

## UEXT SUMMER UNIVERSITY 2022

18-29 July, 2022

Universidad Externado de Colombia, Bogotá, D. C.

### COURSE INFORMATION

<b>COURSE NAME</b>	New industrial policies in East Asia in the framework of the 4th Industrial Revolution and the challenges for Latin America.
<b>SCHEDULE</b>	18 – 29 July, 08h:00 – 12h:00 (Monday through Friday)
<b>ROOM</b>	TBC
<b>HOURS PER DAY</b>	4
<b>TOTAL HOURS</b>	40
<b>MAX. NUMBER OF STUDENTS</b>	30

### COURSE DESCRIPTION

The new industrial policies in East Asia in the framework of the 4th Industrial Revolution and the challenges for Latin America.

Course methodology: To review the public policies and technological innovation strategies implemented by the governments of China (Made in China 2025), Japan (Society 5.0) and the Republic of Korea (I-Korea 4.0) in order to identify the different approaches that each one of these countries have made to find possible solutions to different challenges they are facing in the XXI Century, with particular focus on the social and the environmental issues.

Course assessment: After studying, analysing and discussing the topics of the course, the student must develop an essay in which he/she can take those elements that can be implemented in his/her own country and/or region, trying to develop very precise strategies of cooperation with different counterparts in East Asia. The student must assume himself/herself as part of the advisory team of the decision makers of his country and/or region in order to deliver a working document to help with innovative and creative ideas to try to find solutions to the problems and challenges they are facing, particularly in the social, ecological and sustainability sphere.

## LECTURER'S BIO



**Armando Renato  
BALDERRAMA  
SANTANDER, PhD**  
Center for Asian Studies,  
Universidad Autónoma de  
Nuevo León (UANL)  
México

Currently, I am Director, Center for Asian Studies, UANL (2012- now). Director, Korea Foundation for Latin America (2014-now). President of the Latin American Association of Asia and Africa, Mexico chapter (2021-now).

Also, I am President of the International Advisory Council of INVEST Monterrey, Member of the International Advisory Council of the Mexican Association for the Promotion of International Education (AMPEI), as well as of the International Council on Education of Casa Asia, Spain.

I am PhD in Social Sciences from the Tecnológico de Monterrey (ITESM), Master in Asian and African studies from the Colegio de México (CEAA-Colmex), BA in International Relations from the Tecnológico de Monterrey (ITESM).

Previous jobs to the current one: Executive Director of the Asia Pacific Institute at the Tecnológico de Monterrey System (2006-2008). Visiting Professor and Researcher at the Center for North American Studies at Fudan University, Shanghai, P.R.C. (2008-2010). Professor of the Department of Political Science and International Relations of the Tecnológico de Monterrey, Campus Monterrey (2002-2012).

Research topics and publications: economic development models in East Asia (China, Japan and South Korea), Industrial policy strategies, innovation and entrepreneurship ecosystems in Asia.

## UEXT SUMMER UNIVERSITY 2022

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Universidad Externado de Colombia, Bogotá, D. C.

### COURSE INFORMATION

<b>COURSE NAME</b>	Sustainable Tourism Planning and Destination Marketing and Management.
<b>SCHEDULE</b>	18 – 29 July, 08h:00 – 12h:00 (Monday through Friday)
<b>ROOM</b>	TBC
<b>HOURS PER DAY</b>	4
<b>TOTAL HOURS</b>	40
<b>MAX. NUMBER OF STUDENTS</b>	30
<b>COURSE DESCRIPTION</b>	<p>Course information will be conveyed through a combination of lectures, videos, in-class exercises or any combination thereof.</p> <p>Student assessment will consist of 2 exams, 1 studio (group) project, and a final exam.</p>

### LECTURER'S BIO



**Richard HARRILL, PhD**  
University of South  
Carolina  
United States

Dr. Rich Harrill is an accomplished centre director with a strong record of success and an international reputation as an expert in tourism, urban planning, and economic development with the University of South Carolina (2005-Present) Georgia Tech's Enterprise Innovation Institute (2001-2005), Clemson University (1997-2001). He is a Research Professor and was Acting School Director of the University of South Carolina's School of Hotel, Restaurant, and Tourism Management (2012-2016).

