

Travelling Seminars

The following courses are especially characterized by the distance to the field and the timeframe of engagement. As opposed to the community collaboration these courses often take place far away from the university (often abroad). This fact implies that most fieldwork is done within a limited timeframe, often a couple of days or a week. Before the intensive fieldwork, the courses often have a theoretical, methodological, and informative preparatory dimension.

Democratic Peace - or War? The Politics of Crisis Management and Conflict Resolution in Ukraine

University	Teacher / Faculty	Education Level	Field	Duration	Language	ECTS
Universität Konstanz	Jun.-Prof. Dr. Steffen Eckhard, Vytautas Jankauskas (both Universität Konstanz), Prof. Dr. Alexander Ivanow (Taras-Schewtschenko-University Kiev)	MA	Politics and public administration, specialization international administration and conflict management	1 semester with a six-day-fieldtrip - summer semester 2019	English	7

Description

“Democracy and peace do not always go hand-in-hand. The transition to a democratic order is a complex and challenging process, which often inflames existing economic instabilities, internal divisions and peculiar geopolitical situations. Political grass-roots movements have led to violence in many countries and resolving such crises has been particularly challenging both for domestic governments and international actors.

The Ukraine conflict since 2014 is a case in point. Initially, governments in the European Union fervently supported the Euromaidan movement protest against the decision by Ukrainian president Viktor Yanukovich to suspend negotiations with the EU about the Association Agreement. Few months later, after violent clashes on the main square of Kyiv and attempts to come to an agreement with the mediation of some of the European leaders, Yanukovich fled the country in February 2014. This freed the passage for the subsequent transition of power to the opposition. But in the eastern

parts of the Donbas, violent conflict erupted and Russia annexed the Crimea peninsular. Since then, violence in the Ukraine has spiraled and the productivity of the country's economy had dropped by half by 2015.

The MA seminar addresses the puzzles, trade-offs and challenges related to the origin of political violence in Ukraine as well as the attempts of the international community to resolve the conflict. The seminar will be particularly focused on the role of international outside actors, both regarding the origin of the conflict as well as its resolution. In doing so, students will cover a broad range of aspects of and perspectives on the Ukraine conflict, including the efforts of international actors such as the EU and OSCE, as well as the local government and civil society organizations.” - description from course catalogue

Teaching Setup / Learning Methods

“The applied research seminar consists of two parts. The first part will be in class. Students will familiarize themselves with the state of the art on conflict management in general and the Ukraine context in particular. They will also develop research questions on the Ukraine conflict and work out their own research designs to answer these questions.

The second part of the seminar consists of a six-day field trip to Kiev (Ukraine). During this trip, seminar participants will have the opportunity to lead research interviews with local experts. These interviews should enable students to answer their research questions. In addition, students will have the opportunity to interact with potential future employers in international public or non-profit organizations.” - description from the course catalogue

Field Trip to London - Social Entrepreneurship and Management

University	Teacher / Faculty	Education level	Field	Duration	Language	ECTS
RUC	Linda Lundgaard Andersen/ Professor at center for Social entrepreneurship Katia Dupret/	MA	Development of organizations in the civil society	Three days (but part of a semester long course) Autumn 2017	Danish	10

	Head of the Master of Social Entrepreneurship					
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Description

The students went to London and the suburbs to meet social entrepreneurs in their local environment. The main focus is to get inspired from the actor’s experiences regarding creation of innovation and sustainability for the vulnerable citizens of London. By engaging in and with the field the context of balances between commercial and social considerations, measuring social value, the role of the entrepreneur and thoughts about social innovation will present itself in a more real way than in the classroom.

Day one - with focus on public and mobility support for social entrepreneurship

The students started out by visiting the interest group SEUK (Social Enterprise United Kingdom) that supports and advises social initiatives and companies with a socio economic aim. This included a meeting with the general manager of SEUK. The students could ask about the lobbyism (ex the role of SEUK in the passing of The Social Act (2012), how to define social values, and the focus of campaigning for socio-economic business in the future. Afterwards the students had lunch at The Brigade, a socio-economic company with a work-integration programme.

