BLENDED INTENSIVE PROGRAM

PROMOTING EQUITY AND INCLUSIVE PRACTICES, SUPPORTING MULTICULTURALISM AND SOCIAL DIVERSITY IN HEI

BABEȘ-BOLYAI UNIVERSITY
CLUJ-NAPOCA, ROMANIA
FACULTY OF PSYCHOLOGY AND SCIENCE FOR EDUCATION

Overview

3 ECTS credits

📍 **WHERE?**

Babeș-Bolyai University, Cluj-Napoca

📅 **WHEN?**

Online period: 3.02.2025– 07.02.2025
On-site period: 10.02.2025–14.02.2025

🕐 **TOTAL NUMBER OF HOURS: 75 HOURS**

- 40 hours onsite
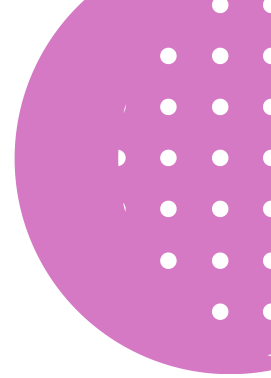- 10 hours online
- 25 hours for individual study

💬 **LANGUAGE OF INSTRUCTION**

English (B2 level recommended)

👥 **WHO CAN APPLY?**

Students- Bachelor/ Master level
Faculty members or administrative staff (staff training mobility)

REASONS
to attend our program

- receive 3 ECTS credits

- receive a certificate of attendance

- no attendance fee

- benefit from the financial support of the ERASMUS+ Program

- get a crash course in a subject you may want to study

- innovative teaching methods

- form friendships and connections

- get a glimpse at Romanian academic and cultural life

- learn new skills

- on request, on-campus accommodation (approximately 7 EUR/night in triple rooms or 10 EUR/night in double rooms)

INCLUSIVE PRACTICES IN HEI: EDUCATIONAL AND SOCIAL SUPPORT, ACCEPTING AND UNDERSTANDING DIVERSITY IN A MULTICULTURAL ENVIRONMENT

Assoc. prof. Andrea Hathazi, PhD.

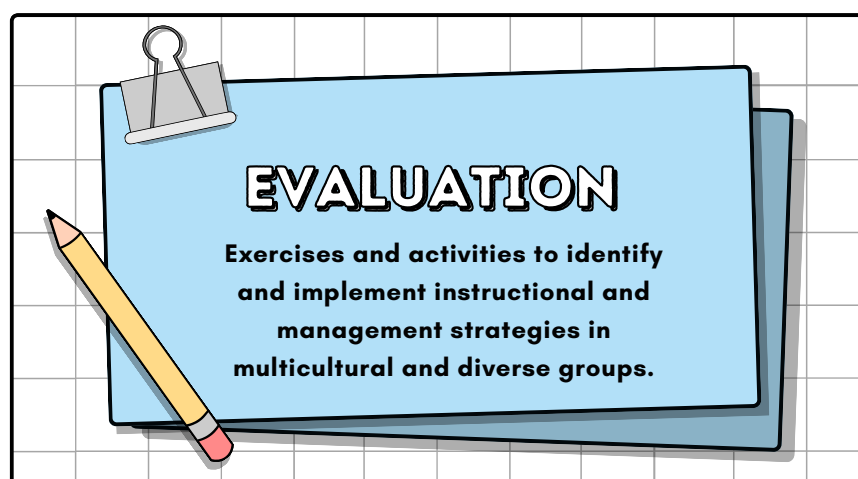## BRIEF DESCRIPTION OF THE ACTIVITY

The workshop focuses on reflecting upon the institutional and individual actions that can be applied to promote diversity, equity, and inclusion in the educational contexts within HEI. The support of students with diverse profiles, interests, needs, and backgrounds represents a qualitative image of programs offered by universities, extending their programs and services, promoting an improved position and responsibility in the community, getting funds and projects that support the implementation of inclusion, accessibility, and development of competences of staff and students, assuring the mission of universities that relate to community-oriented services. Multicultural factors of diversity impact decisions regarding design and implementation of curriculum, teaching strategies, and materials in order to provide equity and excellence for all learners. Outcomes of the workshop acquisition include familiarization with self-development values, development of the capacity to solve personal and professional tasks in regard to diverse communication needs, opportunities and abilities of individuals, authenticity, reflexivity, and the ability to take responsibility, relations in the process of implementation (Korotkova, Rimskaya, 2015).

OBJECTIVES

✓ To define inclusion, diversity, educational and social support and programs, implications of vulnerability, importance of cultural competencies

✓ To respect and appreciate cultural diversity, cultural and linguistic identity

✓ To define cultural and linguistic identity

✓ To promote the development of culturally responsible and responsive curricula

✓ To emphasize the importance of learning in multicultural educational environments.

✓ To approach diversity in connection with social inclusion in the workplace

✓ To get familiarised with theoretical models of acceptance and belonging

✓ To reflect upon various social contexts in relation with diversity

COMPETENCIES

✓ Identification of the implications of various concepts on diversity and inclusion

✓ Identification and description of characteristics of culturally competent systems and individuals

✓ Identification of theoretical models of acceptance and belonging

✓ Practical skills in approaching diversity.

EVALUATION

Exercises and activities to identify and implement instructional and management strategies in multicultural and diverse groups.

