



Blended Intensive
Programme (BIP)
**CONNECTING
CULTURES**
SUSTAINABILITY,
TRAVEL, TRANSLATION
& MIGRATION

PROGRAMME HANDBOOK SECOND EDITION - 2025

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



FACULTY
OF ARTS
UNIVERSITY
OF THE BASQUE
COUNTRY



OLSCOIL NA GAILLIMHE
UNIVERSITY OF GALWAY



university of
groningen



La literatura como documento histórico
Grupo de investigación



Accem

L M+D
MÁSTER Y DOCTORADO EN LITERATURA COMPARADA Y
ESTUDIOS LITERARIOS / LITERATURA KONPARATUA ETA
LITERATURA-IKASKETAK MASTERRA ETA DOKTOREGOA



UN
ETXEA

ASOCIACIÓN
DEL PAÍS VASCO
PARA LA UNESCO
UNESCO SUSTATZEKO
EUSKAL HERRIKO
ELKARTEA



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

elhuyar
ezagutuz aldatzea



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COURSE DESCRIPTION

A unique course, followed by a research seminar, on cultural transfer and sustainability will bring to the Faculty of Arts of the University of the Basque Country (UPV/EHU) in May 2025 about thirty five students from different European universities and a dozen of international experts with the aim of finding solutions to the challenges that various sociocultural agents in the Basque Country will pose to them. It is also a pilot project of pedagogical innovation for the implementation of Challenge Based Education in Humanities.

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

About thirty five master's and doctoral students participate in the course, representing an impressive linguistic and cultural diversity. In fact, they come from the universities of Galway, Tartu, Uppsala, Gent, Bratislava, Groningen, Göttingen, Bern and the Basque Country, but their cultural ties are not limited to Ireland, Sweden, Belgium, the Basque Country, Estonia, the Netherlands, Slovakia, Switzerland and Germany, they extend much further: Azerbaijan, Indonesia, France, Italy, Lebanon, Mexico, China, United States, etc. A linguistic and cultural diversity that will be given visibility during the BIP.



CONTENT OF THE COURSE

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

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

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

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

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



LEARNING OUTCOMES

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

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

METHODOLOGY : CHALLENGE BASED EDUCATION

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

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

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

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



Phase 1 - Engage

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



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

Phase 2 - Investigate

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

Phase 3 - Act

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

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

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

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



WORKLOAD & ASSESSMENT

ECTS = 5.

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

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

Pre-assignment: 5%

Online Sessions: 25%

CBE workshops & presentation: 40%

Final report: 30%

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

BIP STAFF & GUEST LECTURERS

Frederik Verbeke	University of the Basque Country	frederik.verbeke@ehu.eus	BIP staff - Academic coor dinator
Jeanette den Toonder	University of Groningen	j.m.l.den.toonder@rug.nl	BIP staff
Luc van Doorslaer	University of Tartu	luc.vandoorslaer@ut.ee	BIP staff
Andrea Ciribuco	University of Galway	andrea.ciribuco@nuigalway.ie	BIP staff
Sirje Kupp-Sazonov	University of Tartu	sirje.kupp-sazonov@ut.ee	BIP staff
Garbiñe Iztueta	University of the Basque Country	garbine.iztueta@ehu.eus	BIP staff (IdeoLit)
Carme Bescansa	University of the Basque Country	carme.bescansa@ehu.eus	BIP staff (IdeoLit)
María Del Carmen Encinas	University of the Basque Country	mariadelcarmen.encinas@ehu.eus	BIP staff (IdeoLit)
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Maud Gonne	University of Liège	maud.gonne@uliege.be	Guest lecturer
Diana Roig-Sanz	ICREA - Universitat Oberta de Catalunya	dsanzr@uoc.edu	Guest lecturer
Elizabete Manterola	University of the Basque Country	elizabete.manterola@ehu.eus	Guest lecturer
Riccardo Barontini	University of Pau & Pays de l'Adour	riccardo.barontini@univ-pau.fr	Guest lecturer
Daniele Conversi	University of the Basque Country	daniele.conversi@ehu.eus	Guest lecturer
María Loroño Leturiondo	Basque Centre for Climate Change (BC3)	maria.lorono@bc3research.org	Guest lecturer
Ibon Manterola	University of the Basque Country	ibon.manterola@ehu.eus	Guest lecturer

