures conducted in Poland according to the lecturer's own research concept

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	**How to survive the COVID-19 crisis using modern investment, banking and insurance products**
Teacher in charge (Name and surname)	Piotr Pisarewicz PhD University of Gdańsk
email of Teacher in charge	piotr.pisarewicz@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law
Short description of the training content and schedule	The aim of the course is to to discuss how to survive the COVID-19 financial and real economy crisis using modern investment, banking and insurance products. Main topics: 1. Unemployment, inflation, bankruptcies - the pandemic impact on the economy, social, national and international relations 2. Pandemics over the centuries v.s. Covid-19 3. Asset management and investment funds (fundamentals of a-m, types of funds, portfolio selection, international a-m market) 4. Retail banking (key elements of retail banking, global trends in retail banking, retail payment instruments (cash, cheques, debit card, credit card), loan market, mortgage credit, retail deposits, internet and mobile banking) 5.Life and nonlife insurance - categories of risks, structure and types of products, market practice
Language of the course	English
Duration of the course	4-6 h
Approximate timing of the year (Semester 2 ? Month?)	April – December 2021
Size of the audience and number of places for SEA-EU students	unlimited
Which year of study? (Bachelor level)	1-2
Disciplinary background needed for students to participate	economy and finance basics
IT solution proposed for this lesson	MS Teams
Other additional information that may help to implement a bilateral cooperation	-

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Improving personal effectiveness
Teacher in charge (Name and surname)	Piotr Wróbel
email of Teacher in charge	piotr.wrobel@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	The goal of the course is to learn and practise personal effectiveness rules, which are helpful in private and professional environment. • The concept of personal effectiveness. • Barriers to personal effectiveness. • Self-assessment of individual effectiveness. • 7 habits of highly effective people approach. The course will be run as a workshop requiring active participation of students (individual and team exercises).
Language of the course	English
Duration of the course	5 hours
Approximate timing of the year (Semester 2 ? Month?)	Second part of 2021 – between October and December
Size of the audience and number of places for SEA-EU students	20 students (maximum)
Which year of study? (Bachelor level)	All years
Disciplinary background needed for students to participate	None
IT solution proposed for this lesson	MS Teams
Other additional information that may help to implement a bilateral cooperation	-

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Intercultural Communication
Teacher in charge (Name and surname)	dr hab. Magdalena Bielenia-Grajewska, Associate Professor
email of Teacher in charge	magdalena.bielenia-grajewska@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	02 **Arts and humanities**
Short description of the training content and schedule	Aims of the course: The aim of the course is to facilitate intercultural communication among the future workers of companies and organizations. Students will have the opportunity to improve their communicative competence, indispensable in today's business reality, by learning about the role of communication and culture in modern business. Understanding the interrelation between communication and culture will make students more confident as far as communication with other cultures is concerned. Students will have the chance to master their communicative potential and increase their understanding of cultural differences by learning how communication and culture matter in standard communication as well as in crisis communication, in online and offline settings. Course syllabus: Culture: type of culture, cultural differences, culture shock; Communication: models, elements of communication and its functions, Verbal and Nonverbal communication, Marketing, Branding and Localization; Culture, Communication and Management Styles; Crisis Communication; Identity (national, regional and professional) in Communication; Humour and Stereotypes in Business
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester 2 ? Month?)	Any time
Size of the audience and number of places for SEA-EU students	any size
Which year of study? (Bachelor level)	any level
Disciplinary background needed for students to participate	For everyone
IT solution proposed for this lesson	Ms Teams or Zoom
Other additional information that may help to implement a bilateral cooperation	-

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Introduction to Polish Literature and Culture
Teacher in charge (Name and surname)	Magdalena Horodecka
email of Teacher in charge	magdalena.horodecka@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	The Course is a comprehensive introduction to important fields of Polish Culture – everyday life, literature, music, paintings and architecture. We will start with Slavonic routes of Polish Culture and then examine the masterpieces of Polish Medieval, Renaissance, Baroque, Enlightenment and Romantic Period. The majority of time will be devoted to contemporary Polish Culture.
Language of the course	English
Duration of the course	15 hours
Approximate timing of the year (Semester 2 ? Month?)	Winter semester
Size of the audience and number of places for SEA-EU students	25
Which year of study? (Bachelor level)	1, 2, 3
Disciplinary background needed for students to participate	-
IT solution proposed for this lesson	Ms Office
Other additional information that may help to implement a bilateral cooperation	The subject is designed to help students considering studying in Poland or interested in history and art of Central European Region.

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	**Introduction to wellbeing tourism**
Teacher in charge (Name and surname)	Robert Bęben, Associate Professor Anna Dziadkiewicz, Assistant Professor
email of Teacher in charge	anna.dziadkiewicz@ug.edu.pl robert.beben@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information **04 Business, administration and law** 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	Wellbeing tourism is a specific type of tourism that is composed of products and services, intended to promote and maintain a positive health of body, mind and soul, drawn upon a sustainable interaction with the surrounding environment and community. During the classes, students will learn what wellbeing tourism and the profile of a wellbeing tourist is and how to create USPs. They will also learn how to run a business based on wellbeing from an entrepreneurial perspective, what the criteria are for being a wellbeing organization and how to create wellbeing in the workplace. Schedule: (1) Introduction of sustainable tourism; (2) fundamentals of wellbeing tourism; (3) selecting and attracting wellbeing target markets; (4) introduction to the Unique Selling Points. USP in wellbeing tourism – the case of Pomerania Region in Poland; (5) Criteria for wellbeing tourism; (6) wellbeing in the workplace.
Language of the course	English
Duration of the course	To be agreed. We offer a total of 4 hours, including up to 3 hours of educational films provided by the Polish team.
Approximate timing of the year (Semester 2 ? Month?)	Winter semester (October 2021)
Size of the audience and number of places for SEA-EU students	Unlimited
Which year of study? (Bachelor level)	any year of Bachelor level
Disciplinary background needed for students to participate	Interest in new types of tourism and tourism management
IT solution proposed for this lesson	Online course
Other additional information that may help to implement a bilateral cooperation	We recommend that the co-lecturer wants to give a lecture covering complementary topics. We suggest that they do a lecture titled introduction to sustainable tourism and a theoretical introduction to USP (then we will show this with an example).