Dr. Harrill has made a difference with applied tourism, urban planning, and economic development research around the world. He is well-known for his experience and expertise in grant making, contracts, and development. Dr. Harrill is one of the few academics to publish in both leading tourism and urban planning journals and have university teaching experience in tourism and urban planning. He currently teaches courses in South Carolina's number 1 ranked honours college.

## UEXT SUMMER UNIVERSITY 2022

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### COURSE INFORMATION

<b>COURSE NAME</b>	Humanitarian Communication: discourse and power.
<b>SCHEDULE</b>	18 – 29 July, 08h:00 – 12h:00 (Monday through Friday)
<b>ROOM</b>	TBC
<b>HOURS PER DAY</b>	4
<b>TOTAL HOURS</b>	40
<b>MAX. NUMBER OF STUDENTS</b>	30

### COURSE DESCRIPTION

The course would combine media and international development, looking specifically at how images and narratives shape our understanding of poverty, disaster, violence and conflict by a number of actors (NGOs, journalists, citizens, militants or regular armies) located in the “Global North”. The core themes that I wish to propose for this course would include.

Decolonising NGO language and image-making: Challenging the language that privileges some and recolonises others in society is a topic of current debates within the INGO sector, including the UN agenda for Sustainable Development, who are reevaluating the use of certain terms, words and images which can cause harm. This element of the course would provide students with a practical skill set for their careers in this sector.

Agency & Resistance: Moving away from the critiquing dominant narratives created by those situated in “Global North” towards the alternative narratives created within the “Global South” as a means of understanding the power holders of image and narrative making. In so doing, exploring with students of moving epistemologies from the Western European/North American axis and centres other epistemologies as “expert” knowledge.

Coloniality: Utilising Sabelo J. Gatsheni-Ndlovu’s critical conceptualisation of coloniality within the historical legacy of Africa’s subaltern position by former colonisers powers. Students will learn to think about how humanitarian communications cannot be separated from colonial

	<p>matrices of power, and how liberation struggles, and revolutionary justice have created a new humanitarian.</p> <p>Students would use and be taught Critical Discourse/Content Analysis through a number of students focused and student led activity-based seminars following short 1-hour lectures. Students should expect a short formative essay (800 words) or a group presentation where they choose a humanitarian situation in terms of location and time, such as the Famine in Ethiopia (1983–1985), NATO bombing of Yugoslavia (1999), the earthquake in Indonesia (2004), Ukraine (2022), or the continued US migration policy matter to critique through narrative and images. Oral feedback will be given individually or as a group respectively.</p>
<b>LECTURER'S BIO</b>	
 <p><b>Suzanne Temwa Harris,</b> <b>PhD</b> London School of Economics and Political Science United Kingdom</p>	<p>Dr Suzanne Temwa Gondwe Harris is a lecturer and founder of Changing the Face of Africa. Having spent more than 10 years working in media and human rights in Africa, Asia and South America, her research interests are centred on coloniality, the intersections between media, race, and international development, decolonising media studies, ethnic minority media, identity and representation. Drawing from years of community-based research, she is currently investigating how the invisibilisation of Blackness in Argentina and the UK is maintaining the hegemonic construction of Whiteness through media spaces. Latest book chapter on development titled Manufacturing the Liberal Media Model Through Developmentality in Malawi looks at how development has been used as an ideological instrument to promote the Western liberal media model in the “Global South”.</p>

## UEXT SUMMER UNIVERSITY 2022

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Universidad Externado de Colombia, Bogotá, D. C.

### COURSE INFORMATION

<b>COURSE NAME</b>	Interrelationship between Indigenous peoples, like minded local communities (IPLMLC) and their environment.
<b>SCHEDULE</b>	18 – 29 July, 08h:00 – 12h:00 (Monday through Friday)
<b>ROOM</b>	TBC
<b>HOURS PER DAY</b>	4
<b>TOTAL HOURS</b>	40
<b>MAX. NUMBER OF STUDENTS</b>	30

### COURSE DESCRIPTION

The focus of my course is the interrelationship between Indigenous peoples, like minded local communities (IPLMLC) and their environment.

IPLMLC have contributed understanding, practices and innovations that are relevant for the sustainable use and conservation of biodiversity. The contributions of indigenous and local knowledge are documented through interdisciplinary studies and recognised in international instruments.

