

# Digital competences of academic staff.

## A new dimension of Mediterranean studies

**Erasmus+ Programme**

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Action 2: Strategic partnerships for digital education in the higher education sector  
Cooperation for innovation and the exchange of good practices  
Strategic Partnerships for higher education

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**Module syllabus for higher education subject**

Faculty name	Faculty of Geography and History
The name of the unit running the module	Department of Physical Geography and Regional Geographic Analysis
The name of the module	<b><i>Human migrations in the area of the Strait of Gibraltar</i></b>
ISCED classification	1031, 0312, 0222, 0314
Language of instruction	English
Instruction aims	This module explores the key aspects of human migrations in the Strait of Gibraltar region, with a focus on the drivers, patterns, and societal consequences. You will analyze a variety of scholarly works, historical records, and contemporary case studies to gain a comprehensive understanding of this complex issue.
Module's learning outcomes. Upon successful completion of the module the student...	Upon successful completion of the module, students will have a comprehensive understanding of the key historical and contemporary drivers, patterns, and societal implications of human migrations in this region. They will be equipped with refined research skills, allowing them to independently investigate and critically analyze aspects of human migrations, utilizing various reliable sources. Students will enhance their critical thinking abilities and effectively communicate their knowledge and findings verbally and in writing. An understanding of the relevant policy implications, an interdisciplinary perspective, ethical awareness, and a global viewpoint on human migrations will be key outcomes of this course, providing a holistic understanding of the subject matter.
Evaluation criteria of learning outcomes obtained by students	<p>Assignments: These will be assessed for depth of understanding, critical analysis, clarity of presentation, and originality. They should demonstrate a comprehensive grasp of the drivers, patterns, and societal implications of human migrations in the Strait of Gibraltar region.</p> <p>Exams: The mid-term and final exams will test students' mastery of the module content, ability to analyze complex scenarios, and aptitude to synthesize information from various sources.</p> <p>Class Participation: Engagement in class discussions and activities will be evaluated based on the quality and frequency of contributions, reflecting comprehension of course materials and active engagement with the subject matter.</p>

	Research Project: The research project will be evaluated on the basis of the quality of research, depth of analysis, clarity of written and oral presentation, and originality of insights. It should demonstrate the ability to conduct independent research, critically analyze data, and communicate findings effectively
Module type	Compulsory
A year of study	First course
Semester	Second
Module form	4 hours a week
Name and the surname of the module coordinator and / or the person / persons running the module	Dr. Javier López-Otero
Name and surname of the exam (s) / supervisor(s)	Dr. Javier López-Otero
Module's implementation method	<p>In the context of delivering the Module " Human migrations in the area of the Strait of Gibraltar", the University of Seville will utilize a customized online learning management system, adapted from the well-established WebCT platform, known locally as "Enseñanza Virtual" (EV).</p> <p>EV is a web-based tool designed for the effective management of educational courses. This platform allows faculty members to create content, develop learning activities, communicate with students, and assess performance all in one place.</p>
Prerequisites and additional seminar requirements	No prerequisites required for MA
Type and number of hours of classes that require direct participation of an academic instructor and students, if such classes are provided in a given module	60
The number of ECTS points assigned to the module	6
The balance of ECTS points	Lectures: 2 ECTS, Seminars: 1.5 ECTS, Group Project: 0.5 ECTS, Assignments: 1 ECTS and Workshops/Case Studies/Interactive Discussions: 1 ECTS
Didactic methods used	<p>The module uses an assortment of didactic methods to create a comprehensive and engaging learning experience. These methods include lectures to deliver core content and interactive discussions for student engagement. Group work and collaborative projects are utilized to encourage teamwork and practical application of theories, while case studies help foster critical thinking and enhance the understanding of real-world complexities. Guest lectures from field experts and the use of multimedia materials provide alternative perspectives and deeper insights into the subject. A research project marks the culmination of the course, where students demonstrate their acquired</p>

	knowledge and skills. Regular feedback and encouraged self-reflection ensure students' continuous growth and improvement throughout the course.
Completion criteria including the rules of admission to the exam, as well as the form and conditions for passing particular classes within the scope of a given module	<ul style="list-style-type: none"> <li>• Attendance: Students must have a minimum attendance rate of 85% in all classes, including lectures, seminars, workshops, and case study sessions. Attendance will be recorded for each class and will contribute to the final grade.</li> <li>• Assignments: All assigned coursework must be completed and submitted on or before the due date. Students should achieve an overall average of at least 50% across all assignments to be eligible for the exams.</li> <li>• Class Participation: Students are expected to actively engage in class discussions, online forums, and group activities. A participation score of at least 40% is required to be eligible for the exams. The score will be determined by the frequency and quality of contributions made during classes and in the online learning platform.</li> <li>• Group Project: Completion and successful presentation of the group project are mandatory for exam eligibility. Students must obtain at least a passing grade (usually at least 60%) on their group project.</li> <li>• Research Project: Students are required to have made significant progress on their research project, as determined by the module coordinator, to be eligible for the exams.</li> <li>• Exemptions: Any exemptions from these criteria due to illness or other exceptional circumstances must be formally requested and will be considered on a case-by-case basis by the module coordinator.</li> </ul>
Contents of the module (brokedown into forms of classes)	<ol style="list-style-type: none"> <li>1. Introduction to Migration Studies (Lecture) <ol style="list-style-type: none"> <li>a. Key concepts, theories, and methodologies within the field of migration studies.</li> </ol> </li> <li>2. Historical Perspective on Migrations in the Strait of Gibraltar (Lecture + Seminar) <ol style="list-style-type: none"> <li>a. Historical dynamics of human migrations in the region.</li> <li>b. In-depth discussions and analyses.</li> </ol> </li> <li>3. Drivers of Migration (Lecture + Workshop) <ol style="list-style-type: none"> <li>a. Various factors triggering migration in the Strait of Gibraltar.</li> </ol> </li> </ol>