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Investment in City Development
Teacher in charge (Name and surname)	Anna Wojewnik-Filipkowska
email of Teacher in charge	Anna.filipkowska@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	**04 Business, administration and law**
Short description of the training content and schedule	The aim of the course is to provide students with knowledge about investment in city development in the requirements of sustainable development. The course is based on tutor's introduction and team tasks solving. After the course the student knows how to perform preliminary location analysis, stakeholder analysis and prepare preliminary investment plan for a selected localisation. The schedule is based on theoretical lecture (1 hour), on line interactive workshop (1 hour), student individual and team work (1 hour), online presentation and discussion (1 hour).
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester 2 ? Month?)	May/June 2021; October/November 2021
Size of the audience and number of places for SEA-EU students	8-16 students
Which year of study? (Bachelor level)	1, 2, 3
Disciplinary background needed for students to participate	No disciplinary background is needed
IT solution proposed for this lesson	Ms Teams
Other additional information that may help to implement a bilateral cooperation	The scope of the class and the schedule can be adjusted to different number of hours (max 15 hours). The more hours is dedicated, the more deeper is the analysis. The course can be a part of a class related to capital investment management, real estate development and investment project.

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Marine alien species
Teacher in charge (Name and surname)	Halina Kendzierska
email of Teacher in charge	Halina.kendzierska@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law **05 Natural sciences, mathematics and statistics** 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	The LOC will focus on non-native fauna of marine coastal waters. Proposed course subjects: The terminology associated with introduced species. Dispersal methods - vectors, purposes and routes of transport. Types of organisms that can become invasive. Invasion model. World's Worst Marine Invasive Alien Species. Threat to native living marine resources. The Baltic—a sea of invaders. (4-6 x 45 minutes)
Language of the course	English
Duration of the course	4-6 hours
Approximate timing of the year (Semester/ Month?)	October - January
Size of the audience and number of places for SEA-EU students	No limit
Which year of study? (Bachelor level)	2nd or 3rd
Disciplinary background needed for students to participate	Not required
IT solution proposed for this lesson	Multimedia presentations. MS Teams or Zoom
Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Marine Botany
Teacher in charge (Name and surname)	Sylwia Śliwińska-Wilczewska
email of Teacher in charge	sylwia.sliwinska-wilczewska@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	**05 Natural sciences, mathematics and statistics**
Short description of the training content and schedule	The course will focus on the latest taxonomy of cyanobacteria and algae in the aquatic environment (theoretical and practical part). The course will include such themes as: • characteristics of photosynthetic prokaryotes (Cyanobacteria) • characteristics of photosynthetic eukaryotes (microalgae – Glaucophyta, Miozoa, Euglenozoa, Haptophyta, Bacillariophyta, Cryptophyta, Ochrophyta) • characteristics of photosynthetic eukaryotes (macroalgae – Ochrophyta, Rhodophyta, Chlorophyta, Charophyta) • practical use of cyanobacteria and algae The course will be made of: • a series of six 45 minutes lectures • a series of six 45-minute independent activities performed by students (determining and drawing of the algal material) • one short knowledge verification test
Language of the course	English
Duration of the course	12h
Approximate timing of the year (Semester 2 ? Month?)	September-November 2021 but I am rather flexible
Size of the audience and number of places for SEA-EU students	No limit
Which year of study? (Bachelor level)	1 – 3 year
Disciplinary background needed for students to participate	Biology, marine biology, oceanography
IT solution proposed for this lesson	MS Teams
Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	**Measurement of Job Satisfaction and Methods of Satisfaction Management in a Modern Organization**
Teacher in charge (Name and surname)	**Agata Borowska-Pietrzak Ph.D.** HRM Department, Management Faculty, University of Gdansk
email of Teacher in charge	agata.borowska-pietrzak@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information **04 Business, administration and law** 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	The content of the proposed lecture will discuss the basic conditions, contemporary concepts, and the importance in HRM - feeling satisfied with work as a key condition for work efficiency, motivation and commitment. The lecture will discuss the most important assumptions of the main models of satisfaction in the work process, as well as the methods and ways of measuring satisfaction (e.g. MSQ survey). Against this background, the main, contemporary concept of shaping the attributes of human well-being in the work environment will be presented. The main part of the lecture will be a presentation of Agata Borowska Pietrzak own original measurement tool (P.A.S.Z. -Measurement of Job Satisfaction Attributes), which has been used in the author's own research for many years. Students will be able to self-diagnose their level of deceptive satisfaction with this tool.
Language of the course	English
Duration of the course	**4 lectures (45 minutes each)**
Approximate timing of the year (Semester 2 ? Month?)	**Winter Semester (From October 2021 till December 2021)**
Size of the audience and number of places for SEA-EU students	Not specified
Which year of study? (Bachelor level)	Students of Bachelor Studies as well Students of Master Studies
Disciplinary background needed for students to participate	The one of these courses should be passed: Human Resources Management, General Management, Organizational Behaviours, Psychology or Sociology of Organization
IT solution proposed for this lesson	MS Teams Office Application
Other additional information that may help to implement a bilateral cooperation	The lectures will present original research results related to the topic of lectures conducted in Poland according to the lecturer's own research concept.