In the afternoon the students visited Bromley by Bow, a center for health and culture based in an area with a lot of poverty in eastern London. The center has a holistic and broad approach to health promotion - making it an alternative, critiquing the standard modern model for health care. Students met with the director of knowledge and innovation and the programme coordinator. There was a focus on the difficulty of raising money for the center

Day two - with focus on social change (for the greater good) through collaboration with the local community

Meeting with the clergyman of the Britannia Village Hall (BVH) - a community centre in a crime-ridden estate. BVH has a multi-religious base and they arrange a lot of activities for children (and their mothers), and young people. After this meeting the students were shown around at the local primary school - which has turned around its reputation and pupils results to being among the very

best schools in England. The students explored the school buildings, attended classes and talked to the headmaster in order to get a grip of the school's positive and quick turnaround.

The students also met with the founder of a socio-economic bikeshop that teaches children how to repair and ride bikes. The owner had a focus on helping jobless to join the labour market.

Day three - integration of women labour in a multicultural local community

The day started with a visit to a social cooperative (Account3), with a focus of helping women of different cultural backgrounds. The students learn about the organization of the company, which includes a collective leadership. Furthermore, the students learn about which tasks the company tries to solve regarding loneliness, education, helping jobless - and how they do it.

The excursion ended with a presentation on sustainability and leadership by a local professor. Her presentation was based on an analysis of the Bromley by Bow Center, which the students already knew about. The professor was able to elaborate on the center's management style, notion of health, and their use of art.

Teaching Setup / Learning Methods

The field trip has a very intensive setup with a lot of visits and meetings. Mostly the students engage with social actors who have been quite successful with their work. The engagement in the field has a double structure. The students observe and learn from the social entrepreneurs as they act in their field. So the students do not only learn *from* the entrepreneurs but engage with them *in* their environment - the socially deprived areas of London. Here are the theoretical issues concrete actualized as specific people's problems and solutions.

The meetings with social entrepreneurs are set up to allow students to be very much involved and their questions will constitute the conversations.

After returning from London there was a seminar where the students could reflect on the field trip. The students held presentations which were followed up by discussions about how the experiences were connected to the course literature, group work and overall learnings from the field of study.

Curriculum

Arvidsen, M., Lyon, F. McKay, S. And Moro, D. *The ambitions and challenges of SROI*. Third Sector Research Centre, Working Paper 49, (2010)

CASE on “Social return on Investment” (2007): Forth Place: Six Mary’s Place Guest House (moodle)

Den Sociale Kapitalfond, *Social Return on Investment. A review of methods to measure social impact.* (2012)

Gibbon, J., & Affleck, A. *Social enterprise resisting social accounting: reflecting on lived experiences.* Social Enterprise Journal, 4(1), 41–56. (2008)

<http://doi.org/10.1108/17508610810877722> Leadership, Emergence and Sustainability in Social enterprise: The Bromley by Bow Centre case study

v/Lynn Froggett, professor, director of Psychosocial Unit, Department of Health, University of Lancashire and collaborative visiting professor CSE. Together with Tom Wengraf and Prue Chamberlayne, she carried a three-year long evaluation of the Bromley by Bow Centre.

Andersen, Linda. Lundgaard (2016) Multimetodisk social intervention: Bromley By Bow. I: Social intervention. Meningsfuld indgriben i menneskers liv. Krøjer, J. & Dupret, K. (red.). København: Frydenlund Academic (I Reader fra Modul 1) Froggett, Lynn and Chamberlayne, Prue “*From Biography to Practice and Policy Critique*”. (2004)

In Qualitative Social Work vol.3,no.1. London: Sage Publications (I Reader)

Bromley by Bow Centre Evaluation Report: Froggett, L., P. Chamberlayne, S. Buckner og T. Wengraf (2005): Bromley by Bow Centre Research and Evaluation Project: *Integrated Practice – Focus on Older People.* Preston: University of Central Lancashire.