SOCIOCULTURAL AGENTS



ETXEPARE
EUSKAL
INSTITUTUA

The Etxepare Basque Institute is a public agency established in 2010 by the Basque Government to promote the Basque language, culture, and contemporary creativity internationally. Named after Bernat Etxepare, author of the first book published in Basque, the Institute aims to build lasting relationships with other countries and cultures by supporting artistic activities, facilitating cultural exchanges, and encouraging the mobility of artists and professionals. It also promotes the teaching and learning of the Basque language through programs in over 35 universities worldwide and collaborates with international partners in cultural and academic fields.

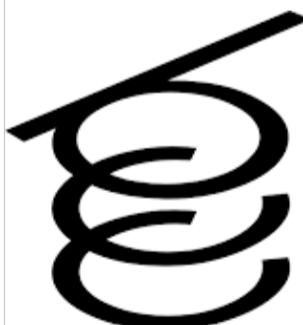
<https://www.etxepare.eus/en>



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EUSKAL HERRIKO
ELKARTEA

UNESCO Etxea, also known as the UNESCO Basque Country Centre, is a non-profit organization established in 1991 to promote UNESCO's principles and programs within Basque society. It maintains official relations with UNESCO and holds Roster Consultative Status with the United Nations Economic and Social Council (ECOSOC). The organization's mission is to foster individual and collective attitudes that encourage the Basque society to embrace human rights values, contributing to the global challenge of sustainable development. UNESCO Etxea focuses on areas such as education, culture, environment, human rights, and gender equality, aligning its efforts with the United Nations 2030 Agenda for Sustainable Development.

<https://unetxea.org/en/>



basque
culinary
center

BCC Innovation is a Sectoral Technological Centre specialised in Gastronomy whose mission is to research and to generate knowledge applied to gastronomy and the culinary experience. This knowledge is transferred to haute cuisine professionals, to all those involved in the food value chain and to society as a whole. The creation of new businesses is also among its objectives.

<https://innovation.bculinary.com/en/>



Accem is a Spanish non-profit organization dedicated to improving the living conditions of individuals in vulnerable situations, particularly refugees, migrants, and those at risk of social exclusion. Established in 1990, Accem operates across 13 autonomous communities and the autonomous cities of Ceuta and Melilla, managing over 170 social action programs. The organization focuses on areas such as direct assistance, accommodation, training, and socio-labor integration, aiming to promote social inclusion and equal rights for all individuals, regardless of their origin, sex, race, religion, opinions, or social group.

<https://www.accem.es/>



Emaús Gizarte Fundazioa is a secular, non-profit social organization based in Donostia-San Sebastián, Spain, and a member of the Emmaus International movement. Established in 1979, its mission is to promote and support transformative processes in social, economic, and environmental spheres. The foundation develops programs for social and labor inclusion, educational projects for sustainability, and operates solidarity economy enterprises. It focuses on improving the living conditions and empowerment of individuals at risk of exclusion, emphasizing responsible consumption and circular economy practices

<https://www.emaus.com/es>



Elhuyar is a private non-profit organization founded in 1972 with the aim of promoting science, technology, and the use of the Basque language (Euskera). Initially established as a cultural association, it became a foundation in 2002. Elhuyar's mission is to contribute to the development of Basque society by applying advanced knowledge, particularly in areas such as science communication, language services, and language technologies. The organization offers services including translation, language quality assurance, and lexicographical work, and is committed to research and innovation in language resources and tools to support the normalization of Basque.