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Micropaleontology tools in environmental reconstructions
Teacher in charge (Name and surname)	Patrycja Jernas, Jarosław Pędziński
email of Teacher in charge	patrycja.jernas@ug.edu.pl; jaroslaw.pedzinski@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law **05 Natural sciences, mathematics and statistics** 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	The course is focused on: A) 1. Major groups of microfossils. 2. Environmental factors in the distribution of organisms. 3. Research methodology of *Foraminifera*. 4. Application of *Foraminifera, Radiolaria* and *Dinoflagellates* in environmental reconstructions of the North Atlantic in Quaternary records. B) 1. Characteristic of diatoms. 2. Occurrence of diatom flora in aquatic ecosystems and their bioindicative value. 3. Research methodology of diatoms. 4. Diatom diagrams and their interpretation. 5. Application of diatoms analysis in the Quaternary sediments.
Language of the course	English
Duration of the course	4 h
Approximate timing of the year (Semester 2 ? Month?)	2/April/May 2022
Size of the audience and number of places for SEA-EU students	No limit
Which year of study? (Bachelor level)	2nd or 3rd
Disciplinary background needed for students to participate	Natural science, basic academic
IT solution proposed for this lesson	MS Teams
Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	New Product Development
Teacher in charge (Name and surname)	Sylwia Badowska, PhD
email of Teacher in charge	sylwia.badowska@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information **04 Business, administration and law** 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	New Product Development studies support students to become professionals in the industry, teaching them how to help businesses successfully develop innovations.
Language of the course	English
Duration of the course	6h
Approximate timing of the year (Semester 2 ? Month?)	October-November 2021
Size of the audience and number of places for SEA-EU students	30
Which year of study? (Bachelor level)	III
Disciplinary background needed for students to participate	Basis of marketing
IT solution proposed for this lesson	Internet access
Other additional information that may help to implement a bilateral cooperation	Research on consumer behaviour

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Place marketing of cities and regions – an introduction.
Teacher in charge (Name and surname)	Julia Ziółkowska
email of Teacher in charge	julia.ziolkowska@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities **03 Social sciences, journalism and information** 04 Business, administration and law 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	The goal of the course is to introduce students to the concept of place marketing and place branding understood as a mean to achieve sustainable development. Main topics: 1. Defining place marketing and place branding 2. Benefits and challenges of place marketing for cities and regions 3. Case study of a city or region marketing strategy The course includes: - 2 hours of theoretical introduction - 1 hour dedicated to a case-study (solving and discussion) - 1 hour of problem-based students group work
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester 2 ? Month?)	November – December 2021
Size of the audience and number of places for SEA-EU students	No limit
Which year of study? (Bachelor level)	1 – 2 year
Disciplinary background needed for students to participate	General knowledge, basic economy and social science
IT solution proposed for this lesson	MS Teams
Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	**Process and project oriented organization**
Teacher in charge (Name and surname)	Piotr Sliż
email of Teacher in charge	piotr.sliz@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information **04 Business, administration and law** 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	Processes and projects occur in all organization. The aim of this course is to present the need of the interoperability in business process management and project management. The course includes the concept of process and project oriented organization and evolution from functional to process-design organization in the dimensions of the functioning system and organizational structure.
Language of the course	English
Duration of the course	4h
Approximate timing of the year (Semester 2 ? Month?)	from April 2021 to December2021
Size of the audience and number of places for SEA-EU students	50
Which year of study? (Bachelor level)	L1-L3
Disciplinary background needed for students to participate	Management Organizational theory
IT solution proposed for this lesson	Lecture: MS Teams / Zoom IT solutions: BOC Adonis, Celonis Snap (Process mining)
Other additional information that may help to implement a bilateral cooperation	-

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	**Resilience and Uncertainty Management for Changemakers (bootcamp)**
Teacher in charge (Name and surname)	Adam Jagiello-Rusilowski, PhD
email of Teacher in charge	Adam.Jagiello-Rusilowski@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications
Short description of the training content and schedule	The aim of the course is to facilitate the students, who want to have some social impact, to: - understand interdisciplinary concepts related to working in turbulent times as changemakers - design interventions for professional groups or organizations which experienced adversity and need to bounce back strengthened - raise self-efficacy beliefs about becoming resilient leaders of change. The participants will be introduced to the VUCA environment characteristics and strategies to deal with its challenges, in particular, professional uncertainty. They will gain personal and professional insights into processes that build resilience as ever growing in importance ability for leaders to rebound from adversity or extreme stress (e.g. caused by the pandemic) more resourceful and help others persevere in spite of failure or misfortune. The participants will be trained in techniques for building trust, mindfulness, empathetic communication and creative problem solving in teams. Elements of design thinking and improv will be used to enable the students to experience the benefits of bonding and networking in the face of uncertainty. E-portfolio will be introduced as a tool for reflective practice and protocols to ensure quality and sustainability of their leadership. The course will have a format of a bootcamp: 2 meetings of 3 hours each.
Language of the course	English
Duration of the course	6 hours over the period of two weeks
Approximate timing of the year	Last week of May and the first week in June
Size of the audience and number of places for SEA-EU students	12-16 students /10 for SEA-EU students
Which year of study?	Year 2 (BA)
Disciplinary background needed for students to participate	Education/Psychology/Management/Business/Health & Welfare
IT solution proposed	MS Teams or zoom
Other additional information	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Sea-gnificance. Cultural geographies of seas and oceans
Teacher in charge (Name and surname)	Mariusz Czepczyński
email of Teacher in charge	mariusz.czepczynski@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities **03 Social sciences, journalism and information** 04 Business, administration and law 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	The course will focus on changing meaning of sea and its significance in contemporary cultures. The lectures will include such themes as: ▪ The essence of sea: perspectives, representations and toponymies ▪ Between divine and evil: aquatic myths and (hi)stories ▪ Sea of mobilities, sea of possibilities: transport and migrations ▪ Swimming economies and drowning environment: sea of globalisation ▪ Leisure and popular culture: beyond sun, sand and sea ▪ Sea of tomorrow: dreams and future scenarios The course will be made of: ▪ a series of six 45 minutes lectures ▪ an hour's online class debate in real time, ▪ an hour of student work writing up their perceptions of the material shared
Language of the course	English
Duration of the course	8 hours but can do it is short 4 hours
Approximate timing of the year (Semester 2 ? Month?)	Semester 2, I am rather flexible
Size of the audience and number of places for SEA-EU students	
Which year of study? (Bachelor level)	2nd or 3rd
Disciplinary background needed for students to participate	Basic academic, natural sciences, social sciences, humanities
IT solution proposed for this lesson	MS Teams
Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Standard Costing for Production (SCP)
Teacher in charge (Name and surname)	Jaroslaw Kujawski
email of Teacher in charge	jaroslaw.kujawski@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information **04 Business, administration and law** 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	The general aim of the course is to explain the basic principles of standard costing as applied in production environments along with basic variance reporting and analysis. The course content is as follows: 1) Assumptions of standard costing; 2) Static and flexible budgets for revenues, costs and earnings; 3) Analytical and operational P&L reports on actual-vs-budget variances; 4) Analysis and interpretation of revenues, costs and earnings variances.
Language of the course	English
Duration of the course	12-16 hrs (1 hrs = 45 minutes)
Approximate timing of the year (Semester 2 ? Month?)	Spring/summer semester preferably
Size of the audience and number of places for SEA-EU students	Up to 16
Which year of study? (Bachelor level)	3rd; final year
Disciplinary background needed for students to participate	Management Accounting required, Cost Accounting recommended
IT solution proposed for this lesson	Spreadsheet, PowerPoint
Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	**Tax accounting**
Teacher in charge (Name and surname)	Maciej Leszek Hyży
email of Teacher in charge	maciej.hyzy@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	During this training I am going to present the basic rules of main tax obligatory in Poland, particularly corporate income tax, personal income tax, social contribution, VAT. I would like to present how to calculate income tax especially presenting not deductible income and costs, how properly calculate monthly salary of employees and social contribution, how calculate the VAT. I will also introduce the reconciliation between tax declaration: VAT, CIT, PIT and social contribution to accounting ledgers. I am going to give the students many practically examples from practice and uses during course the computer system.
Language of the course	English
Duration of the course	1 semester 24 hours
Approximate timing of the year (Semester 2 ? Month?)	I prefer to provide that course in Winter semester
Size of the audience and number of places for SEA-EU students	30 – 40 students
Which year of study? (Bachelor level)	3-rd year, students should have basic knowledge of financial accounting and tax
Disciplinary background needed for students to participate	Finance and accounting
IT solution proposed for this lesson	I would like to present tax accounting in Polish accounting system. The proposition is Optima.
Other additional information that may help to implement a bilateral cooperation	Mobile phone +48 661 604 459