	<ul style="list-style-type: none"> <li>b. Hands-on platform to analyze specific case studies and identify different migration drivers.</li> </ul>
	<p>4. Patterns of Migration (Lecture + Group Project)</p> <ul style="list-style-type: none"> <li>a. Various migration patterns observed in the region.</li> <li>b. Students research and present on a specific pattern.</li> </ul>
	<p>5. The Enclave-Cities of Ceuta and Melilla and Their Role in Immigration Pressure from the Maghreb to the EU (Lecture + Seminar + Assignment)</p> <ul style="list-style-type: none"> <li>a. Unique roles that these Spanish enclaves play in immigration patterns.</li> <li>b. Historical and geopolitical context of these enclave-cities.</li> <li>c. Further discussion and debate.</li> <li>d. In-depth research on a specific aspect related to these cities.</li> </ul>
	<p>6. Societal Implications of Migration (Lecture + Seminar)</p> <ul style="list-style-type: none"> <li>a. Societal impacts of migration in both origin and destination societies.</li> <li>b. Deeper discussions in the seminar.</li> </ul>
	<p>7. Policy and Migration (Lecture + Case Study Analysis)</p> <ul style="list-style-type: none"> <li>a. How policies at various levels affect migration flows.</li> <li>b. Real-world examples for better understanding.</li> </ul>
	<p>8. Ethical Considerations and Migration (Guest Lecture + Interactive Discussion)</p> <ul style="list-style-type: none"> <li>a. Ethical dimensions surrounding migration.</li> <li>b. Interactive discussion to reflect on these issues.</li> </ul>
	<p>9. Future Trends in Migration (Lecture + Research Project)</p> <ul style="list-style-type: none"> <li>a. Potential future trends of migration in the region.</li> <li>b. Research project on a future trend of their choosing.</li> </ul>

	<p>10. Review and Reflection (Seminar)</p> <p>a. Course review, question and answer session, and a reflective exercise to consolidate students' learning throughout the course.</p>
List of basic and supplementary literature required to complete a given module	<ul style="list-style-type: none"> <li>• Arango, J. (2018). Explaining migration: a critical view. <i>International Social Science Journal</i>, 68(227-228), 105-117.</li> <li>• Clement, Viviane; Rigaud, Kanta Kumari; de Sherbinin, Alex; Jones, Bryan; Adamo, Susana; Schewe, Jacob; Sadiq, Nian; Shabahat, Elham. (2021). <i>Groundswell Part 2: Acting on Internal Climate Migration</i>. World Bank, Washington, DC. World Bank. <a href="https://openknowledge.worldbank.org/handle/10986/36248">https://openknowledge.worldbank.org/handle/10986/36248</a></li> <li>• De Haas, H., Czaika, M., Flahaux, M-L., Mahendra, E., Natter, K., Vezzoli, S., &amp; Villares- Varela, M. (2019). International Migration: Trends, Determinants, and Policy Effects. <i>Population and Development Review</i>, 45(4), 885-922. <a href="https://doi.org/10.1111/padr.12291">https://doi.org/10.1111/padr.12291</a></li> <li>• De Haas, H., Natter, K., &amp; Vezzoli, S. (2018). Growing Restrictiveness or Changing Selection? The Nature and Evolution of Migration Policies1. <i>International Migration Review</i>, 52(2), 324-367.</li> <li>• De Haas, H., Castles, S., &amp; Miller, M. J. (2019). <i>The age of migration: International population movements in the modern world</i>. Bloomsbury Publishing.</li> <li>• European Council of the European Union (2022). <i>Infographic - Migration flows: Eastern, Central and Western routes</i></li> <li>• Giménez-Gómez, J. M., Walle, Y. M., &amp; Zergawu, Y. Z. (2019). Trends in African migration to Europe: Drivers beyond economic motivations. <i>Journal of Conflict Resolution</i>, 63(8), 1797-1831.</li> <li>• Gold, P. (1999). Immigration into the European Union via the Spanish enclaves of Ceuta and Melilla: a reflection of regional economic disparities. <i>Mediterranean Politics</i>, 4(3), 23-36.</li> <li>• Marina Mateos (2021). <i>Sáhara Occidental: la tensión continúa y el referéndum no llega</i>. Instituto de relaciones internacionales</li> <li>• Ravenna-Sohst, R (2020). The future of migration to Europe: a systematic review of the literature on migration scenarios and forecasts</li> </ul>

	<p>European Parliament (2019). <i>Parliamentary question by Carmen Avram (S&amp;D)</i>.  url: <a href="https://www.europarl.europa.eu/doceo/document/E-9-2019-002337_EN.html">https://www.europarl.europa.eu/doceo/document/E-9-2019-002337_EN.html</a></p> <ul style="list-style-type: none"> <li>• Triandafyllidou, A. (Ed.). (2018). <i>Handbook of migration and globalisation</i>. Edward Elgar Publishing.</li> <li>• Valle-Galvez, A. (2021). <i>Consolidar a la UE en el área del Estrecho (I): Ceuta, Melilla y Marruecos</i>.  Real Instituto Elcano</li> </ul>
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