PSYCHOLOGICAL SAFETY IN INCLUSIVE LEARNING ENVIRONMENTS

Lecturer Carmen Costea-Bărlutiu, PhD

BRIEF DESCRIPTION OF THE ACTIVITY

Psychological safety is a vital aspect in the optimal functioning of an organization, often a core value, and is lately one topic of big interest in various fields. An inclusive and resilient culture is impossible to accomplish without increasing the safety of the environment in an organization. Inclusive environments imply equity, engagement, fairness, regardless of the race, gender, sexual orientation, level of ability and disability of the members. Some of the features that need to be worked on in order to make inclusion a reality are: open communication about sensitive topics, a sense of belonging, authenticity, respect for diversity, for others' perspectives, trust, appreciation for the value of each member. It is about candor and it is a necessity in a complex world, full of uncertainty and ambiguity (VUCA), that can be volatile and thus difficult to manage. Psychological safety is strongly associated with performance in organizations and the increase of learning effectiveness.

OBJECTIVES

- ✓ To define psychological safety and its components
- ✓ To emphasize the importance of psychological safety in a VUCA world, to build an inclusive culture
- ✓ To discuss the link between performance in work and effectiveness of learning and psychological safety
- ✓ To identify other strategies that can be added to psychological safety, to create an inclusive community within an organization.
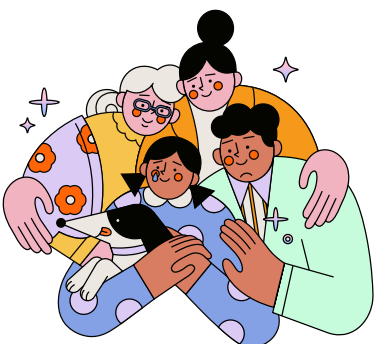
COMPETENCIES

- ✓ Identification of actions that promote psychological safety
- ✓ Practice open, candid communication
- ✓ Practice empathy and perspective-taking
- ✓ Identify means to increase the connection within a group
- ✓ Giving and receiving constructive feedback

EVALUATION

Group task: building a plan for an organization to increase psychological safety of its environment.

BUILDING PSYCHOLOGICAL ACCEPTANCE IN HIGHER EDUCATION INSTITUTIONS – APPLICATIONS

Lecturer Carmen Costea-Bărlutiu, PhD
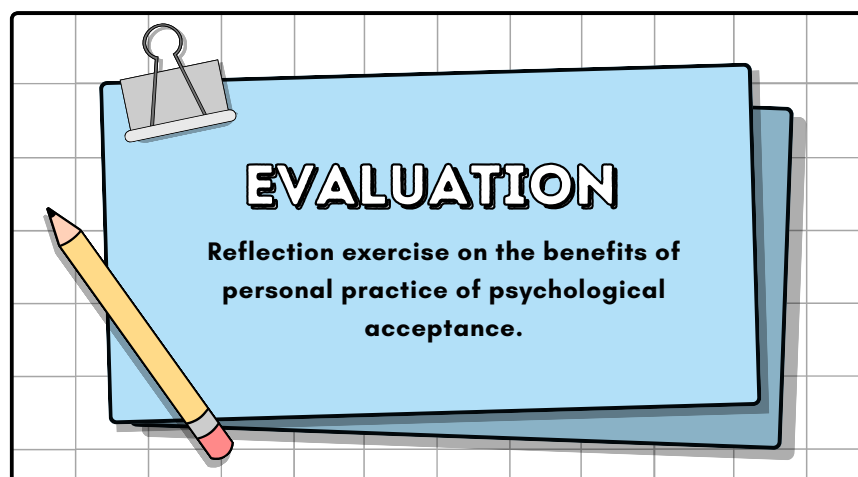
BRIEF DESCRIPTION OF THE ACTIVITY

Acceptance of diversity is a key factor in HEIs, where people of diverse ethnic backgrounds, races, sexual orientations, religions are learning together to fulfill their professional goals. Acceptance implies authentic respect for other persons' differences and an openness to understand and learn from diverse experiences. Acceptance is a key factor in psychological flexibility and is related to values, a sense of self-worth, and the ability to mindfully connect with experiences, It also implies a non-judgmental, non-defensive manner to react and respond to circumstances. It is an essential component in the struggle to attain security when faced with diversity, equity, and inclusion (DEI) in a learning environment. The goal of the activity is to practice psychological acceptance, to discover and acknowledge its benefits on learning and development within HEIs.

OBJECTIVES

- ✓ to define and operationalize acceptance towards diversity
- ✓ to define and exemplify psychological acceptance
- ✓ to relate acceptance and other components of psychological flexibility
- ✓ to determine the importance of psychological acceptance in the effectiveness of learning
- ✓ to discover other benefits of psychological acceptance, for own person and for others.

COMPETENCIES

- ✓ Identification of actions that promote psychological acceptance
- ✓ Practice psychological acceptance
- ✓ Identify means to increase psychological acceptance
- ✓ Practice self-awareness and connecting it with acceptance

EVALUATION

Reflection exercise on the benefits of personal practice of psychological acceptance.

PROMOTING FACTORS OF SOCIAL INCLUSION FOR STUDENTS WITH DISABILITIES IN HIGHER EDUCATION. PERSPECTIVES FROM STUDENTS AND PEERS WITHOUT DISABILITIES

Lecturer Cristina Bălas-Baconschi, PhD

BRIEF DESCRIPTION OF THE WORKSHOP

The workshop is focused on different aspects related to the inclusion of students with different types of disabilities in higher education, on all the issues encountered during the educational process. The main topic is related to social inclusion, involving social interaction between students with and without disabilities, acceptance of students with disabilities in different groups created for academic purposes or for leisure activities. The aim of the workshop consists also in investigating all the main constructs included in social inclusion, by analysing the point of view of the students with disabilities and the one of their peers without disabilities.

The activity will focus therefore on participation, which is a multidimensional concept made up of three interdependent sub-dimensions. Firstly, it refers to feeling a sense of belonging or the perception of emotional well-being resulting from an established social and academic self-esteem. It also symbolizes being part of a peer group, where students are valued and recognized and where identities are constructed in a positive way. Finally, it means taking part in the formal and informal structures of the educational process (Fernandez-Batanero et al., 2022).