The growing interest in the potential value of biodiversity and associated traditional knowledge for developing new products and services have sparked bioprospecting projects and programs. Efforts have also been made to integrate traditional ecological knowledge into conservation and management programs in the last decades.

This course addressed a workable framework for involving Indigenous knowledge in mainstream research on healthy environments, development activities and mechanisms for mutual benefits of IPLMLC and society at large.

The syllabus incorporates Indigenous scholarship and experiences that are relevant in policy contexts. The tensions arising from the confluence of Indigenous and scientific streams of knowledge, the increasing loss of

biodiversity and Indigenous cultures, the unsustainable development practices, and the interconnectedness between biological and cultural diversity are the underlying motivations for offering this summer course. My research and teaching experience during the last ten years is combined in this course.

Course methodology: The course will combine a lecture and seminar format. Development of critical thinking and improving academic skills of students will be supported in each session. Selected reading material will be complemented with guest speakers and videos. Material will focus on theory and experiences about the interrelationship between peoples and nature.

This course encourages and facilitates free thinking and opportunities to address contemporary questions regarding the loss of bio-cultural diversity and the challenges to secure its effective and meaningful conservation. It points to the main ethical and legal issues about developing research for and with Indigenous peoples. Within an interdisciplinary and intercultural framework, non-Indigenous, Indigenous, and afro-descendant students can recognise and assess the implications, limitations, and advantages of different local initiatives to preserve bio-cultural diversity and traditional knowledge.

Students from different disciplines have the chance to forge a basic understanding and take preliminary steps for engaging in intercultural and meaningful research. Constant communication and openness between instructor and students and among students, is a valuable strategy to promote quality scholarship and individual contributions to the subject.

Course assessment: The professor will value individual attendance, participation, and group work. It includes session reading summaries, presentation of designed topics or case studies, annotated bibliography, a final course paper. His assessment design could adjust to scope and allocated time and institutional settings.

## LECTURER'S BIO



**Gabriel Ricardo  
NEMOGÁ SOTO, PhD**  
University of California  
Full Professor  
University of Winnipeg  
Canada

Descendant of the Muisca indigenous people. PhD in Ecology (University of California-Davis), Master's in Socio-Legal Studies (Brunel University, United Kingdom), Sociologist (National University of Colombia) and Lawyer (Free University of Colombia). Field work and research with Indigenous peoples and organisations from Colombia, the Andean region, the Amazon region, Central America, and Mexico, as well as with the Afro-descendant people. I am a Professor at the University of Winnipeg, Master's program in Indigenous Government. Member of the Panel of Experts monitoring the judgment T-622 of 2016 that recognised the Atrato River as a legal subject. Author in the Intergovernmental Panel on Biodiversity and Ecosystem Services (IPBES) in the evaluation Values on Nature, Chapter Three, and the study on Biodiversity and Ecosystem Services in Colombia, Chapter Five.

My research focuses on bio-cultural diversity, the interrelationship between the ways of life of indigenous peoples and local communities with their environments, and the policies that affect the integrity of their knowledge systems.

Previously I was a professor at the School of Law of the National University of Colombia and at the Institute of Genetics. At the National University I established the UNIJUS Research Institute, the PLEBIO research group and the Master's in Biosciences and Law.



## UEXT SUMMER UNIVERSITY 2022

18-29 July, 2022

Universidad Externado de Colombia, Bogotá, D. C.

### COURSE INFORMATION

<b>COURSE NAME</b>	Computer Science Accessible to All.
<b>SCHEDULE</b>	18 – 29 July, 08h:00 – 12h:00 (Monday through Friday)
<b>ROOM</b>	TBC
<b>HOURS PER DAY</b>	4
<b>TOTAL HOURS</b>	40
<b>MAX. NUMBER OF STUDENTS</b>	30

### COURSE DESCRIPTION

The course consists of two parts: (1) Introduction to Programming using Python and (2) Creating an e-book that is highly interactive to teach programming, keeping in mind scalability and teach-anywhere.