Robinson Francesca, *Social enterprise in primary and community care.* In PracticeNurse, December 2010

Comparative Field Course - Trip to Berlin

University	Teacher / Faculty	Education Level	Field	Duration	Language	ECTS
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Roskilde University	Martin Dahl Sørensen/ Geography, City-planning and Kristian Nagel Delica/ Urban sociology	BA	Methodology of field research	Two weeks - Winter semester 2019	Danish	5
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Description

This is a two-week course with two separate parts. In the first week, the students will be prepared to perform field research in the city of Berlin. The preparation week consists of five full days with lectures, group work, and practical exercises. The preparation contains lectures about Berlin, different methods (interview, observation, participation, Kartering) used to collect data, and how to analyze, represent and visualize data from the fieldwork. In the afternoons, after the lectures, students work in groups of 4-5 with a self-elected problem area which they will later investigate in Berlin. In this week they try out the aforementioned four methods in the city of Roskilde. They will choose the best fitting mix of methods/triangulation for their problem. Furthermore, students are encouraged to plan as much as possible before the trip to Berlin (ex planning of interviews). At the ending of the week, the groups will have to make a presentation including research questions, a timeline for the days in Berlin, argumentation for the selected combination of methods, and some pictures of the chosen area in Berlin.

In the following week, students and teachers meet up in Berlin, starting the first day with an overall city tour followed by a banquet. The second day consists of obligatory work with the different methods of field research. The supervisors will meet the students in the field and give advice on how to use the methods in the specific settings. On the third and fourth day, the students are on their own, working on answering their research question. They will have to write a field report and prepare a presentation during these two days too. On the last day, the students will present their findings to each other.

Teaching Setup / Learning Methods

This is an intensive and empirical based course. The students will have a lot of concentrated time working on the same project. Teachers will prepare the students in the classroom, which sets up better conditions for when the students are in the field. They will have a much better understanding on what to do and how to do it. Building on this base of knowledge and skills the students will be more comfortable in the field and therefore more observant in the field when using the methods. Since the

teachers are also giving advice during the week it is possible for the students to make corrections for unforeseen obstacles and adjust the design of methods even better to the concrete case.

Since the students will present their work two times they will also be able to learn and get inspired by one another.

<https://moodle.ruc.dk/course/view.php?id=13087>

Learning Targets

Although the students will learn about the city of Berlin the main focus is development of methodological skills and getting comfortable using the methods - not just in the classroom but in the field. Working in groups makes it possible to broaden the scope and learn about several methods, since they can split the workload.

Curriculum

<https://study.ruc.dk/class/view/17312>

Study of Renewal Urban Project in European Countries – Field Trip to Brussels

University	Teacher / Faculty	Education Level	Field	Duration	Language	ECTS
Paris 8	Emanuelle Lallement/ Anthropologist and Alain Sinou/ Architect, Sociologist	MA	City planning/ European and International Studies	1 semester – with a week- long field trip to Brussels.	??	12

Description

This course consists of two different aspects: an intensive workshop-week in Brussels and preparatory lectures, assignments, and oral presentations. The overall objective is to study and analyze a European city, where urban renewal is being implemented. In order to prepare the students for the culminating field study 50 hours of lectures will be completed beforehand. 25 hours about the methodological approach and 25 hours about the city of Brussels: geography, problems, urban governance, and renewal projects. A partner from Brussels will hold a conference at Paris 8 a last preparatory step. During the field trip, students will be doing fieldwork with ex. observations and interviews for 3-4h per day and meet with professionals and researchers from the city of Brussels 1-2h per day. At the end of the week, students will present their findings to each other. The aftermath will be a written report supervised by a teacher. The student reports will be sent to the partners in Brussels. The oral presentations and forwarded reports will promote knowledge sharing.

Teaching Setup / Learning Methods

The teaching is centered around the field trip. The setup is meant to establish a synergy between the case study, the methodological courses, and the thematic courses. The knowledge about the specific urban culture and environment as well as the tools to gather data will constitute a foundation for a successful field trip.