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	The European Green Deal - opportunities and challenges
Teacher in charge (Name and surname)	Paweł Wiśniewski
email of Teacher in charge	pawel.wisniewski@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	**03 Social sciences, journalism and information** 04 Business, administration and law 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	Climate change and environmental degradation are an existential threat to Europe and the world. The course will focus on the idea of a European Green Deal - a plan to make the EU's economy sustainable. The lectures will include such themes as: 1) What is the European Green Deal?; 2) European Green Deal policy areas; 3) Key elements of the European Green Deal strategy; 4) The European Green Deal and rural areas. The course will be made of: lectures with presentations (4 x 45 minutes)
Language of the course	English
Duration of the course	4 hours
Approximate timing of the year (Semester 2 ? Month?)	December 2021/January 2022 or May 2022/June 2022
Size of the audience and number of places for SEA-EU students	No limit
Which year of study? (Bachelor level)	1 or 2
Disciplinary background needed for students to participate	Not required
IT solution proposed for this lesson	Multimedia presentations. MS Teams
Other additional information that may help to implement a bilateral cooperation	---

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	The Short Journey to The Planet of Accounting
Teacher in charge (Name and surname)	Monika Mazurowska
email of Teacher in charge	monika.mazurowska@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	Learning the basics of accounting in connection with other fields of science: astronomy, geography, biology, physics, and even architecture as an idea for introducing mnemonics to learning the basic concepts and rules of accounting. Astronomy - we get to know the accounting planet (assets and liabilities). Geography - we learn the position of assets and liabilities in the balance sheet. Physics - the principle of conservation of energy, i.e. the principle of double writing; economic operations and their recording on accounts. Biology - horizontal division of accounts. Architecture - costs by type and by cost centers. One topic takes about 1 hour.
Language of the course	English or Polish.
Duration of the course	From 4 to 8 hours (it depends on how much exercise we decide to do).
Approximate timing of the year (Semester 2 ? Month?)	May - June 2021 or October-November 2021.
Size of the audience and number of places for SEA-EU students	15 -20 people optimally; for bigger groups some changes necessary.
Which year of study? (Bachelor level)	First or second year. Suitable for students who have not studied accounting so far.
Disciplinary background needed for students to participate	No background needed – it is first touch with accounting.
IT solution proposed for this lesson	MS Teams via Internet or App, some educational App like Wordwall, Kahoot or Padlet via Internet.
Other additional information that may help to implement a bilateral cooperation	You can choose from proposed topics. We can use the national balance sheet or IFRS layout or even make some basic comparison.

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Trends in Reforming Pensions
Teacher in charge (Name and surname)	Kamila Bielawska PhD (Econ)
email of Teacher in charge	kamila.bielawska@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law 05 Natural sciences, mathematics and statistics 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	1. Foundations of pensions and pension systems. Types of pension plans. 2. Changing role of the state, employers and individuals in retirement income provisions. 3. Impact of behavioral sciences on pensions reforms (case studies)
Language of the course	English
Duration of the course	6 hours
Approximate timing of the year (Semester 2 ? Month?)	October – November 2021
Size of the audience and number of places for SEA-EU students	Up to 50 students, including up to 25 SEA-EU students
Which year of study? (Bachelor level)	2nd or 3rd (preferred)
Disciplinary background needed for students to participate	Social policy, public finance, financial markets
IT solution proposed for this lesson	MS Teams
Other additional information that may help to implement a bilateral cooperation	I will gladly share and/or develop the content with somebody interested in social policy, behavioral science, economics, finance or insurance