<https://www.elhuyar.eus/en>



PROGRAMME DETAILS

PRE-ASSIGNMENT

Self-portraits

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

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

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

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

ONLINE SESSIONS (MARCH-APRIL)

During the online phase, students will start from the general idea of the course (cultural transfers and sustainability) to determine different essential questions and define the great challenges they want to address taking into account their personal and academic interests.

In each online session they will continue to investigate and debate these challenges, transferring knowledge and experiences from their own cultures, and interacting with the topics raised in the lectures given by the course staff.

Each of the online conferences will be followed by small group and/or plenary discussions. The main ideas and conclusions that emerge from these discussions will be collected in writing through the corresponding forums on the Moodle platform.

All the knowledge that will emerge from the interactions that occur around these lecturers will be an important resource to find and co-design solutions to the challenges that will be formulated in interaction with sociocultural agents during the on-site week.

All online sessions take place **via Teams on Friday from 10:00 to 13:00 (UTC+1 = Brussels)** (9:00-12:00 in Ireland; 11:00-14:00 in Estonia).



Word cloud with languages spoken by participants



Online session 1 - March 07

Introductory session. Challenge Based Education (CBE) kick off session. Course presentation. Practical information. **Frederik Verbeke** (University of the Basque Country)

Online session 2 - March 14

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

Lecturer: **Luc van Doorslaer** (University of Tartu)

Online session 3 - March 21

Challenges of translation of Soviet time texts

Lecturer: **Sirje Kupp-Sazonov** (University of Tartu).

Online session 4 - April 04

Cultural transfer and ecoliterature

Lecturer: **Jeannette den Toonder** (University of Groningen).

Online session 5 - April 11

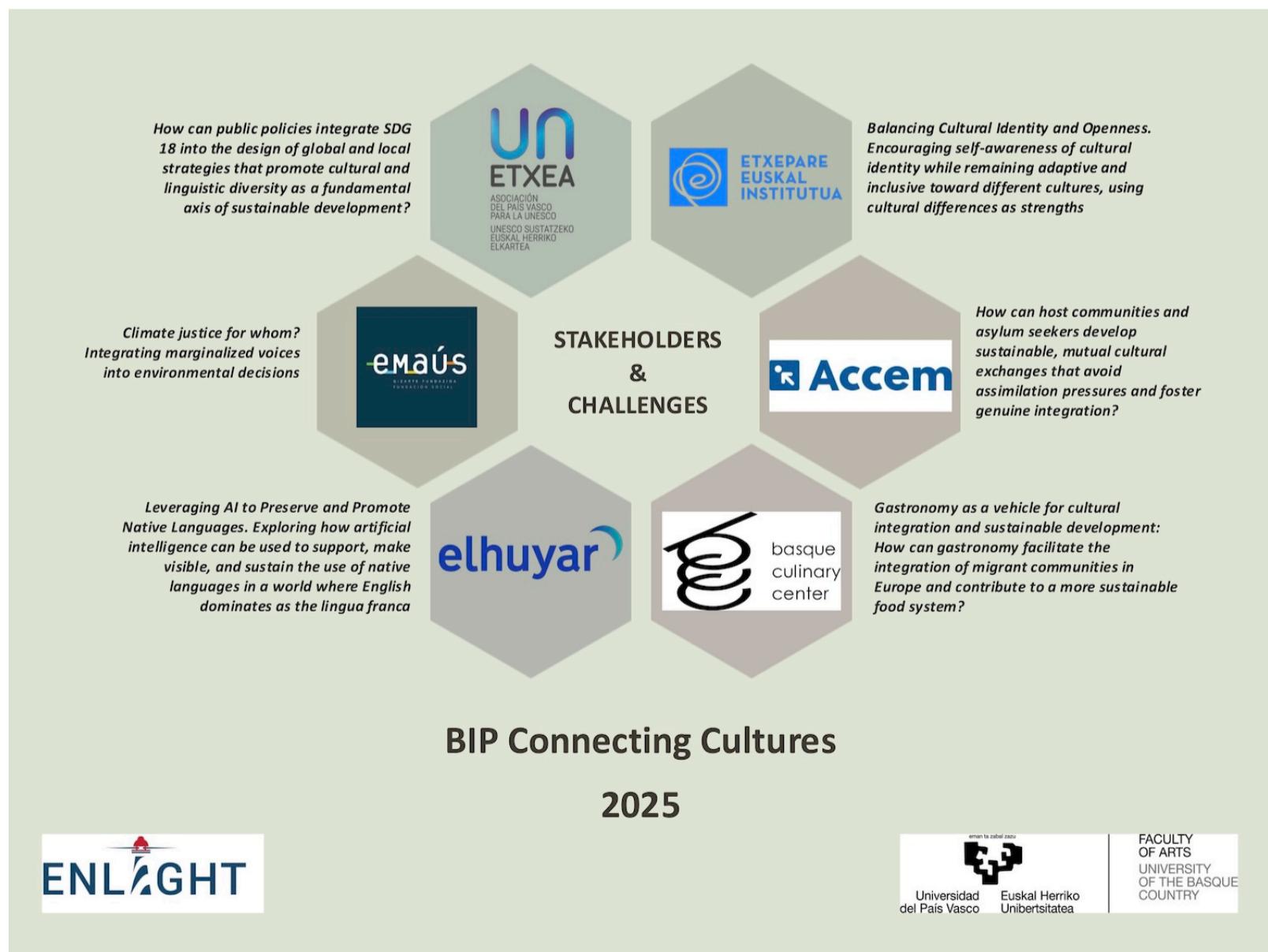
Multilingualism, food and intercultural communication