As many studies show, peer support would favour the participation of students with disabilities, as they value the support of their peers as a facilitator of their inclusion in the academic context (Perez Castro, 2019).
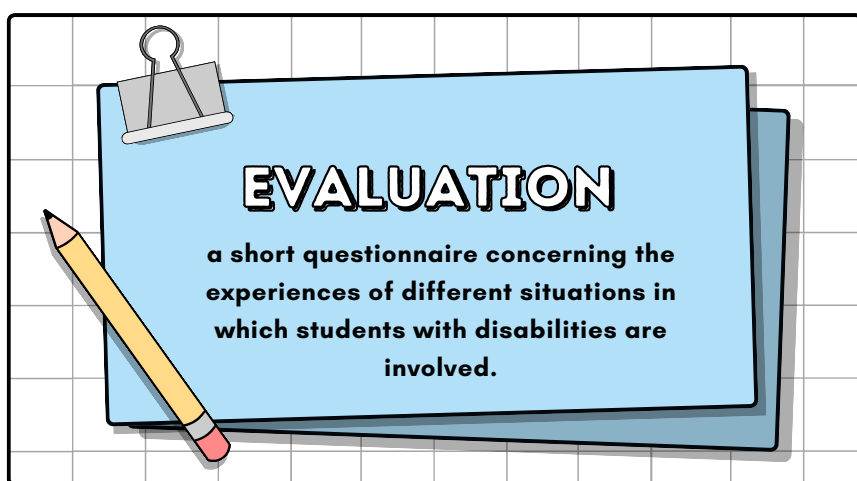
And last, but not least, we will try to find some aspects that could be addressed to facilitate the inclusion of students with disabilities in university education.

COMPETENCIES

✓ Identification of all the aspects involved in social inclusion for students with disabilities.

✓ The proposal of an action plan focused on the improvement of the inclusion of students with disabilities in higher education.

OBJECTIVES

✓ Understanding the main obstacles encountered by students with disabilities during the social and academic inclusion.

✓ Associating each component of participation with some experiences of students with disabilities and of their peers in connection with them.

✓ Finding the best ways to improve social inclusion of students with disabilities in higher education.

EVALUATION

a short questionnaire concerning the experiences of different situations in which students with disabilities are involved.

UNDERSTANDING THE EXPERIENCES OF STUDENTS WITH DISABILITIES IN HIGHER EDUCATION. FEAR OF STIGMATIZATION AMONG STUDENTS

Lecturer Cristina Bălas-Baconschi, PhD

BRIEF DESCRIPTION OF THE WORKSHOP

The workshop is focused on the reluctance showed by many students with disabilities to contact fellow students, lecturers, or institutional support in case of study-related difficulties. As shown in different studies, one in four students with disabilities does not seek any assistance because of stigmatization fear. In the same time, it is also proved that students have limited knowledge of the support provided by their higher education institution (HEI). Most students with disabilities are simply not aware that help is available, while others question the benefit of such assistance or prefer to solve the problem on their own. Fear of stigmatization presents a significant barrier to help seeking. This is evident in all disability groups, especially among students with non-apparent disabilities such as mental health problems (Terzieva et al., 2016). A better understanding of the difficulties experienced by students with disabilities may enable HEIs to address and alleviate relevant issues or support students in tackling them (Zaussinger & Terzieva, 2018). Students with disabilities often struggle with fear of stigmatization and are reluctant to disclose their difficulties on campus in order to protect their privacy and avoid discrimination (Markoulakis and Kirsch, 2013).

We will attempt to find the choices that students with non-apparent disabilities and those with apparent disabilities make regarding disclosure of their disability to faculty. Research shows that students with disabilities report that they do not "deserve" special consideration and do not want to disclose their disability to avoid being perceived as double-minded or as seeking unmerited privileges (Martin, 2010, Terzieva et al., 2016).

COMPETENCIES

✓ Identification of the main struggles of students with disabilities and of their fear of stigmatization.

✓ The proposal of an action-plan focused on the ways to determine students with disabilities to use their rights, to benefit from the support offered by institutions.

OBJECTIVES

✓ A better understanding of students in higher education and their perspectives about their disabilities.

✓ Finding ways to reduce fear of stigmatization in students with disabilities by using support from all the enabled institutions and from their peers.

EVALUATION
a short questionnaire concerning from one part the main opportunities for students with disabilities and from the other, the way to reduce fear of stigmatization.

BREAK the BIAS

BIASES AS BARRIERS TO SOCIAL INCLUSION

Lecturer Mirona Stănescu, PhD

BRIEF DESCRIPTION OF THE WORKSHOP

The world we know it today is shaping constantly and an important role of our society is to promote social inclusion and respect for others and to ensure human and civic values and to prevent and tackle marginalization and radicalization. If we want to make an impact on our society, it is important to be aware of our own biases and try to make a real effort in understanding ourselves and the others. During this workshop we are going to take a deep look into our conscious and unconscious bias and try to understand where it comes from, but also how much harm it can cause to others. Using different exercises, we are learning different skills to help you to become more inclusive.

OBJECTIVES

✓ Understand what bias is and where it stems from.

✓ Define diversity, equity, inclusion, and belonging.

✓ Understand the difference between stereotypes, prejudice, and discrimination.

COMPETENCIES

✓ Identification of biases in social contexts

✓ Assessment of personal prejudices and stereotypes

✓ Analysis of discriminatory behaviors and situations.

EVALUATION

Discuss various social situations that require inclusive actions, analyse implications and consequences in social contexts for each participant.