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Usability of ETL (Extract-Transform-Load) methodology in GIS analysis
Teacher in charge (Name and surname)	Maciej Markowski
email of Teacher in charge	maciej.markowski@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law **05 Natural sciences, mathematics and statistics** 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	Goals/scope: - introduction to ETL (Extract-Transform-Load) methodology as a part of geospatial data analysis, - ETL & GIS 'cooperation', - make students aware of the necessity of data integration – empowering data, new opportunities, data quality, - case studies: familiarize students with web data scrapping by using ETL tool (FME 'SAFE'), data enrichment. Schedule: - 2 x 45 minutes of lectures, - 2-4 x 45 minutes of demo presentation – data playground, case study/ies.
Language of the course	English
Duration of the course	4-6 hrs
Approximate timing of the year (Semester 2 ? Month?)	October-December 2021
Size of the audience and number of places for SEA-EU students	No limitation
Which year of study? (Bachelor level)	2nd or 3rd
Disciplinary background needed for students to participate	Not required but would be beneficial: GIS concept - general understanding, geospatial data analysis, natural sciences.
IT solution proposed for this lesson	MS TEAMS: presentations, life demo.
Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	**Visualisation of measurement data in GIS**
Teacher in charge (Name and surname)	Agnieszka Wochna
email of Teacher in charge	agnieszka.wochna@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law **05 Natural sciences, mathematics and statistics** 06 Information and Communication Technologies (ICTs) 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	The way from measurement data (in a table with coordinates) to a map showing spatial variability of measured parameters. This will include – preparation of coordinates to GIS, displaying measurements points on the map, use of appropriate projection and visualisation of variability of measured parameters. The last part consists of preparing a layput of a map with needed elements, like scale, north arrow and legend. Three meetings of 2 hours are planned.
Language of the course	English
Duration of the course	6 hours
Approximate timing of the year (Semester 2 ? Month?)	October-January 2021
Size of the audience and number of places for SEA-EU students	No limit
Which year of study? (Bachelor level)	2 , 3
Disciplinary background needed for students to participate	Not required
IT solution proposed for this lesson	MS Teams , ArcGIS PRO (computers with 8 GB RAM are needed)
Other additional information that may help to implement a bilateral cooperation	---

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	**Women in the French Revolution**
Teacher in charge (Name and surname)	Anna Łysiak-Łątkowska (Lysiak-Latkowska)
email of Teacher in charge	anna.lysiak-latkowska@ug.edu.pl
Field of study (according to ISCED codes / please choose one)	02 Arts and humanities
Short description of the training content and schedule	Lectures on the participation of women in the French Revolution: Théroigne de Méricourt, Olimpe de Gouges, Madame Roland, Charlotte Corday. The activity of each of them was of a different nature. The participation of women in the French Revolution shows their real presence and activity in the political and social spheres. The participation of women and their importance and the long-term impact on changing the status of women is the main topic of the proposed lectures.
Language of the course	French
Duration of the course	5 lessons
Approximate timing of the year (Semester 2 ? Month?)	Semester 1 in 2021/2022
Size of the audience and number of places for SEA-EU students	up to 20 students
Which year of study? (Bachelor level)	L1, L2, L3
Disciplinary background needed for students to participate	useful but not necessary humanities
IT solution proposed for this lesson	MS TEAMS
Other additional information that may help to implement a bilateral cooperation	Proposed: 4 meetings of 45 minutes as a presentation of the images of women in the French Revolution (2 meetings of 45 minutes per week) 1 meeting of 45 minutes as a discussion on the importance of women's participation in the French Revolution-one week 5 meetings of 45 minutes in total over three weeks

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Alphabet of good night sleep
Teacher in charge (Name and surname)	Renata Pecotic
Email of Teacher in charge	renata.pecotic@mefst.hr
Field of study (according to ISCED codes / please choose one)	Life sciences
Short description of the training content and schedule	Lectures (6 hours): Number of hours: Why do we sleep? 2 Sleep and academic performance 2 Sleep related breathing disorders 2
Language of the course	English
Duration of the course (Number of the proposed hours)	6 hours
Approximate timing of the year (Month?)	
Size of the audience and number of places for SEA-EU students	No limits
Which year of study? (Bachelor level)	2nd year students
Disciplinary background needed for students to participate	life sciences background
IT solution proposed for this lesson	Moodle/Ms Teams

Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Corporate frauds: prevention and detection
Teacher in charge (Name and surname)	Marijana Bartulović, associate professor
Email of Teacher in charge	marijana@unist.hr
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law
Short description of the training content and schedule	Within this online course basic characteristics of frauds will be presented: definition, meaning and characteristics. Moreover, role of forensic accounting in fraud prevention and detection as well as fraud triangle and indicators of fraud will be presented. At last, students will be familiar with some of the examples of corporate frauds.
Language of the course	English
Duration of the course (Number of the proposed hours)	4 hours
Approximate timing of the year (Month?)	October or November
Size of the audience and number of places for SEA-EU students	Not limited
Which year of study? (Bachelor level)	Third year of study
Disciplinary background needed for students to participate	-
IT solution proposed for this lesson	Internet access.
Other additional information that may help to implement a bilateral cooperation	-

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Cost Accounting
Teacher in charge (Name and surname)	Petar Pepur
Email of Teacher in charge	ppepur@oss.unist.hr
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law
Short description of the training content and schedule	• Explain the concept and role of cost accounting in the business management of manufacturing and non-manufacturing companies. • Define the costs and their impact on value creation • Use accounting methods of cost calculation.
Language of the course	English
Duration of the course (Number of the proposed hours)	6
Approximate timing of the year (Month?)	May
Size of the audience and number of places for SEA-EU students	Not defined
Which year of study? (Bachelor level)	Second
Disciplinary background needed for students to participate	None
IT solution proposed for this lesson	Zoom / Microsoft Teams
Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	COVID-19 and physical activity; What happened and what did we learn from it?
Teacher in charge (Name and surname)	Damir Sekulic
Email of Teacher in charge	dado@kifst.hr
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law 05 Natural sciences, mathematics and statistics "06 Information and Communication Technologies (ICTs)" 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	COVID-19 pandemic and imposed measures of social distancing and lockdown dramatically reduced the physical activity levels (PAL) in adolescents. The negative implications of PAL decrease are not known so far, but factors associated with changes in PAL are at least partially revealed. This course will provide evidence-based overview of the current knowledge on: (i) changes in PAL in different population subgroups as a result of pandemic, (ii) factors associated with changes in PAL as a result of pandemic, and (iii) true effects of changes in PAL (as a result of pandemic).
Language of the course	English
Duration of the course (Number of the proposed hours)	6 hours
Approximate timing of the year (Month?)	May-June
Size of the audience and number of places for SEA-EU students	??? Unlimited (limited solely by IT resources)
Which year of study? (Bachelor level)	3rd
Disciplinary background needed for students to participate	Basic knowledge on physical activity and determinants of physical activity, basic knowledge on fitness status, basic knowledge on public health issues (not necessarily based on formal education in medical sciences)

