

TEACHING GUIDE

1. BASIC INFORMATION

Subject	Global Society Dynamics
Degrees	Intelligent Systems Engineering (GISI) Business Engineering (GIE) Business Administration and Management (ADE) Digital Business Administration (AND)
Faculties	Faculty of Engineering and Business Technology Faculty of Business Administration and Law
ECTS	6
Character	Mandatory
Language	English
Mode	Synchronous In-person
Semester	Fifth
Subject Coordinator	Begoña Jamardo Suárez

2. PRESENTATION

This subject aims to develop students' awareness and understanding of multiculturalism in today's increasingly global society. In particular, it deals with how cultural diversity shapes different educational systems, how ethnocentrism and prejudices impact social development specially in the way humanity deals with migration issues, and how cultural intelligence can contribute to better social coexistence.

3. COMPETENCIES AND LEARNING OUTCOMES

Competencies	Code	Description
Basic	CB02	That students know how to apply their knowledge to their work or vocation in a professional way and possess the skills that are usually demonstrated through the elaboration and defence of arguments and the resolution of problems within their area of study.
General	CG04	Work in an international and intercultural context in the field of business management.
Transversal	CT01	Demonstrate ethical and aesthetic conduct with social responsibility and commitment to sustainability
	CT02	Acquire a global and international vision to function in an environment of social and cultural diversity.
	CT03	Demonstrate oral and written communication skills in a foreign language.
	CT07	Demonstrate skills and attitudes for autonomous work and teamwork.

Code	Description
LO01	Overcoming ethnocentric attitudes in international relations.
LO02	Understand the impact of cultural diversity on current global challenges.
LO03	Understand the role of intercultural intelligence in creating competitive advantages in the company.
LO04	Acquire and practice international communication skills.
LO05	Obtain knowledge and gain flexibility to adapt to new international work models.
LO06	Become familiar with international organizations beyond the United Nations system.
LO07	Learn the similarities and differences between world educational systems.

4. CONTENT

Unit I Higher Education Systems

- 1.1. The Higher Education systems in Asia, the EU and the USA
- 1.2. Bologna Process
- 1.3. Comparative Analysis of Higher Education Systems, Ireland, Spain and Portugal
- 1.4 Erasmus
- 1.5 Economic Impact of Student Migration

Unit II Cultural Diversity

- 2.1. Basic concepts and Mistaken Assumptions
- 2.2. Ethnocentrism and Stereotyping
- 2.3. The Hidden Layers of Culture. Cultural Intelligence
- 2.4. Scientific Models of Cultural Analysis. Hofstede Five Dimensions Model (i)
- 2.5. Hofstede Model (ii) and Intercultural Communication

Unit III: Migration and Social Development

- 3.1. International Relations and Cooperation: Myths, Facts and Figures
- 3.2. International Development: Addressing The Globe's Most Pressing Issues
- 3.3. Migration: Movement of the People
- 3.4. Sport: Core Development Tool in Driving Social Impact
- 3.5. Global Health: Core of Economic Development in International Cooperation

5. TEACHING AND LEARNING METHODOLOGIES

UIE develops an innovative academic model centered on the learner, combining different philosophical approaches to Teaching-Learning (T-L), a wide variety of learning activities—especially those in which students take an active role in knowledge construction—continuous guidance, and the intensive use of technology as a facilitating tool, creating a unique and innovative learning ecosystem.

The training is conducted in an in-person modality, including synchronous virtual learning, supported by a cutting-edge virtual campus that provides flexibility and personalization within a ubiquitous learning (U-Learning) model.

Additionally, in alignment with its founding and corporate principles of social responsibility, UIE not only encourages the participation of its entire university community in volunteer and social service activities but also incorporates the Service-Learning (ApS) approach as a formal component of its teaching-learning strategies.