COMPASSION, RESPONSIBILITY AND CONNECTION THROUGH NON-VIOLENT COMMUNICATION (NVC)

Ioana-Letitia Serban, PhD
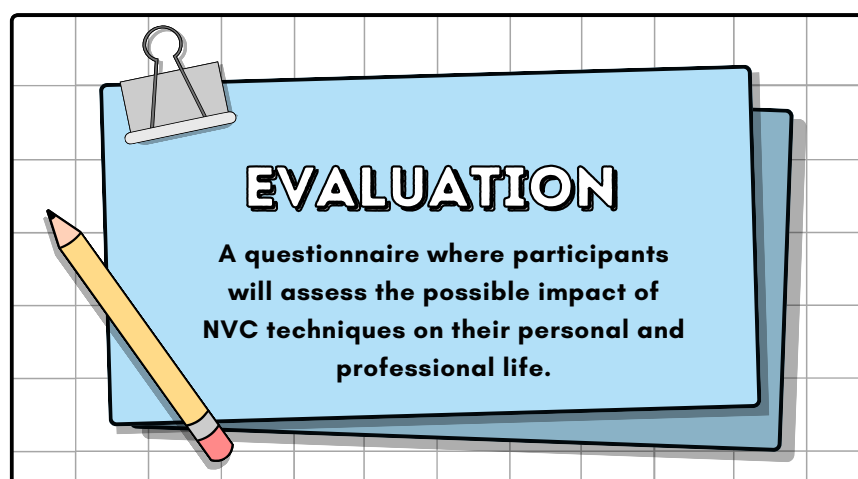
BRIEF DESCRIPTION OF THE ACTIVITY

The workshop approaches the method on NVC founded by Marshal B. Rosenberg (1999). It presents an accessible and clear way to build relationships which enrich us, to develop cooperation, to find an acceptable exit from difficult or conflictual situations. The workshop will highlight through presentations and exercises different techniques that help people to overcome violence, conflicts, impasses, and tensions. The NVC method is aimed at supporting people understand and becoming able to empathize with another person when they say something shocking or difficult to listen to. It also allows participants to explore their own needs, actions, feelings and responsibilities in relation to others.

OBJECTIVES

✓ To emphasize the importance of maintaining or improving good relationships

✓ To develop the ability of identifying unsatisfactory situations and transform them for the better for everybody involved

✓ To identify your own role of responsibility in a situation

✓ To facilitate the transformation of conflict in a manner that promotes respect for everybody

✓ To define and assess personal needs of communication

✓ To emphasize our responsibility in talking and listening to others and in verifying if they appreciate the way we have talked and listened to them

✓ To identify the characteristics of NVC

COMPETENCIES

✓ Identification of the components of the NVC method

✓ Identification of self-responsibilities and roles in a functional relationship

✓ Assessment of personal needs of communication

✓ Sharing observations without judgement and exploring our needs, requests, actions and feelings

EVALUATION

A questionnaire where participants will assess the possible impact of NVC techniques on their personal and professional life.

CASE STUDIES AND DIFFERENT APPROACHING MODELS IN INCLUSIVE SETTINGS- PRACTICAL ACTIVITY

Carolina Bodea-Hategan, PhD

BRIEF DESCRIPTION OF THE ACTIVITY

During this workshop case studies regarding different situation where a multidisciplinary team was meant to get involved in order to find the best solutions for the children and adults in need, are going to be presented.

The Communication Effectiveness as a central concept regarding the multidisciplinary team will also be discussed as well as the Communication Effectiveness Index. The CEI is a working tool that can be used during the multidisciplinary teams with the aim of improving communication skills of the team members. The CEI will be used by students in role play contexts, the activity having a practical character.

OBJECTIVES

✓ build a multidisciplinary team that is needed based on different approached case studies

✓ to discuss the efficiency of the multidisciplinary team comparing with the single-direction approach

✓ enhance communication effectiveness as a leading point at the level of the multidisciplinary team

✓ To facilitate the transformation of conflict in a manner that promotes respect for everybody

✓ To define and assess personal needs of communication

✓ To emphasize our responsibility in talking and listening to others and in verifying if they appreciate the way we have talked and listened to them