IT solution proposed for this lesson	Teams, Zoom
Other additional information that may help to implement a bilateral cooperation	Published papers of the teacher in charge and his team members (within the field of proposal – most relevant) • Gilic B, Ostojic L, Corluka M, Volaric T, Sekulic D (2020). Contextualizing Parental/Familial Influence on Physical Activity in Adolescents before and during COVID-19 Pandemic: A Prospective Analysis. Children. 7(9):125. • Zenic N, Taiar R, Gilic B, Blazevic M, Maric D, Pojskic H, Sekulic D (2020) Levels and Changes of Physical Activity in Adolescents during the COVID-19 Pandemic: Contextualizing Urban vs. Rural Living Environment. Applied Sciences. 10, 3997. • Sekulic D, Blazevic M, Gilic B, Kvesic I, Zenic N (2020) Prospective Analysis of Levels and Correlates of Physical Activity during COVID-19 Pandemic and Imposed Rules of Social Distancing; Gender Specific Study among Adolescents from Southern Croatia. Sustainability, 12, 4072.

Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Crisis Management
Teacher in charge (Name and surname)	Doc.dr.sc. Senka Borovac Zekan
email of Teacher in charge	sborovac@oss.unist.hr
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information **04 Business, administration and law** 05 Natural sciences, mathematics and statistics "06 Information and Communication Technologies (ICTs)" 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	Students will be able to: a) Define what interpersonal conflict is. b) Understand the five styles of interpersonal conflict management. c) Explain how different cultures effect on interpersonal conflict. d) Apply strategies for effectively managing conflict Themes: First lecture: What is Interpersonal Conflict? Second lecture: The five styles of interpersonal conflict management Third lecture: How does Culture influence on Conflict? Fourth lecture: Strategies for effectively managing conflict
Language of the course	English
Duration of the course	8 hours
Approximate timing of the year (Month?)	April -May- June
Size of the audience (if applicable) and number of places for SEA-EU students	60 students

Which year of study? (Bachelor level)	Specialist Professional Graduate Master Degree
Disciplinary background needed for students to participate	Bachelor Degree
IT solution proposed for this lesson	Microsoft Office Teams
Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Data Clustering in Julia
Teacher in charge (Name and surname)	Ivan Slapničar
Email of Teacher in charge	Ivan.slapnicar@fesb.hr
Field of study (according to ISCED codes / please choose one)	**05 Natural sciences, mathematics and statistics**
Short description of the training content and schedule	The course consists of 6 lectures: 1. Introduction to programming language Julia. 2. K-means algorithm for data clustering. 3. Spectral graph bi-partitioning. 4. Spectral graph k-partitioning. 5. Spectral partitioning of bipartite graphs. 6. Application to clustering of textual data using terms-document matrix. The lecture materials are reactive Pluto notebooks in Julia language. The notebooks are available at https://github.com/ivanslapnicar/NumericalMathematics
Language of the course	English
Duration of the course (Number of the proposed hours)	8
Approximate timing of the year (Month?)	Any
Size of the audience and number of places for SEA-EU students	25/25
Which year of study? (Bachelor level)	3
Disciplinary background needed for students to participate	STEM background which includes Basic Programming and Linear Algebra. Possible is also social science background from the fields which have need for data mining techniques.
IT solution proposed for this lesson	MS Teams, Zoom, Google Meet or similar

Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Hello kidney
Teacher in charge (Name and surname)	Katarina Vukojevic
Email of Teacher in charge	katarina.vukojevic@mefst.hr
Field of study (according to ISCED codes / please choose one)	Life sciences
Short description of the training content and schedule	Lectures (6 hours): Number of hours: Development of genitourinary tract 2 Anatomy and physiology of genitourinary tract 2 Genetic background of congenital anomalies of kidney and urinary tract (CAKUT) 2
Language of the course	English
Duration of the course (Number of the proposed hours)	6 hours
Approximate timing of the year (Month?)	
Size of the audience and number of places for SEA-EU students	No limits
Which year of study? (Bachelor level)	2nd year students
Disciplinary background needed for students to participate	life sciences background
IT solution proposed for this lesson	Moodle/Ms Teams

Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	**Maritime Economics**
Teacher in charge (Name and surname)	**Luka Vukić Ph.D., Assistant professor**
Email of Teacher in charge	luka.vukic@pfst.hr
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law 05 Natural sciences, mathematics and statistics "06 Information and Communication Technologies (ICTs)" **07 Engineering, manufacturing and construction** 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	**Lectures:** **1. Shipping market economics** **- definition and description of shipping market cycles** **- overview of shipping market model; supply and demand** **- freight rate mechanism** **- analysis of four shipping markets: the freight market, the sale and purchase market, the newbuilding market and the demolition market** **2. Shipping company economics** **- structure of the main costs categories** **- the ship's revenue** **- methods of computing the cashflow** **- financing ship and shipping companies** **- risk, return and shipping company economics** **3. Seaborne trade and transport systems** **- the geography of maritime trade** **- the principles of maritime trade** **- transport of bulk cargoes** **- transport of specialized cargoes** **- transport of general cargo** **4. The merchant fleet and transport supply** **- the ships that provide transport**