On an overall level, the course is also a part of Europeanization. Speaking a foreign language during the field trip and mediating with local actors is in itself a dimension of learning about the specific urban culture – and its differences/familiarities.

During the course, students will also have to learn from each other and constitute mutual knowledge sharing. Students are also involved in the development of the course especially in preparing conferences with professionals and in the session with foreign students.

Learning Targets

The students will gain an understanding of cities and their inhabitants from a sociological and anthropological perspective. They will also learn how to analyze urban renewal projects. Since the course is challenge- (and solution) based students will learn how to engage as professionals with project holders and decision-makers.

“Mini-residency” at the Paul Eluard Museum of Art and History in Saint-Denis,

as part of the exhibition "Un Air.e de famille" (25 June - 8 November 2021)

University	Teacher/ Faculty	Educational Level	Field	Duration	Language	ECTS
Paris 8	Béregère Voisin Faculty of Culture et communication	BA	Information and Communication Sciences	36h	French	2

Description

The Bachelor's degree in "Information and Communication" aims to offer a multidisciplinary approach (semiology, sociology, economics, etc.) to communication and the media, articulating theoretical knowledge, analyses linked to the field of the media and practical applications (workshops, press, radio, video, Web...).

As part of the Bachelor's integration weeks, the students of the first year of bachelor were able to take part in a "mini-residency" at the Paul Eluard Museum of Art and History in Saint-Denis, as part of the exhibition "Un Air.e de famille" (25 June - 8 November 2021). After participating in a guided tour in situ by a cultural mediator and attending a conference by the exhibition's scientific curator, the students were asked to produce a video presentation/enhancement of the exhibition for a defined target audience.

Teaching Setup/ Learning Methods

The work required was to be carried out in groups and presented on the last day to the whole class, with arguments on the choices made (choice of works, editing, framing, general aesthetics, sound production, etc.). The immersion in the field for two full days allowed students to create links between themselves, to manage a back-planning, to convince each other of their choices, to find a point of agreement on what would be good to emphasize in their video report, etc.

Learning Targets

To practice note-taking, which is an essential prerequisite for a successful university course (during the guided tour, during the conference)

- Synthesise information (access to the catalogue, communication materials, press kit)
- Check the source of the information presented in the report
- Make choices by prioritising information
- Argue and defend a point of view
- Learn how to produce a video format (editing)
- Present orally a work done in a group in a limited time.

Curriculum

Day 1:

Morning: guided tour of the exhibition, lecture by the scientific curator.

Afternoon: Choice of works to be promoted according to the attached specifications (two "old" works, two "recent" works)

Day 2:

Morning: definition of the tools for collaborative work, writing of the scenario, video captures of the shots and/or works chosen

Afternoon: editing the videos

Day 3:

Oral feedback and presentation of the work

Extra Funding

This course was funded as a "Pedagogical Project" by the faculty

Study Trip for the students of the Faculty of Culture and communication

University	Teacher/ Faculty	Educational Level	Field	Duration	Language	ECTS
Paris 8	Jocelyn Maixent Faculty of Culture and communication	BA, MA	Information and Communication Sciences		French	

Description

The study trip is organised for the students of "Culture and communication" and it is designed with the dual aim of professional integration and internationalisation.

It meets three objectives

- to offer them the opportunity to confront what they learn at the university with other practices and issues of communication abroad
- to increase their knowledge of international jobs and opportunities in the vast field of communication;
- to bring together students from different levels of study, who often know little about each other.

The study trip is built around a partnership with a local university, which allows us to meet local teachers, researchers and students. Often, the host university also support the contact with the professional speakers.

The trip also benefits from the support of the French Embassy or Consulate, which intervene to facilitate some of the visits and receive our students in order to present the challenges of cooperation in the cultural and audiovisual field.

Teaching Setup/ Learning Methods

- Project management
- The preparation of the project starts at the beginning of the academic year preceding the trip, and follows the following schedule
- October: logistical preparation. Quotations on three proposed destinations, feasibility studies.
- November: launch of the project to students at all levels of the university, and registration of volunteers.
- December: final constitution of the group, first information meeting.
- January-March: contacts made, speakers chosen and final programme drawn up.
- April: one week before departure, second information meeting (presentation of the programme).