✓ To identify the characteristics of NVC

COMPETENCIES

✓ Identification of the components of the method

✓ Identification of self-responsibilities and roles in a functional relationship

✓ Assessment of working in multidisciplinary teams

✓ Development of communication skills

EVALUATION

Students will be asked to express their opinions about the importance and the role of such approaching teams based on the three main concepts: inclusion, diversity, and equal chances/equity.
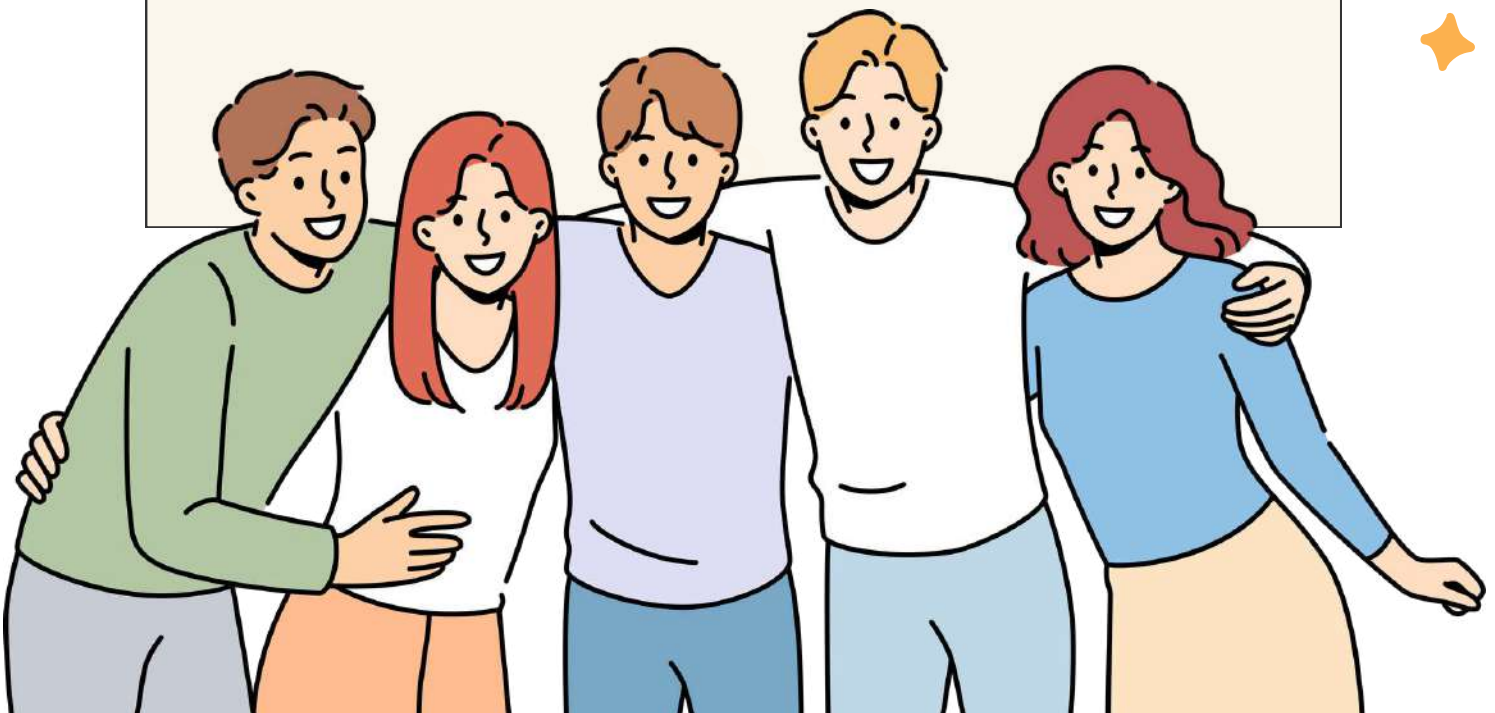
BE PART OF
OUR JOURNEY!

CONTACT US

CARMEN ȚÂGȘOREAN

Centre for International Cooperation

✉ carmen.tagsorean@ubbcluj.ro

ERASMUS+ Blended Intensive Program

EMPOWERED LEADERSHIP: MANAGING PEOPLE & BUSINESS SKILLS

on-line: March 13-14, 2025, on-site: March 17-21, 2025

Description and organizer

Empowered Leadership: Managing People and Business Skills is an intensive program designed to enrich students' business skills in Romania's landscapes. This program is addressed to international students, aiming to initiate them in the fundamentals of people management, HRM practices, and business skills.

In this program, participants will explore the topics of empowered leadership in a multicultural setting, strengthening their ability to inspire, guide, and nurture talent. This program emphasizes human resource management (HRM) practices, enabling participants to understand how to attract, develop, and retain a diverse workforce in a global business environment.

Participants will have the opportunity to interact with Romanian students and businesses, understanding the most recent HRM practices and approaches to leadership. Through workshops, case studies, practical projects, and guided discussions, students will gain an in-depth understanding of effective HRM strategies and how to apply leadership principles to drive organizational success.

By the end of this program, participants will emerge as confident leaders, ready to navigate the diverse challenges of global business landscapes and drive people-centric growth in their organizations.

The program will be organized by the Universitatea Babeș-Bolyai, Cluj-Napoca, Romania – Faculty of Economics and Business Administration and the Centre for International Cooperation

Topics included in this program:

Empowered Leadership Essentials: Introduction to the key principles and practices of empowered leadership, with a focus on people management in a multicultural environment.

Global HRM Practices: An overview of human resource management practices from a global perspective, discussing the role of culture and diversity.

Talent Acquisition and Management: Understanding strategies for attracting, hiring, and retaining top talent in a competitive, global market.

Workforce Development and Training: Learn about creating effective training and development programs that cater to a diverse workforce's unique needs.

Performance Management and Feedback: Explore techniques to evaluate employee performance and provide constructive feedback to foster growth and development.

Employee Engagement and Motivation: Study the dynamics of employee engagement and motivation, and how to create a stimulating work environment.

Diversity, Equity, Inclusion, and Ethical Considerations in HRM: Understand the significance of cultivating an inclusive work environment that values diversity and promotes equity, understand the ethical aspects that affect HRM in a global context.

Field Visits and Case Studies: Visit local businesses and engage in case studies to understand the practical application of HRM principles and leadership in Romania.

Capstone Project: Apply your learning to solve a real-world HRM challenge, demonstrating your understanding of people management and business skills.

EMPOWERMENT

Duration of the program

- **2 days online (March 13-14, 2025)**
- **5 days on site in Cluj-Napoca, Romania (March 17-21, 2025)**

Financial support

- Mobility scholarships, funded by the Erasmus+ program (for details, please refer to your home university Erasmus+ Office)
- Coffee breaks, courses and cultural activities will be covered by Babeş-Bolyai University with the support of the EU – Erasmus+ program.