In the first part of the course, the students will get an accelerated introduction to programming with hands on projects. This will give the participants the core concepts needed in programming, to teach anybody how to write programs that solve problems. Some of the topics include:

- Computational Thinking (Algorithmic Thinking, Decomposition, Generalisation, Verification, and Abstraction)
- Problems and Algorithms
- Introduction to Python
  - Variables & Expressions
  - Data Types
  - Branching
  - Loops
  - Functions
  - Strings
  - Lists
  - Dictionaries
  - Classes
  - Exceptions
  - Modules
  - Files
  - Sorting and searching
  - Plotting

In the second part of the course, the participants will learn to use a platform, (CODIO), to create an interactive e-book to use in their classes. We will use what we learned in the previous part of the course, to create an interactive e-book that can be used to teach students an introduction to programming. Participants are encouraged to create an e-book to different grade levels (K-12).

Course methodology: In-Person, Recitation-Lab.  
Course assessment: Labs and book project.

### LECTURER'S BIO



**Jorge Luis Valenzuela  
Herrera, PhD**  
Kansas State University  
United States

Dr Jorge Valenzuela received a bachelor's degree in computer engineering from Monterrey Tech, Mexico, in 1990. Following graduation, he joined Petro Ensamblajes as a software engineer/team leader and worked there from 1991 to 1997. In January 1998, he came to K-State to pursue a master's degree in software engineering. After obtaining his master's degree, Valenzuela worked for Motorola as software engineer from 2000 to 2003. He returned to K-State in 2004 and received his doctorate degree in computer science in 2014. He then worked for the K-State College of Education as systems programmer for the Center of Intercultural and Multilingual Advocacy (CIMA). He also worked as adjunct instructor in the K-State department of Computer Science from Fall 2014 to Spring 2016. Valenzuela currently holds a Teaching Assistant Professor position in the department.

Valenzuela's research interests focus on software engineering, multi-agent systems, embedded systems, computational thinking, and computer Science in grades K-12.

## UEXT SUMMER UNIVERSITY 2022

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### COURSE INFORMATION

<b>COURSE NAME</b>	Four Pillars of Societal Change.
<b>SCHEDULE</b>	18 – 29 July, 08h:00 – 12h:00 (Monday through Friday)
<b>ROOM</b>	TBC
<b>HOURS PER DAY</b>	4
<b>TOTAL HOURS</b>	40
<b>MAX. NUMBER OF STUDENTS</b>	30

### COURSE DESCRIPTION

Themes: Poverty, Institutional Racism, Peace and justice, Health and well-being

Students will participate in exercises and activities designed to develop analytical skills and vocabulary required for discourse relating to four specific sectors of societal change: poverty, institutional racism, peace and justice, and health and well-being. We will challenge our own ideologies and identify how we intend to impact the future state of these sectors. Students will carefully and logically analyze articles, documentaries, music, and other various forms of source material. This will be used as the baseline for engaging dialogue on systemic change and cultural attitudes with sensitivity to differences in thought. With an established safe space, we can dive deep into the roots of these global development issues and dissect the nuances that prohibit progress on a regional, national and global level.

Course methodology: Students will express their understandings through written assignments, performance and short films. The transformation of discourse into academic or artistic expression will reiterate and evaluate student's progress in comprehending alternative vocabulary and lines of thought that encourage a call to action towards societal change.

Course assessment:

	<p>Start of Week 1: Introduce two concepts, gauge prior understanding to concepts, set expectations of understanding new information.</p> <p>End of Week 1: Review material, students showcase their understandings through academic and artistic expression, students define their role in a specific global development pillar, end of week assessment of student learning outcomes to shift to week 2.</p> <p>Start of Week 2: Introduce the final two concepts, Gauge prior understanding to concepts and how it fits with the previous two, Set expectations of understanding all of the course's information.</p> <p>End of Week 2: Review all four pillars of information, Students define their role in a new global development pillar, Students finalize their understandings through academic and artistic expression, Final assessments and student evaluations, Truth circle and closing regards.</p>
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**LECTURER'S BIO**

 <p><b>Jonathan WILLIAMS,</b> <b>PhD candidate</b> University of Florida United States</p>	<p>Jonathan Williams has been a catalyst for change for 16 years as a teacher, motivational speaker and spoken word poet. He has facilitated curriculum programs for students ranging from kindergarten to college seniors, and even as an international visiting professor for the Universidad Externado de Colombia in the summer of 2019. He's performed and spoke at conferences to ignite dialogue about inequality, institutionalized oppression, and potential solutions to these issues. Notable performances include an educational showcase at the New Amsterdam Theatre on Broadway, The National Conference of Teachers in English in Boston, and the Cultural Olympiad at the Queen Elizabeth Theatre in London. Ultimately, Williams would like to challenge the traditional ways in which people engage with society through performance and critical thought.</p>
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## UEXT SUMMER UNIVERSITY 2022

18-29 July, 2022

Universidad Externado de Colombia, Bogotá, D. C.