Learning Targets

In addition to the cultural discovery of a major world city, the trip is built around a variety of meetings with communication professionals, journalists, intellectuals, civil society actors, and also communication teachers and students.

The programme of professional meetings, about fifteen in total during the week, covers all the facets of the communication professions and corresponds to the different minors present in the UFR's programmes.

Curriculum

Since 2013, when the project was launched, 7 editions of the study trip have already taken place: after Istanbul in 2013, Athens in 2014, Bombay in 2015, South Africa in 2016, China in 2017, Cuba in 2018, Russia in 2019.

The next study trip is scheduled to take place in March 2022 in the United Arab Emirates.

Agenda of the Study trip of 2019 in Russia.

Travel Programme - 30 March to 7 April 2019

Saturday 30th March

Flight to Moscow

Sunday 31st March

Free day in Moscow. Suggestion: Red Square and Kremlin area.

Monday 1st April

11:00- MOSFILM Studios

Meeting with Maria Gorkun-Voevoda, Director of International Relations, and visit of the studios.

15:00- CCI France-Russia

Meeting with 3 digital start-ups: Opal agency, Artistic Bazaar, Le Fond de l'œil. Address :

5.30 pm - MAMM (Multimedia Art Museum)

Meeting with Olga Sviblova, general director.

Tuesday 2 April

10:00 - Bolshoi Theatre.

Visit of the Bolshoi Museum and the theatre, meeting with Katya Novikova, press officer of the theatre.

12 noon - The Moscow State Stanislavsky and Nemirovich-Danchenko Music Theatre (MAMT)

Meeting with Anastasia Razumovskaya, production manager.

14:30 - Moscow University, Faculty of Journalism.

Meeting with Milana Zakharova, director of the Franco-Russian Centre for Journalism, and with students.

17:00 - French Institute (French Embassy).

Meeting with Elisabeth Braoun, Deputy Cultural Counsellor, and Katia Grollet, Project Manager for audiovisual projects.

19:00 - Budapest Hotel

Meeting with Dominique Derda, correspondent of France 2 in Moscow, and Daniel Vallot, bureau chief of Radio France Internationale.

Wednesday 3rd April

11:00- DOJD TV

Meeting with Ksenia Kozhina, senior producer, visit of the studios and meeting with journalists.

Departure from the hotel at 22:30 by bus.

23:55 - NIGHT TRAIN "The Red Arrow" to St. Petersburg.

Thursday, April 4th

Arrival of the train at 7:55 am (Moskovsky Station). Transfer to the hotel by bus.

15h30 -

Meeting with Alexander Sokurov, filmmaker.

19:00 - Marinsky Theatre, large hall.

Performance of Rimsky-Korsakov's Christmas Night, opera in 4 acts.

Friday 5th April

Free morning.

15:00 - New Stage of the Alexandrinsky Theatre

Meeting with Oksana Tokranova, Director of Public Relations, and Alexei Platunov, Director of International Relations. Meeting with the students of cultural management.

18:00 - MISP (Museum of Saint-Petersburg art)

Meeting with ShortParis, independent rock band (soundtrack LETO).

Saturday 6 April

Day trip to Peterhof. Departure by bus at 9.30 a.m., return in the late afternoon.

20:00 - Closing dinner.

Restaurant Severyanin, 18 Stolyarny Lane, St. Petersburg. 100m walk from the hotel.

Sunday 7 April

Free morning in St. Petersburg.

Sightseeing and cultural visits.

Back to Paris

Study trip project preparation for students of the MA “Information and communication”

University	Teacher/ Faculty	Educational Level	Field	Duration	Language	ECTS
Paris 8	Marie Chagnoux Faculty of Culture and communication	MA	Information and Communicatio n Sciences	20h	French	2

Description

The pedagogical project of the Master's degree in "Information Communication", "Digital Communication and Project Management" is based on two pillars: providing students with a solid critical culture of digital technology; and training high-level professionals for the digital communication professions.