Reasons to attend the summer program

- financial support from the ERASMUS+ Program
- form friendships and connections
- get a glimpse at Romanian academic and cultural life
- learn new skills
- get a crash course in a subject you may want to study

- receive a grade and 3 ECTS credits
- on request, on-campus accommodation at a reasonable price (aprox. 7 EUR/night in triple room or 10 EUR/nigh in double rooms)

Contact persons

Academic coordinator of the program:
Prof. dr. Monica Zaharie, Faculty of Economics and Business Administration
(e-mail: monica.zaharie@econ.ubbcluj.ro)

Administrative coordinator:
Dr. Carmen Ţâgşorean, Centre for International Cooperation
(e-mail: carmen.tagsorean@ubbcluj.ro)

First 2 online days

The online part of the training aims to ensure that participants have a clear understanding of the program's objectives and structure, by setting explicit expectations regarding the organizing details and the topics covered by the program. The second goal is to develop a sense of community among the participating international students, through "get to know each other" sessions and virtual group work. The third goal is to provide an introduction to Empowered Leadership, introducing the fundamental principles and practices essential for effective leadership in a multicultural environment. A second topic that will be covered online will delve into the global landscape of Human Resource Management (HRM) practices. The discussion will encompass an overview of HRM strategies from a worldwide perspective, emphasizing the pivotal role of culture and diversity in shaping HRM approaches. These first two days are focused on creating an overview of the program and facilitating the in person sessions.

Universitatea Babes-Bolyai, Faculty of Political, Adminsitrative and Communication Sciences

Funded by the European Union

CULTURAL CHRONICLES: CULTURAL JOURNALISM IN URBAN LANDSCAPES

BIP PROGRAM

Uncover the Urban Narrative: Journalism Begins in the Heart of the City! Join the program for an immersive reporting experience

UNVEILING A NEW DIMENSION IN CITY REPORTING

ONLINE (MAY 19 AND 21, 2025)+ONSITE (MAY 26-30, 2025)

- 2 days online/ 5 days on site
- in Cluj-Napoca, Romania
- in English (B2 level)
- for Bachelor or Master students in Journalism, Literature, Communication, or related fields

MORE CONTACT INFO:

carmen.tagsorean@ubbcluj.ro
+4 0264 429 762 ext. 6025

OFFICE

68, Avram Iancu st., Cluj-Napoca

APPLY NOW | ENJOY/LEARN LATER

Project description

This program is designed to provide participants with a comprehensive understanding of cultural journalism, emphasizing diversity and ethical considerations in their reporting practices. Through a series of workshops, meetings, and hands-on activities, the program aims to equip participants with the necessary skills, knowledge, and ethical frameworks to produce high-quality feature profiles that reflect the richness and complexity of cultural diversity. By the end of the program, participants will emerge as culturally sensitive and ethically responsible journalists, equipped to produce feature profiles that celebrate and promote cultural diversity while upholding the highest standards of journalistic integrity. Participants will learn techniques for capturing the essence of cultural figures, events, and phenomena through compelling narratives.

Lecturer Oana Ometa
Academic Coordinator

OBJECTIVES

At the end of the BIP, students will be able to:

- Practice a more inclusive and connecting form of journalism
- Work together with students of different nationalities on journalistic stories
- Make a journalistic portrait

EVALUATION

Students will receive 3 ECTS and a grade based on:

- evaluation of a journalistic profile writing assignment
- collaborative skills: ability to work effectively in a team

REASONS TO ATTEND

- no attendance fee
- innovative teaching methods
- courses held by faculty members from Babeș-Bolyai University
- financial support from the ERASMUS+ Program
- form friendships and connections
- get a glimpse at Romanian academic and cultural life
- learn new skills
- get a crash course in a subject you may want to study
- receive a grade and 3 ECTS credits and a certificate of attendance
- on request, on-campus accommodation at a reasonable price (aprox. 8 EUR/night intriple room or 10 EUR/nigh in double rooms) - limited places

Join us for an enriching journey into the vibrant world of cultural journalism in Cluj! Uncover new perspectives, refine your storytelling skills, and forge lasting connections in the spring of 2025. Don't miss the chance to be part of this immersive experience!

SEE YOU IN CLUJ-NAPOCA?

APPLY NOW AT THE ERASMUS+ OFFICE OF YOUR HOME UNIVERSITY

UNIVERSITATEA
BABEȘ-BOLYAI

CONFLICT RESOLUTION FROM THEORY TO PRACTICE

AN INTERNATIONAL AND MULTIDISCIPLINARY APPROACH
BLENDED INTENSIVE PROGRAMME SUMMER SCHOOL

✓ REASONS TO ATTEND THE PROGRAM

- no attendance fee

- innovative teaching methods

- courses held by faculty members from Babeș-Bolyai University, State University of New York at Cortland.

- financial support from the ERASMUS+ Program

- form friendships and connections

- get a glimpse at Romanian academic and cultural life

- learn new skills

- get a crash course in a subject you may want to study

- receive a grade and **3 ECTS credits** and a certificate of attendance

- on request, limited places, on-campus accommodation at a reasonable price (aprox. 7 EUR/night in triple room or 10 EUR/nigh in double rooms) - pay attention to the deadline

- explore Cluj-Napoca, ranked as the best student-friendly city in Romania

PROPOSED COURSES, OBJECTIVES AND COMPETENCIES ENVISAGED

ADDITIONAL INFORMATIONS

Through this course, participants will gain valuable insights and practical tools to navigate crises with confidence, safeguard their organization's reputation, and maintain trust with stakeholders.