Lecturer: **Andrea Ciribuco** (University of Galway)



ON-SITE WEEK (MAY)

During the on-line phase, the sociocultural agents of the Basque Country - **UNESCO Etxea, Etxepare Euskal Institutua, Basque Culinary Center, Elhuyar, Emaus Gizarte Fundazioa, and Accem** - each formulates a **challenge**, related to their priorities, but also taking into account the profiles of the students. Each student is assigned to a specific group, challenge, and external partner (see **Annex 1**). Before travelling to the Basque Country, students are asked to familiarize themselves with their assigned external agent and reflect on their group's challenge. They are not expected to come up with a fully developed solution, but rather to explore similar agents or comparable challenges in their home cultures. Seek inspiration that they can "pack in their suitcase" and bring with them—these insights will be invaluable during the group workshops where they will co-design proposals.



During the on-site week, from May 12 to 16, the six sociocultural agents from the Basque Country will participate in the course. In a workshop at the beginning of the week, the external agents will help students to understand the specific contexts in which they will have to design concrete actions to respond to the challenges posed.

At the end of the on-site week, the Faculty of Arts will host a two-day research seminar (May 15-16), ***ENLIGHT Research Seminar on Cultural Transfer and Sustainability***, organized by the research group IdeoLit. This seminar will be the setting where the students of the BIP will present the actions they have designed and discuss their proposals with the agents, the course teaching staff and international experts.



Before discussing with the course participants, the experts invited to the ***ENLIGHT Research Seminar on Cultural Transfer and Sustainability*** will address various topics in dialogued conferences. The seminar begins with an introductory talk on SDG 17+1 by Professor **Ibon Manterola** (UNESCO Chair of World Language Heritage, UPV/EHU). A first conference in dialogue will put around the same table Professor **Diana Roig-Sanz** (ICREA), who will talk about "Diversity Matters: Cultural Sustainability in Institutionally Supported Translations" and Professor **Elizabete Manterola** (UPV/EHU), who will talk about "Rethinking cultural identity through translation. How diversity is reflected in translated Basque literature". A second conference in dialogue will join Professor **Riccardo Barontini** (UPPA), who will talk about "A Few Exercises of Posthumanism: Literature and Biodiversity", and Professor **Daniele Conversi** (UPV/EHU; Ikerbasque), who will focus on "Homogeneocene. Defining the age of cultural and biological destruction, 1493-today".