Code	Activity	Type	Teaching Modality	Mode
MD01	First Contact and Motivation	I	Introductory	PR
MD02	Presentation, Work Plan and Commitment	I		
MD03	Master Class	T	Expository and Participatory	PR
MD04	Invited Expert Talks	T		
MD06	Problem-Solving and exercises	P	Guided	PR/NP
MD07	Activity on the UIE Virtual Campus	T/P		
MD08	Content Study	T	Autonomous	N/P
MD09	Preparation of Projects and Works	T/P		
MD10	Case Study	P	Guided	PR
MD12	Debates/Discussions	P		
MD13	Exhibitions	T/P	Guided	PR
MD14	Games, Contests, Competitions	P		
MD16	Use of Software Tools	Q	Personalized (Individual / Group)	PR
MD20	Tutoring	T/P		
MD21	Learning Agreement	I/T/P	Autonomous	NP
MD22	Digital Portfolio	T/P		
MD23	Discussion Forums	T/P	Autonomous	NP
MD24	Analysis and Synthesis of Documentary Material	T		
MD25	Mentoring and Completion	C	Continuous self-assessment	NP

I: Informative T: Theoretical P: Practical C: Complementary

PR: In-person NP: Non In-person

6. TRAINING ACTIVITIES

The following identifies the types of educational activities that will be carried out:

Code	Name	Modality	Type of activity
AF01	Introductory	PR	Motivational/Informative
AF02	Expository and Participatory	PR	Theoretical
AF03	Guided	PR	Theoretical / Practical
AF04	Personalized (Individual / Group)	PR	Theoretical / Practical
AF05	Autonomous	NP	Theoretical / Practical
AF07	Continuous self-assessment	NP	Quality Assessment

PR: In-person NP: Not in-person

7. EVALUATION

The model also includes the continuous assessment process as an essential part of verifying the competencies acquired. For UIE, and in line with the proposed improvement of the teaching-learning process for the European Higher Education Area (EHEA), the assessment system, called Learning Outcomes Review (LOR), is developed as a more humanized process, distancing itself from traditional systems where students risk their fate in exams (sessions), sometimes with high and decisive percentage weights, leading to stress, frustration, and occasionally, dropout.

The UIE LOR system is continuous, shared, and progressive, allowing for the monitoring of learning throughout the entire period, making it a natural process to which students turn without negative emotions and aware of the need to understand their own progress.

Code	Evaluation Activity	Weighting %	Type	Mode
AE01	Partial Tests	40	Discreet	O/E
AE05	Participation in the Virtual Campus	10	Discreet (Pass/ Fail)	AND
AE06	Participation, Daily Activities and Volunteering	5	Discreet (Pass/ Fail)	AND
AE09	Digital Portfolio	45	Discreet	O/E
AE10	Retake Partials	-	Discreet	O/E
				100

8. BIBLIOGRAPHY

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- Frankopan, P. (2015). *The Silk Roads: A New History of the World*. Bloomsbury Publishing
- Hofstede, G. (2018). *Culture's Consequences: Comparing values, behaviours, institutions and organizations across nations*. Sage.
- Kaskarelis, V. (2017). *The Perfect Storm: The World after 9/11 through NATO's eyes*. Eurasia Publications
- Lothar, K. (2014). *The Global Business Culture Guide: Hints and Caveats for Doing Business in 50 Countries around the World*. CreateSpace Independent Publishing Platform.
- Meyer, E. (2016). *The Culture Map: Decoding how people think, lead and get things done across cultures*. (2nd ed.). Public Affairs.
- Pease, A., & Pease, B. (2017). *The Definitive Book of Body Language: How to read others' attitudes by their gestures*. Orion.

9. TUTORIALS

MD20 Tutorial (2%): Students must attend at least three personalized tutorials throughout the semester. This is an all-or-nothing activity ("Pass-Fail"), meaning that all three tutorials must be completed.

10. QUALITY SURVEYS

MD25 Quality Management (2%): Students must complete four forms throughout the semester related to UIE's quality management. This is an all-or-nothing activity ("Pass-Fail"), meaning that all four forms must be completed within the deadlines specified in the course activity plan. The activity aims to timely assess the development of the teaching-learning process and the transversal competence related to critical and self-critical thinking.