Other activities:
- Cluj-Napoca City Tour
- Trip to Turda Salt Mine
- Visit to the Pharmacy Museum
- Architectural Treasure Hunt and other cultural activities

Language: English (B2 level recommended)

Level of study: Bachelor and Master students

The organization of the summer school (courses, cultural activities, promotional materials, coffee breaks) will be covered by Babeș-Bolyai University with the support of the EU – Erasmus+ program (BIP funds)

Students' travel and subsistence costs are supported by their home universities (from Erasmus+ funds)

VIRTUAL COURSES
FEBRUARY 27-28, 2025

Reconciliation after Violent and Protracted Armed Conflicts

(Assoc. Prof. Dr. Laura-Maria Herța)

Aims to equip participants with the necessary knowledge and skills to address the multifaceted challenges of healing and rebuilding societies that have endured prolonged periods of violence and conflict.

EU Ordinary Legislative Procedure Simulation

(Prof. Dr. Alexandru Balas, State University of New York, Cortland)

The current scenario simulates the ongoing Ordinary Legislative Procedure that followed the submission of a proposal. As such, the simulation includes discussions that take place in two different institutions at the same time; the Council of the European Union and the European Parliament (in this case, representatives of the political groups) separately. The simulation also includes an active role for the European Commission, which will provide further clarifications to the Council and the European Parliament, and try to mediate between the parties if needed, in the Conciliation Committee.

ONSITE COURSES
MARCH 03-07, 2025

Crisis Communication Strategies: Navigating Unforeseen Challenges

(Assoc. Prof. Dr. Delia Pop-Flanja/ Lect. dr. Roxana-Maria Nistor)

This course is designed to equip participants with the essential knowledge and skills needed to effectively manage unforeseen challenges during times of crisis.

Conflict Management as a Prerequisite for the EU Enlargement Policy

(Assoc. Prof. Dr. Adrian-Gabriel Corpădean)

Aims to equip participants with a comprehensive understanding of the importance of effective conflict management in the context of the EU's enlargement policy

CONTACT:

Academic coordinator: Assoc. Prof. dr. Delia Pop-Flanja, Faculty of European Studies (e-mail: delia.flanja@ubbcluj.ro)

Administrative coordinator: Dr. Carmen Ţâgşorean, Centre for International Cooperation (e-mail: carmen.tagsorean@ubbcluj.ro)
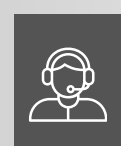
CYBERSECURITY STRATEGIES IN THE ERA OF ARTIFICIAL INTELLIGENCE

BIP Program (ERASMUS+)

LANGUAGE
English (B2 level)

WHERE
Cluj-Napoca, Romania
Babeș-Bolyai University

WHO CAN ATTEND
Students (bachelor/Master level)
Faculty members/administrative
personnel (training staff mobility)

WHEN
APRIL 24-25, 2024 (ONLINE)
MAY 05-09, 2025 (ONSITE)

+4 0264 429 762   carmen.tagsorean@ubbcluj.ro

CYBERSECURITY STRATEGIES IN THE ERA OF ARTIFICIAL INTELLIGENCE
ARTIFICIAL INTELLIGENCE

Cybercrime takes numerous forms and diverse typologies. The phenomenon is increasingly complex, sophisticated, and evolving, posing real threats to individuals, organizations, and states. As EUROPOL's IOCTA Report (2023: 5) underlines, "offenders continue showing high levels of adaptability to new technologies and societal developments, while constantly enhancing cooperation and specialisation." Consequently, cybersecurity strategies must be adapted, flexible and dynamic, to effectively address the threats. Artificial intelligence can play an essential role in the new cybersecurity landscape.

The aim of this intensive program is to provide information on the main cybercrime forms, how perpetrators abuse the new medium and new Disruptive Technologies tools (i.e., Internet of Things, AI, Bockchain, cryptocurrencies, cloud technologies, 3D Printing), and how to successfully design cybersecurity strategies

Program Overview

Academic Coordinator: Prof. Dr. Ioana Vasiu, Faculty of Law
Number of ECTS credits: 3
Certificate of attendance

Module 1
Introduction and Objectives.

- Introduction to cybercrime. Taxonomy.
- An overview of the legal frameworks
- General aspects concerning cybersecurity and cybercrime prevention.

Module 2
Typologies of Cybercrime

- Offences against the confidentiality, integrity and availability of computer data and systems; illegal access, illegal interception, data interference (including cyber vandalism) system interference, malware writing, botnet operation, website defacement, ransomware attacks, DDoS)
- Case studies:
· computer espionage
· computer trespassing with the aim to obtain data
· computer trespassing that interferes with the intended computer use
· damaging a protected computer by various means including malware
· threatening to damage a protected computer
· trafficking in passwords and other hacking tools
· IoT attacks
- Computer-related offences; computer related fraud, computer related forgery, computer related identity offences
- Content-related offences
- Offences related to infringements of copyright and related rights.

Module 3
Interpersonal cybercrime

- Cyberstalking, Cyberharassment, Cyberbullying
- Metaverse aspects

Module 4
Hacktivism. Disinformation Campaigns through AI

Module 5. Cybersecurity

- New legal framework
- AI strategies. Incident response, threat hunting, data analysis.
- AI and innovative models to prevent cyber threats
- Case studies: anomaly and intrusion detection machine learning.

PROF. DR. IOANA VASIU

FACULTY OF LAW
UNIVERSITATEA BABEȘ-BOLYAI,
CLUJ-NAPOCA

Professor Ioana Vasiu is member of the Romanian National Council for Ethics in Scientific Research, Technological Development, and Innovation; external affiliated member of the Ostrom Workshop Program on Cybersecurity and Internet Governance, Indiana University, U.S; member of the Babeş-Bolyai University's Scientific Council; and member of the Board of Directors of the International Association of Penal Law. She was expert for the European Commission and the United Nations Development Programme Romania, partner and lead researcher on several projects, and Co-Chair of the Management and Delivery of Justice Group of the European Group of Public Administration.