To these lectures, we must add the opening lecture that Professor **Maud Gonse** (University of Liège) will give at the beginning of the week about "Interconnectedness and Cultural Emergence: The Theoretical and Practical

Implications of Studying Cultural Transfers", and the closing lecture on Friday by Professor **María Loroño** (Basque Center for Climate Change) who will create connections between the Humanities and other scientific disciplines in her lecture entitled "Changing cities: adaptation, multiple knowledge, and creative methods".

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

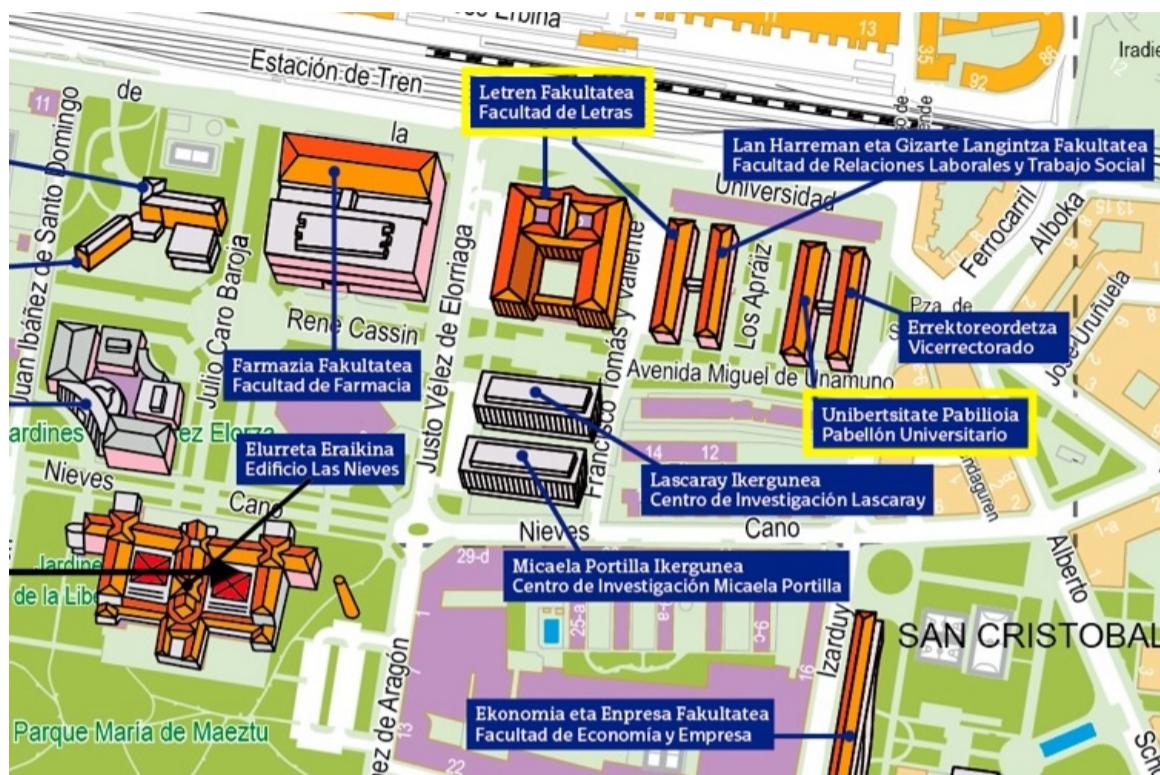
On the last day, teachers and students will give their feedback of the course. Each student will write a report where they reflect, among other things, on the learning experience, group dynamics, the impact of the course both academically and personally, and the cultural transfers that have occurred during the face-to-face week. The teaching staff, for their part, will participate in a networking session to design future collaborative initiatives within the framework of ENLIGHT, both at the teaching and research levels.