Learning how to manage a project can begin with the organisation of a study trip abroad. In a self-organised way, it is a question of measuring each other's motivation, planning, budgeting, administrative constraints, the search for funding, the choice of on-site visits (academic, entrepreneurial, governmental), the production of a multimedia report, etc. The trip itself is the reward for several years of hard work.

The trip itself is the reward for several months of effort. It takes place each year in a different city or region, but one that is of particular interest from the point of view of the "digital worlds" that are being built and debated today.

Teaching Setup/ Learning Methods

The project is carried out independently by the M2 students (30 students). The preparation of the trip starts at the beginning of the academic year, with the help of the teacher in charge who guides the students in respecting the timetable, making contact with the institutions hosting the students on site (companies specialising in the "digital worlds", technological innovation, digital communication, etc.).

It is the subject of a formal presentation by the students at the Faculty Council.

Learning Targets

The study trip project is in line with the logic of project management and strategic intelligence: the objective is to train communication professionals capable of planning, designing and managing a communication policy or strategy using digital information and communication technologies. This project enables them to apply their knowledge of the sector, enriched by the discovery of the international dimensions of digital communication.

New Bulgarian University

Samothrace, (Greece) – The Island of the Gods

University	Teacher/ Faculty	Educational level	Field	Duration	Language	ECTS
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New Bulgarian University	Assistant professor Petra Nedelcheva (Archeology Department, NBU); Assistant professor Vladimir Marinov (Mediterranean and Eastern Studies Department); Associate professor Zhivko Lefterov (History Department NBU)	Both BA and MA (preparation modul)	History, Archeology Interdisciplinary	4 Days Period: 31.10.2019 – 3.11.2019 (Autumn 2019)	Bulgarian	3 ECTS
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Description

- The course aims to acquaint students with cultural and historical monuments related to significant events in Bulgarian and European history.
- Visiting historical and cultural places
- Delivering lectures at the scene
- Connecting the knowledge acquired so far in the classrooms with their natural historical environment

The Seminar is in extracurricular time. Each student has a pre-set essay topic. Participation in the traveling seminar, as well as the creation of an essay on the topic of the field research form the assessment of the course. Students have one traveling seminar in the seventh and eighth semesters of the bachelor's program and respectively in the first 2 semesters of the master's program. Each seminar brings 3 ECTS. Both seminars aim to present ancient, old cultural and historical centers of Bulgarian

in the past. This “journey” has 2 parts and 2 training courses (one in the fall semester and one in the spring semester)

[HISB142 SEMINAR "JOURNEY TO HISTORICAL AND CULTURAL CENTERS" - PART I](#)

[HISB144 SEMINAR "JOURNEY TO HISTORICAL AND CULTURAL CENTERS" - PART II](#)

Training course, connected with the seminar: [HISB142 SEMINAR "JOURNEY TO HISTORICAL AND CULTURAL CENTERS" - PART I](#)

First day (October 31)

Departure on the route Sofia - Plovdiv - Kapitan Petko Voyvoda border checkpoint - Chernomen - Dimotika - Alexandroupolis. Departure by ferry to Samothrace Island

Second day (November 1)

Visiting the following sites on the island:

- The sanctuary of the Great Gods
- Archaeological Museum in Paleopolis
- Prehistoric site "Micro wooni"
- Lecture and Discussion

Third day (November 2)

Visiting the following sites in the town of Chora:

- The medieval fortress
- The Church of the Assumption, which houses the skulls of the Five Martyrs of Samothrace
- The Ethnographic Museum
- Lecture and Discussion

Fourth day (November 3)

Departure from the island of Samothrace by ferry to Alexandroupolis (Alexandroupoli). Visit to the ancient market town of Mesemvria Zoni, founded by the inhabitants of Samothrace.