### COURSE INFORMATION

<b>COURSE NAME</b>	Environmental Management Accounting.
<b>SCHEDULE</b>	18 – 29 July, 08h:00 – 12h:00 (Monday through Friday)
<b>ROOM</b>	TBC
<b>HOURS PER DAY</b>	4
<b>TOTAL HOURS</b>	40
<b>MAX. NUMBER OF STUDENTS</b>	30

### COURSE DESCRIPTION

Environmental Management Accounting has been a contemporary, innovative approach to support corporate management and contribute to achieving sustainable development goals because of its application potential in practice, guideline development and standardization for the last two decades. During the course, students will engage with the most important and widely used tools of Environmental Management Accounting, including material and energy flow accounting, material and energy cost accounting and monetary environmental investment appraisal. Besides, students will have various opportunities to interact with innovative learning materials and experience a case-based learning approach.

The objectives of the course are to help students:

- To recognize the benefits of Environmental Management Accounting in supporting managerial decision-making and contributing to sustainable production.
- To be able to apply Environmental Management Accounting in practice at the corporate level.
- To develop critical thinking, teamwork, and communication skills.

Course methodology: Lectures, case study, games, group discussion.

Course assessment: Group presentation, learning reports.

## LECTURER'S BIO



**Thuy Thanh TRAN,**  
**Ph.D. candidate**  
University of Kassel  
Germany

Thuy Tran has a wealth of experience in teaching at both postgraduate and undergraduate levels. She has taught the master module “Management Accounting” for over three years at the University of Kassel. Besides, she was a lecturer teaching “Accounting Information Systems” for undergraduate students. Previously, she was a board member of the Vietnamese for Excellent Teaching and worked as an accounting expert for global groups.

She continuously innovates in her teaching strategies (case studies, blended methods). Her teaching case “*Improving decision-making through material flow cost accounting: the case of VietGreen bottled mineral water company*” was awarded as one of the best showcases at the 2020 IFAMA Global Conference. She has an inherent ability to apply modern technologies (Kahoot, Powtoon, Moodle) in blended teaching.

With the philosophy of student-centered teaching, she has received positive assessments from students with diverse backgrounds. She was invited to present her innovations in accounting education (blended learning, experiential learning, podcasts) at prestigious conferences (European Accounting Association, British Accounting and Finance Association).

During her Ph.D., she has developed six papers regarding sustainability accounting and accounting education in collaboration with international researchers. Some papers have already been published, while others are under review in high-ranking journals (The British Accounting Review; Accounting, Auditing & Accountability Journal).

## UEXT SUMMER UNIVERSITY 2022

18-29 July, 2022

Universidad Externado de Colombia, Bogotá, D. C.

### COURSE INFORMATION

<b>COURSE NAME</b>	Use of digital tools in the processes of urban development and climate change mitigation.
<b>SCHEDULE</b>	18 – 29 July, 08h:00 – 12h:00 (Monday through Friday)
<b>ROOM</b>	TBC
<b>HOURS PER DAY</b>	4
<b>TOTAL HOURS</b>	40
<b>MAX. NUMBER OF STUDENTS</b>	30

### COURSE DESCRIPTION

The course is designed to discuss the data driven tools which can enable climate change mitigation in cities worldwide. Introduced solutions are to draw the potential of Big Data, Internet of Things and digital twin concept while planning the urban development. It is to buzz the creativity of participants to foster their perception of current urban processes and to encourage them to think out of the box while planning or strategizing for future cities.

Students will learn on the possibilities of using big data in urban development processes, on the tools supporting the implementation of the smart city concepts and on solutions enabling the process of shaping urban adaptability and resilience. The concept of digital twins will be introduced, as well as the dynamically developing field of urban studies - urban informatics. Students will learn on how to use artificial intelligence to stimulate the sustainable development of cities. The content will be supplemented with the possibilities of using SoftGIS, PPGIS and other digital tools in the process of social participation, as well as how to use data from social media in urban planning.

