

UEXT SUMMER UNIVERSITY 2022

18-29 July, 2022

Universidad Externado de Colombia, Bogotá, D. C.

COURSE INFORMATION

COURSE NAME	New industrial policies in East Asia in the framework of the 4th Industrial Revolution and the challenges for Latin America.
SCHEDULE	18 – 29 July, 08h:00 – 12h:00 (Monday through Friday)
ROOM	TBC
HOURS PER DAY	4
TOTAL HOURS	40
MAX. NUMBER OF STUDENTS	30
LECTURER	Armando Renato BALDERRAMA SANTANDER, PhD Center for Asian Studies, Universidad Autónoma de Nuevo León (UANL) - México
COURSE DESCRIPTION	<p>The new industrial policies in East Asia in the framework of the 4th Industrial Revolution and the challenges for Latin America.</p> <p>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.</p> <p>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.</p>

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COURSE INFORMATION

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

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COURSE INFORMATION

COURSE NAME	Humanitarian Communication: discourse and power.
SCHEDULE	18 – 29 July, 08h:00 – 12h:00 (Monday through Friday)
ROOM	TBC
HOURS PER DAY	4
TOTAL HOURS	40
MAX. NUMBER OF STUDENTS	30
LECTURER	Suzanne Temwa HARRIS, PhD London School of Economics and Political Science - United Kingdom
COURSE DESCRIPTION	<p>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:</p> <p>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.</p> <p>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.</p> <p>Coloniality: Utilising Sabelo J. Gatsheni-Ndlovu’s critical conceptualisation of coloniality within the historical legacy of Africa’s subaltern position by former colonisers powers.</p>

	<p>Students will learn to think about how humanitarian communications cannot be separated from colonial 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>
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COURSE INFORMATION

COURSE NAME	Interrelationship between Indigenous peoples, like minded local communities (IPLMLC) and their environment.
SCHEDULE	18 – 29 July, 08h:00 – 12h:00 (Monday through Friday)
ROOM	TBC
HOURS PER DAY	4
TOTAL HOURS	40
MAX. NUMBER OF STUDENTS	30
LECTURER	Gabriel Ricardo NEMOGÁ SOTO, PhD University of California Full Professor, University of Winnipeg - Canada
COURSE DESCRIPTION	<p>The focus of my course is the interrelationship between Indigenous peoples, like minded local communities (IPLMLC) and their environment.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>The syllabus incorporates Indigenous scholarship and experiences that are relevant in policy contexts. The</p>

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.

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COURSE INFORMATION

COURSE NAME	Computer Science Accessible to All.
SCHEDULE	18 – 29 July, 08h:00 – 12h:00 (Monday through Friday)
ROOM	TBC
HOURS PER DAY	4
TOTAL HOURS	40
MAX. NUMBER OF STUDENTS	30
LECTURER	Jorge Luis Valenzuela Herrera, PhD Kansas State University - United States
COURSE DESCRIPTION	<p>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.</p> <p>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:</p> <ul style="list-style-type: none"> • Computational Thinking (Algorithmic Thinking, Decomposition, Generalisation, Verification, and Abstraction) • Problems and Algorithms • Introduction to Python <ul style="list-style-type: none"> - 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.

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COURSE INFORMATION

COURSE NAME	Four Pillars of Societal Change.
SCHEDULE	18 – 29 July, 08h:00 – 12h:00 (Monday through Friday)
ROOM	TBC
HOURS PER DAY	4
TOTAL HOURS	40
MAX. NUMBER OF STUDENTS	30
LECTURER	Jonathan WILLIAMS, PhD candidate University of Florida - United States

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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COURSE INFORMATION	
COURSE NAME	Environmental Management Accounting.
SCHEDULE	18 – 29 July, 08h:00 – 12h:00 (Monday through Friday)
ROOM	TBC
HOURS PER DAY	4
TOTAL HOURS	40
MAX. NUMBER OF STUDENTS	30
LECTURER	Thuy Thanh TRAN Ph.D. candidate University of Kassel - Germany
COURSE DESCRIPTION	<p>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.</p> <p>The objectives of the course are to help students:</p> <ul style="list-style-type: none"> - 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. <p>Course methodology: Lectures, case study, games, group discussion.</p> <p>Course assessment: Group presentation, learning reports.</p>

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COURSE INFORMATION

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

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

	<p>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.</p>
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COURSE NAME	Machine Learning for the Analysis of Text as Data
SCHEDULE	18 – 29 July, 08h:00 – 12h:00 (Monday through Friday)
ROOM	TBC
HOURS PER DAY	4
TOTAL HOURS	40
MAX. NUMBER OF STUDENTS	30
LECTURER	Rebecca CORDELL, Ph.D University of Texas at Dallas - United States
COURSE DESCRIPTION	<p>This course will introduce basic computational methods to analyze text, with applications to topics such as state repression, human rights and political violence.</p> <p>Course methodology: Combination of lectures and workshops in the computer lab.</p> <p>Course assessment: Two take-home exercises assigned during the 10-day course.</p> <p>Prerequisites: Familiarity with research design, statistical analysis, and R programming language.</p>

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COURSE INFORMATION

COURSE NAME	Online bullying & harassment including cyberbullying, digital inequalities, & online violence against women (OVAW).
SCHEDULE	18 – 29 July, 08h:00 – 12h:00 (Monday through Friday)
ROOM	TBC
HOURS PER DAY	4
TOTAL HOURS	40
MAX. NUMBER OF STUDENTS	30
LECTURER	Kim BARKER, PhD The Open University - United Kingdom
COURSE DESCRIPTION	<p>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).</p> <p>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.</p> <p>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</p>

	<p>approaches to tackling, eradicating, and resolving inequalities in digital spaces.</p> <p>The workshops will be organized on the basis of the input from the lectures. It will based on the problem scenarios and problem-based learning, encouraging practical applications of core knowledge, using legal methodologies and applying legal skills.</p> <p>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.</p> <p>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.</p>
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