Return to Bulgaria

Teaching Setup / Learning Methods

- Field lectures given by a specialist – History and Archeology field
- Museum tours and searching for artifacts and evidences
- Short (15 min) Q&A after every new object/place
- Common dinner for students and teaching staff to discuss in informal way the results of the daily research
- all students have prior preparation, from their classroom lectures and literature to them

Learning Targets

- Creating an immediate idea of the historical sites;
- Knowledge of related significant events in Bulgarian and European history.
- Knowledge of the way of life, culture, art and way of life of the participants in the historical events.

Students will be aware of how:

- To distinguish the difference between myth and history;
- To know how myths can be ascribed to historical knowledge
- To communicate and exchange knowledge between each other - to learn from each other

Extra Funding

The traveling seminar is supported by the Central Fund for Strategic Development of NBU.

[XXV Early Fall School of Semiotics \(EFSS\), in Sozopol, Bulgaria](#)

University	Teacher / Faculty	Educational Level	Field	Duration	Language	ECTS
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NBU	<p>Prof. Kristian Bankov (SOUTH-EAST EUROPEAN CENTER FOR SEMIOTIC STUDIES, NBU);</p> <p>Assistant professor Dimitar Trendafilov (Economic Department, NBU);</p> <p>Prof. Dario Martinelli (Kaunas University of Technology Faculty of Social Sciences, Arts and Humanities, Lithuania)</p> <p>Prof. Evangelos Kourdis (Aristotle University of Thessaloniki)</p>	<p>MA (“Brandmanagement ” in both English and Bulgarian)</p> <p>https://semiotics.nbu.bg/en/ma-in-brand-management/list-of-the-courses-per-semester</p>	Semiotics	<p>4 Days</p> <p>Period: 03.09.2021 – 06.09.2021</p> <p>(Autumn 2021)</p>	English	3 ECTS
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Description

Topic in 2021: Translation and transformation in Audio-visual and digital culture 2021

Main goals:

- to import research know-how
- to create international contacts: our PhD students and young scientists to continue their studies in Phd abroad;
- to develop a constant academic research hub

- to research the intensive metabolism of the digital semiosphere and digital culture, influenced by the social media, high technologies, AI

The intensive metabolism of the digital semiosphere calls for semiotic attention and although a lot has been done so far, The EFSS would like to invite open minded semiotic scholars for their theoretic and applied contribution on Translation/Transformation of:

<ul style="list-style-type: none"> ● movies into videogames ● literature into movies ● movies into literature ● literature into memes ● comics into videogames ● videogames into reality shows ● literature into VR 	<ul style="list-style-type: none"> ● movies into amusement parks ● music into video ● literature into music ● music into ethics ● ethics into memes ● politics into reality shows ● all other unlisted combinations
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NBU School of Semiotics has a 25-year history. Every year (excluding 2020, due to Covid), the most prominent and internationally recognized semiotics gather in the town of Sozopol, Bulgaria, to present their latest research; to discuss their results at round tables and to exchange experiences with each other. The school is attended by students from the Master's program "Brand Management", NBU, as well as doctoral students in semiotics from various universities in Europe. As a practical part of the school are the workshops of all international and Bulgarian professors with students. A special "PhD Marathon" has been created for doctoral students, in which each doctoral student must present the plan, methodology and stages of his / her doctoral dissertation, as well as the current results of his / her research. On the last day of the school, the graduates of the Master's program "Brand Management" present their diploma projects and thesis publicly.

Training course, connected with the seminar: [SEMM600 SEMINAR: EFSS WITH FINAL TEST, PROF. KRISTIAN BANKOV](#)

Teaching Setup / Learning Methods

“Mainly lectures by professors and guest lecturers are included; there is no imposed methodology; we invite the best semiotics to learn from them! The school is also open to other NBU departments and researchers. Important for students is the meeting and the opportunity to communicate with international authorities in the field of semiotics and digital communications” – says prof. Kristian Bankov, the Head of the Semiotics School and SOUTH-EAST EUROPEAN CENTER FOR SEMIOTIC STUDIES.

Learning Targets

Successful graduate students in the Semiotic School know:

- the main types of applied semiotics;
- the structural methods of Audio-visual and digital culture analysis;
- the semiotic typologies of service users and the ways of valuing digital products;
- the semiotic positioning (mapping) of the newest trends in audio-visual digital products and their application in practice.