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

Date	Hours (UTC+1)	Activities	Venue
12/5/25	09:00-09:30	Registration	Faculty of Arts
	09:30-10:00	Kick off meeting	Faculty of Arts
	10:00-11:00	Opening keynote by Maud Gonse (University of Liège): Interconnectedness and Cultural Emergence: The Theoretical and Practical Implications of Studying Cultural Transfers	Faculty of Arts
		Coffee break	
	11:30-13:00	CBE Workshop 1	i3 Lab - Unibertsitate Pabilioia
	13:00-14:00	Free lunch	Unibertsitate Pabilioia
	14:00-17:00	CBE Workshop 2 (with sociocultural agents)	i3 Lab - Unibertsitate Pabilioia
	17:00-18:30	Working session for BIP staff	Faculty of Arts
13/5/25	10:00-13:30	CBE Workshop 3 (group work)	i3 Lab - Unibertsitate Pabilioia
	16:00-17:45	Cultural activity: Guided tour to the old town of Vitoria-Gasteiz	
14/5/25	10:00-13:00	CBE Workshop 4 (group work; peer assessment)	i3 Lab - Unibertsitate Pabilioia
	15:00-16:00	Preparation of oral group presentations	i3 Lab - Unibertsitate Pabilioia
	16:00-18:00	Herrien arteko kantaldi-dantzaldi (cultural activity, connecting cultures through music and dance)	i3 Lab - Unibertsitate Pabilioia
15/5/25		ENLIGHT Research Seminar on Cultural Transfer & Sustainability	
	10:00-10:30	Ibon Manterola (UNESCO Chair of World Language Heritage, UPV/EHU), Garapen Jasangarrirako 17 Helburuetan bat falta da. The Missing Sustainable Developmental Goal	Faculty of Arts

	10:00-11:30	Dialogued lecture with - Diana Roig-Sanz (ICREA), <i>Diversity Matters: Cultural Sustainability in Institutionally Supported Translations</i> , - Elizabete Manterola (UPV/EHU), <i>Rethinking cultural identity through translation. How diversity is reflected in translated Basque literature</i>	Faculty of Arts
	11:30-12:00	Coffee break	
	12:00-13:00	Dialogued lecture with - Riccardo Barontini (UPPA), <i>A Few Exercises of Posthumanism: Literature and Biodiversity</i> , - Daniele Conversi (UPV/EHU), <i>Homogeneocene. Defining the age of cultural and biological destruction, 1493-today</i>	Faculty of Arts
	13:30-14:30	Free lunch	Unibertsitate Pabilioia
	15:00-18:00	Student presentations - ENLIGHT BIP course "Connecting Cultures"	Faculty of Arts
	20:30	Dinner (with prior registration) (Attendees are responsible for their own dining expenses)	Hotel NH Canciller Ayala
16/5/25		ENLIGHT Research Seminar on Cultural Transfer & Sustainability	
	10:00-11:00	Student's feedback about ENLIGHT BIP course "Connecting Cultures"	i3 Lab - Unibertsitate Pabilioia
	11:00-13:00	BIP students: preparation of final report + questionnaires (impact evaluation)	i3 Lab - Unibertsitate Pabilioia
	11:00-13:00	Networking BIP staff & ENLIGHT partners: future collaborations (BIP, joint degrees, research projects)	Faculty of Arts
	13:00-14:00	Closing keynote speech by María Loroño (Basque Centre for Climate Change): <i>Changing cities: adaptation, multiple knowledge, and creative methods</i>	Faculty of Arts
25/5/25		Submission of final report	



Letren Fakultatea (= Faculty of Arts) & Unibertsitate Pabilioia

FINAL REPORT

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

Please, submit your final report (PDF format) before the 25th of May, 2025, on the Moodle platform. <https://egelapi.ehu.eus/mod/assign/view.php?id=159753>

PEDAGOGICAL & FINANCIAL SUPPORT

LIVING LAB CBE i3LAB

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

FINANCIAL SUPPORT

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