Proposed topics are as follows: 1/ Digital twin and urban informatics – data driven design – is it possible? 2/ Smart cities – big data-based solutions shaping the process of urban development 3/ Adaptable cities – digital and big data-based tools enabling climate change mitigation 4/ Artificial intelligence and predictive models in the process

of urban development 5/ The use of social media and SoftGIS tools in participatory planning 6/ ML, AI, IoT-based applications supporting urban management.

The course will consist of two components: lectures and workshops.

The first part is to introduce a theoretical background for the use of digital tools in the processes of urban development and climate change mitigation. During the lectures different case studies will be discussed as well as research projects including my work (e.g. digital participatory tools, using social media data in assessing urban perception, AI and big data-based tools for resilient cities). The lectures are to buzz the creativity which will be further used during practically oriented workshop within which the students will be asked to propose an innovative approach addressing climate change mitigation in cities or solutions oriented on strengthening urban resilience.

The workshop will be organized on the bases of the input from the lectures. It will be based on the moonshot thinking methodology with the elements of design thinking methodology which are used while delivering creative solutions. The aim of the workshop will be to design a prototype of an application for different urban dwellers to support their efforts in climate change mitigation. The climate challenge will be assigned to the students to lead the designing processes.

During the course the students will be familiarized with the basics of urban planning, climate change strategies, data sources and user experience design. Additionally, within the workshop the free tools supporting graphical design and prototyping (e.g. Adobe XD) will be introduced to support the creative work. As the workshop is planned as a group work, the students will be invited to use tools such as e.g. Trello to get familiar with the tools designed to plan the work progress.

As the theoretical background will be further used by the students to propose digital and data-based applications supporting urban development processes and the efforts of urban dwellers while mitigating climate changes and



shaping urban resilience, the course will end up with the results of practical nature. Hence, the assessment will be done on the bases of the delivered prototype to be presented in the form of a poster enriched with a group presentation. The course includes the group work which will be evaluated on the bases of a tool, such as e.g. Trello, which allow the monitor of the work progress and participants engagement.

### LECTURER'S BIO



**Hanna OBRACHT-  
PRONDZYNSKA,**  
**PhD**  
University of Gdańsk  
Poland

Hanna Obracht-Prondzynska, PhD, MArch, Eng., is an urban planner and spatial data scientist with a background in architecture and international planning experience from Poland, USA, China, South Africa, Romania and Turkey, founder of URBAN.AI and an assistant professor at the University of Gdańsk, Department of Spatial Planning.

Her research focuses mostly on data driven planning and data-based solutions supporting smart development and resilient urban design. Her work concentrates on the use of urban BigData and social media data to assess urban perception and digital app solutions aiming to mitigate climate changes and supporting social participation. After her studies at the Gdańsk University of Technology and Vienna University of Technology, she graduated as a GIS analyst at the Warsaw University of Technology, and further she obtained data scientist certificate. Her PhD dissertation defended with distinction received 5 awards including 2 by the Minister of Economic Development, Labour and Technology in spatial planning and geoinformation, and Polish Academy of Science.

For the last five years she has been working as a spatial planning specialist at the Pomeranian Office for Regional Planning and is above all a coauthor of spatial development plan for the Pomeranian Region and the Gdańsk-Gdynia-Sopot metropolitan area. She works with SoftGIS and PPGIS tools and coordinates planning documents.

Currently together with an interdisciplinary team she focuses on developing two applications engaging residents to be actively involved in the implementation

	<p>process of climate mitigation policies. She is an active member of the International Society for City and Regional Planners and a board member of the Society of Polish Town Planners.</p>
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## UEXT SUMMER UNIVERSITY 2022

18-29 July, 2022

Universidad Externado de Colombia, Bogotá, D. C.

### COURSE INFORMATION

<b>COURSE NAME</b>	Machine Learning for the Analysis of Text as Data
<b>SCHEDULE</b>	18 – 29 July, 08h:00 – 12h:00 (Monday through Friday)
<b>ROOM</b>	TBC
<b>HOURS PER DAY</b>	4
<b>TOTAL HOURS</b>	40
<b>MAX. NUMBER OF STUDENTS</b>	30

### COURSE DESCRIPTION

This course will introduce basic computational methods to analyze text, with applications to topics such as state repression, human rights and political violence.