	- **the economics of shipping and scrapping** - **overview of the main regulations in the maritime industry** **Oral presentation of courses (45-60 minutes) created in PowerPoint.** **Q&A section (15 min) after each individual lecture** **Possible integration of additional material – digitalization, COVID-19 impact, zero-emission ships, autonomous ships and other related material**
Language of the course	**English**
Duration of the course (Number of the proposed hours)	**Four (4) lectures each lasting 45-60 minutes with additional 15 min for Q&A section (and 10 min brake if the lectures are presented in one whole day).** **The idea is to disperse the provision of the lectures trough one whole week (4 days in a week) or in four weeks (one lecture per a week). Also, the provision of all four lectures can be presented in one day, if needed.**
Approximate timing of the year (Month?)	**Last quarter of the year 2021. (October – December)**
Size of the audience and number of places for SEA-EU students	**Students from receiving partner University institution (excluding the students from University of Split); overall number of participating students – unlimited number**
Which year of study? (Bachelor level)	**The preferred year of study is second (2) or third (3) year of undergraduate (bachelor) study level.**
Disciplinary background needed for students to participate	**There are no obligations of prior knowledge in the selected field of interest.**
IT solution proposed for this lesson	**PowerPoint presentation; PC (laptop) and internet connection**
Other additional information that may help to implement a bilateral cooperation	**The preferred receiving partner University would be an institution specialized in the field of maritime technology and management, economics, engineering or similar research fields.**

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Mergers and Acquisitions (M&As)
Teacher in charge (Name and surname)	Tomislava Pavic Kramaric
Email of Teacher in charge	tpkramaric@unist.hr
Field of study (according to ISCED codes / please choose one)	04 Business, administration and law
Short description of the training content and schedule	External growth of companies; mergers, acquisitions and takeovers; horizontal, vertical and conglomerate integrations; alternatives to M&As (joint ventures, strategic alliances…); motives for M&As, merger vawes
Language of the course	English
Duration of the course (Number of the proposed hours)	4
Approximate timing of the year (Month?)	May-December
Size of the audience and number of places for SEA-EU students	Not limited
Which year of study? (Bachelor level)	2nd/3rd, bachelor level
Disciplinary background needed for students to participate	-
IT solution proposed for this lesson	Internet access
Other additional information that may help to implement a bilateral cooperation	-

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Process Control Basics
Teacher in charge (Name and surname)	Research associate Antonija Čelan, PhD
Email of Teacher in charge	akacunic@ktf-split.hr
Field of study (according to ISCED codes / please choose one)	07 Engineering, manufacturing and construction
Short description of the training content and schedule	Training would consist of 3 lessons * 1,5 hours covering the basics of process control for process engineers. 1. General description of the control loop and definitions of the variables. 2. Process dynamics. First and second order processes. Integrating processes. 3. Basic process control strategies.
Language of the course	English
Duration of the course (Number of the proposed hours)	4,5 hours (270 min)
Approximate timing of the year (Month?)	October 2021
Size of the audience and number of places for SEA-EU students	Unlimited
Which year of study? (Bachelor level)	Second or third
Disciplinary background needed for students to participate	Students should be familiar with transport phenomena.
IT solution proposed for this lesson	Zoom, Microsoft Teams or any other tool for video conferencing

Other additional information that may help to implement a bilateral cooperation	It is possible to held a minimum of two (2*90 min) of the proposed lessons, depending on the necessities of partner University.

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Responsible research and innovation
Teacher in charge (Name and surname)	Prof. Ana Marušić, MD, PhD
Email of Teacher in charge	ana.marusic@mefst.hr
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications
Short description of the training content and schedule	This course is an introduction to responsible conduct of research, including the concepts of responsible research and innovation, importance of science-society relationship and dimension of social responsibility, and help you understand different perspectives and approaches to responsible research.
Language of the course	English
Duration of the course (Number of the proposed hours)	4 hours of lectures
Approximate timing of the year (Month?)	June
Size of the audience and number of places for SEA-EU students	No limit
Which year of study? (Bachelor level)	3
Disciplinary background needed for students to participate	All disciplinary backgrounds
IT solution proposed for this lesson	Online teaching (MS Teams)
Other additional information that may help to implement a bilateral cooperation	Link to RRI Tools webpage: https://rri-tools.eu/

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	**Sociology of Consumption**
Teacher in charge (Name and surname)	Dr. Sanja Stanić, Full Professor
Email of Teacher in charge	sstanic@ffst.hr
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law 05 Natural sciences, mathematics and statistics "06 Information and Communication Technologies (ICTs)" 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	In the focus of the course are consumer practices, consumer spaces and trends in the modern consumer society. The consumption is considered as a social phenomenon and important part of everyday life. Consumption is examined in relation to social categories as social class, gender, age, education, identity. Among other, the course answers why people desire and buy things, how things and possessions affect the identities and influence inequalities among people, how advertising and branding originate consumption. Proposed topics: **T**heory of consumption in the work of George Ritzer Shopping and consumer behavior Fashion as a social phenomenon Debt and indebtedness: Credit Card Society Consumer culture in non-consumerist society From early department store to shopping mall and after How children became consumers
Language of the course	English
Duration of the course (Number of the proposed hours)	Proposed hours: 4 lectures
Approximate timing of the year (Month?)	Summer semester (April-May)

Size of the audience and number of places for SEA-EU students	
Which year of study? (Bachelor level)	
Disciplinary background needed for students to participate	Not requirement, but it will be interesting for students who had prior knowledge or are interested in the field of sociology, psychology, anthropology, economy
IT solution proposed for this lesson	Videoconference
Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Sport and steroid abuse
Teacher in charge (Name and surname)	Snježana Mardešić
Email of Teacher in charge	smardesi@mefst.hr
Field of study (according to ISCED codes / please choose one)	Life sciences
Short description of the training content and schedule	Lectures (6 hours): Number of hours: Cardiovascular fitness 2 Endocrine responses and strength training 2 Steroid effect on muscle building and human body 2
Language of the course	English
Duration of the course (Number of the proposed hours)	6 hours
Approximate timing of the year (Month?)	
Size of the audience and number of places for SEA-EU students	No limit
Which year of study? (Bachelor level)	2.-4. year students
Disciplinary background needed for students to participate	life sciences background
IT solution proposed for this lesson	MS Teams