Students may:

- study the condition of audio-visual trademarks based on a semiotic analysis of the communicative valuation strategy;
- position a specific digital brand among the competitive supply.

Curriculum

https://docs.google.com/document/d/1WvrypfLIopzJT_iQo5_NLnnvuSZIMVqhTQAAWMdqfeI/e/dit

Extra

funding

The traveling seminar is supported by the Central Fund for Strategic Development of NBU; “Open society” – NGO; XXV EFSS is organized in collaboration with SemioLab of Aristotle University of Thessaloniki;

The conference is under the auspices of the International Association for Semiotic Studies.

Winter Art Movie School Varvara, based in Small Village Varvara, Bulgaria – Next to the Seaside

University	Teacher / Faculty	Educational Level	Field	Duration	Language	ECTS
NBU	Prof. Lyudmil Hristov (Cinema, Advertising and Showbusiness Department);	BA (only students, studying BA “Cinema and television” – moduls: Cinema Directing; Editing; Cinematography)	Cinema and movie industry	7 Days Period: 28.10.2021 – 03.11.2021 (Autumn 2021)	Bulgarian	6 ECTS

Description

The main goals of the Winter Art School 2021 are:

- to import shooting know-how and to provide praxis for our cinema students;
- to create coherent student exchange;
- to teach students to be interchangeable;
- to produce good shortmovies, which could be distributed to international film short festivals for students or recent graduate;

- to teach our student in the new and contemporary movie methods
- to do practical workshops with high quality technical equipment (cameras; sound instruments, etc.)

NBU Art School Varvara has more than 10-year history. Every year (excluding 2020, due to Covid), 40 students, studying in BA “Cinema and Television” and “Acting”, participate in the Winter or Spring edition of the school. Each praxis brings 6 ECTS. The Winter School take place in small village, Varvara, in end of October; the Spring School is in May – at the same place. Both schools have a common frame. Students have to work in groups, in order to shoot their short movies in 7 days. They have to write their screenplays before they go to the Art School. There’s a pre-selection process of the best short movies. The postproduction of the movies takes place in Sofia, during their editing lectures.

Organizators: Cinema, Advertising and Showbusiness Department, NBU

Training course, connected with the seminar: [CINB555 Praxis "Winter School"](#)

Training course, connected with the Spring Art School Varvara: [CINB655 Praxis “Spring School”](#)

Teaching Setup / Learning Methods

About 40 3rd and 4th year students participate in the Winter or Spring Art school. This is their winter/spring practice. Students are required to have written several screenplays for short films. Only the best scenarios selected by the teachers in the course are shot during the Art School. Usually between 10 and 15 short student films are shot in 7 days. There are prerequisites for film directing students to have written their director's explication and director's book, as well as to have thought about the types of actors. Cinematography students must have prepared a preliminary storyboard. Film projects can be both documentary and feature. They are all short. In terms of genres, they can range from comedy and drama to thriller and horror. The editing and post-production of the films takes place in Sofia after the students return, as part of their editing practice and editing lectures.

Learning Targets

Successful graduate students in the Winter Art School know:

- the main roles and all problematic processes during one shooting production;
- the structural methods of working on field and creating a real team;

- how to work with the specific technical equipment, during the technical workshops;

Students may:

- build small coherent teams, working in movie field or set;
- change and be at different positions/roles in 1 short movie: such as director of photography, director, PA, sound specialist, boom operator, etc ;
- work under pressure on set;
- plan and create a shooting schedule; write callsheets; searching a suitable shooting locations;
- create their own short movies.

Curriculum

- First day: arrival and accommodation in Varvara village (Burgas, Bulgaria)
- Second day: Building small shooting groups of moviemakers and actors, delegating tasks. The cinema students are 4-5 people and actors are up to 2 a (students, from Theatre department). Searching and choosing set locations.
- Third day till sixth day: shooting days
- Seventh day: Coming back to Sofia

Extra

Funding

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