Course methodology: Combination of lectures and workshops in the computer lab.

Course assessment: Two take-home exercises assigned during the 10-day course.

Prerequisites: Familiarity with research design, statistical analysis, and R programming language.

### LECTURER'S BIO



**Rebecca CORDELL,**  
**Ph.D**  
University of Texas at  
Dallas  
United States

I am an Assistant Professor in the School of Economic, Political and Policy Sciences, University of Texas at Dallas. I received my Ph.D. in Political Science from the Department of Government, University of Essex in 2017.

My research is published or is forthcoming in International Studies Quarterly, Journal of Conflict Resolution, Journal of Peace Research, International Interactions, Journal of Human Rights and International Area Studies Review.

My research interests include state repression, human rights, political violence and measurement. I work on the Sub-national Analysis of Repression Project (SNARP) with Thorin M. Wright, Reed M. Wood, Christopher J. Fariss and K. Chad Clay - funded by the National Science Foundation.

	<p>I use statistical and computational methods with a focus on machine learning, text analysis and spatial econometrics. I received the ISA Human Rights Section's Steven C. Poe Best Graduate Student Paper Award in 2018 for my article "Security-Civil Liberties Trade-offs: International Cooperation in Extraordinary Rendition".</p>
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## UEXT SUMMER UNIVERSITY 2022

18-29 July, 2022

Universidad Externado de Colombia, Bogotá, D. C.

### COURSE INFORMATION

<b>COURSE NAME</b>	Online bullying & harassment including cyberbullying, digital inequalities, & online violence against women (OVAW).
<b>SCHEDULE</b>	18 – 29 July, 08h:00 – 12h:00 (Monday through Friday)
<b>ROOM</b>	TBC
<b>HOURS PER DAY</b>	4
<b>TOTAL HOURS</b>	40
<b>MAX. NUMBER OF STUDENTS</b>	30

### COURSE DESCRIPTION

Online bullying & harassment including cyberbullying, digital inequalities, & online violence against women (OVAW) in online games, social media, and online multi-user environments. Discussions of legal responses to harmful and illegal content online, legal regulation of online creative content (including authorship) and the law's responses to gender inequality & discrimination online (SDG 5).

The course will consist of two components: lectures and workshops. The lectures will introduce the core legal elements and aspects of the societal challenges posed by inequities and digital environments. The workshops will explore problem-solving aspects of these digital challenges, providing problem-based learning and opportunities to apply knowledge developed and gained through the lectures.

The lectures are to inspire and 'spark' the creativity and the debates surrounding issues of online bullying, online violence, inequalities, and violence against women. These debates will be further explored during the practically oriented workshops within which students will be asked to explore, develop, and propose innovative approaches to tackling, eradicating, and resolving inequalities in digital spaces.

The workshops will be organized on the basis of the input from the lectures. It will be based on the problem scenarios

and problem-based learning, encouraging practical applications of core knowledge, using legal methodologies and applying legal skills.

The aim of the workshops will be to design code of practice / protocol for addressing online violence against women across online platforms and spaces. This is likely to take the form of role-play, problem scenario solving, and practical application of the code of practice to test its practical feasibility. Interactive methods, together with interactive online tools such as Miro are likely to be used.

The course will end up with results of practical nature, developing both knowledge and practical skills. The assessment will be done on the basis of the problem-solving workshops in the form of presentations.

### LECTURER'S BIO



**Kim BARKER, PhD**  
The Open University  
United Kingdom

Dr Kim Barker is a Senior Lecturer in law at the Open University Law School, specialising in internet law including online violence against women, online misogyny, online hate speech, regulation of online content (especially via social media platforms and online games), and intellectual property law (copyright, and digital content). She holds a PhD in Intellectual Property Law, Internet Regulation and Contract Law from Aberystwyth University. She is a visiting Fellow at the Information Society Law Centre at the University of Milan, and Co-Director of the UK's Observatory on Online Violence Against Women. She has acted as expert consultant for the Council of Europe, Facebook, and IT4Change.