Other additional information that may help to implement a bilateral cooperation	

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	Sustainable tourism development in coastal destinations
Teacher in charge (Name and surname)	Goran Ćorluka, PhD
Email of Teacher in charge	goran.corluka@oss.unist.hr
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information **04 Business, administration and law** 05 Natural sciences, mathematics and statistics "06 Information and Communication Technologies (ICTs)" 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	Based on theoretical framework and case studies, the content goal is to present the unsustainability of uncontrolled tourism development in coastal tourism destinations. Tourism is growing but not developing. Destinations find themselves in uncontrolled situations where negative tourism impacts outweigh positive impacts. A crucial issue is the peaking of tourism activities in the summer months. Tourism seasonality implies negative economical, ecological and socio-cultural effects. Market and product based strategies are needed in order to develop sustainable tourism offer. Course content: 1. Coastal tourism 2. Sustainable tourism development 3. Tourism carrying capacity 4. Tourism seasonality 5. Tourism demand trends 6. Strategies for sustainable tourism development
Language of the course	English
Duration of the course (Number of the proposed hours)	8
Approximate timing of the year (Month?)	May

Size of the audience and number of places for SEA-EU students	Not limited
Which year of study? (Bachelor level)	2nd or 3rd
Disciplinary background needed for students to participate	Tourism studies (not obligatory)
IT solution proposed for this lesson	MS Teams or Zoom
Other additional information that may help to implement a bilateral cooperation	-

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	**Technical English for ICT Studies**
Teacher in charge (Name and surname)	Ivana Čizmić (University of Split, University Department of Professional Studies)
Email of Teacher in charge	icizmic@oss.unist.hr ivanacizmic@yahoo.com
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education 02 Arts and humanities 03 Social sciences, journalism and information 04 Business, administration and law 05 Natural sciences, mathematics and statistics "06 Information and Communication Technologies (ICTs)" 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	**Lesson title: Nanotechnology – ethical issues** The aim of this lecture is to present the topic in greater details comprising the definition, the origin, possible applications and, most importantly, to discuss the ethical issues on the subject matter. The topic also implies ethical issues. Nanotechnology supporters' and its opponents' beliefs will be discussed. The applications of nanobots will be presented as well. The topic will be presented in terms of English language usage as well. A number of different exercises on vocabulary usage, reading comprehension, grammatical issues will be also implied. **Course: Technical English for ICT Studies** **Content of the lesson:** 1. **Introduction** • Definition and origin of nanotechnology • Brief overview of nanotechnology research 2. **Applications in everyday life** • Electronics • Medicine • Production of specialized materials

	• Health (nanomaterials for cosmetics, food additives, food labelling) **3. Nanobots** • Medical nanobots • Self-replicating nanobots • Grey goo **4. Ethical issues** • Nanotechnology supporters' beliefs • Nanotechnology opponents' beliefs **5. Conclusion** • Raising important questions – the impact on society • The disparity of the wealthy and the poor • Economic fears
Language of the course	English
Duration of the course (Number of the proposed hours)	4 hours
Approximate timing of the year (Month?)	Spring semester would be better eg. May, 2021
Size of the audience and number of places for SEA-EU students	It's not too important since it is a virtual mobility
Which year of study? (Bachelor level)	First or second year at the undergraduate level
Disciplinary background needed for students to participate	English language proficiency at B2 level (minimum needed proficiency)
IT solution proposed for this lesson	Microsoft Teams, Zoom or any other tool
Other additional information that may help to implement a bilateral cooperation	The suggested topic is taught within the ESP course Technical English for ICT Studies and the main objective is to critically talk about the subject matter and in that way develop the communicative competence in English. It is not a part of specialized course from the fields like ICT or Electrical Engineering.

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Form to propose a Learning Online Course (LOC) / 1 page maximum

	Learning Online Course (LOC)
Name of the Learning Online Course	***Temporal dimension of music: the perception of rhythm and the rhythmic component of the compositional techniques of 20th century music.***
Teacher in charge (Name and surname)	prof.dr.sc. Davorka Radica Full prof. Davorka Radica, PhD
Email of Teacher in charge	radicad@umas.hr
Field of study (according to ISCED codes / please choose one)	00 Generic programmes and qualifications 01 Education **02 Arts and humanities** 03 Social sciences, journalism and information 04 Business, administration and law 05 Natural sciences, mathematics and statistics "06 Information and Communication Technologies (ICTs)" 07 Engineering, manufacturing and construction 08 Agriculture, forestry, fisheries and veterinary 09 Health and welfare 10 Services
Short description of the training content and schedule	The lectures will discuss the perception of the rhythmic component and the differences in the structure of rhythm within the tonality system and in some composer techniques of 20th century music. The lecture will contain four lessons (4 x 60 minutes): 1. The basic determinants of the rhythmic component and perception rhythm and meter; 2. The beginning of a change in the treatment of the rhythmic component: I. Stravinsky and the most important rhythmic determinants of *Rite of Spring*. 3. Rhythm in O. Messiaen's compositional technique: the main procedures and analytical view on the first movement of *Quatuor pour la fin du Temps*. 4. *Mode de valeurs et d'intesités*, chromaticism of values and perception "of the musical values".
Language of the course	English
Duration of the course (Number of the proposed hours)	4 x 60 minutes
Approximate timing of the year (Month?)	May, June

Size of the audience and number of places for SEA-EU students	Small groups (10 to 15 students)
Which year of study? (Bachelor level)	Last year of Bachelor level
Disciplinary background needed for students to participate	Students of music study programs
IT solution proposed for this lesson	Video online
Other additional information that may help to implement a bilateral cooperation	