CYBERSECURITY
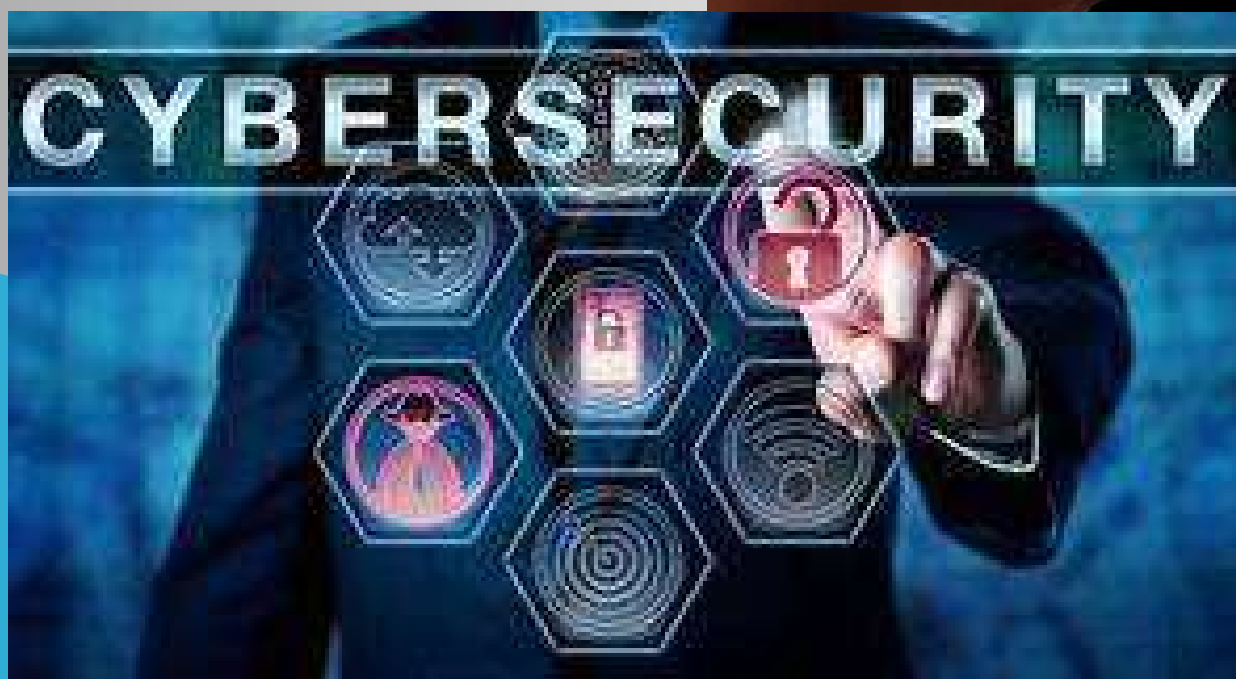
REASONS TO ATTEND THE BIP PROGRAM

01
EU COMMISSION FINANCIAL SUPORT
- COURSES, CULTURAL ACTIVITIES, COFFEE BREAKS WILL BE COVERED BY BABEŞ-BOLYAI UNIVERSITY WITH THE SUPPORT OF THE EU – ERASMUS+ PROGRAM
- STUDENTS' TRAVEL AND SUBSISTENCE COSTS ARE SUPPORTED BY THE ERASMUS+ FUNDS

02
NO ATTENDANCE FEE

03
INNOVATIVE TEACHING METHODS
- LEARN NEW SKILLS
- GET A CRASH COURSE IN A SUBJECT YOU MAY WANT TO STUDY

04
FORM FRIENDSHIPS AND CONNECTIONS
- GET A GLIMPSE AT ROMANIAN ACADEMIC AND CULTURAL LIFE

05
ON REQUEST, ON-CAMPUS ACCOMMODATION
- ON REQUEST, ON-CAMPUS ACCOMMODATION AT A REASONABLE PRICE (APROX. 7 EUR/NIGHT INTRIPLE ROOM OR 10 EUR/NIGH IN DOUBLE ROOMS)

See you in Cluj!

BIP AT BABEȘ-BOLYAI UNIVERSITY, CLUJ-NAPOCA

HUMAN RELATIONSHIPS IN THE DIGITAL ERA

Join a mix of **online** and **on-site** activities to explore and document relationships in the digital age. Through a series of workshops, meetings, and hands-on activities, the program aims to equip participants with the necessary skills, and knowledge to produce high-quality **documentary theatre** pieces.

CALLING JOURNALISM, THEATRE & ACTING STUDENTS! (ENGLISH LEVEL B2 REQUIRED)

THEMES WE'LL EXPLORE →

- ☐ communication dynamics
- ☐ the impact of social media
- ☐ intimacy
- ☐ various types of relationships including family dynamics, friendships, and romantic relationships.

25-26 FEBRUARY 2025
ONLINE

03-07 MARCH 2025
ON-SITE

Find More Information: ✉ carmen.tagsorean@ubbcluj.ro

BLENDED INTENSIVE PROGRAM Description

MARCH 2025

BIP CLUJ-NAPOCA: Human Relationships in the Digital Era

Department of Journalism and Digital Media, Faculty of Theatre and Television, Cluj

This project delves into the intricacies of relationships in the digital age, offering students the opportunity to document topics related to minorities (egg. LGBTQ community), relationships. Through a series of workshops, meetings, and hands-on activities, the program aims to equip participants with the necessary skills, and knowledge to produce high-quality documentary theatre pieces. These pieces will address and reflect on the complexities of human relationships in the digital era, focusing on themes such as communication dynamics, the impact of social media, intimacy, and various types of relationships including family dynamics, friendships, and romantic relationships. In this interdisciplinary initiative, journalism students will conduct a series of interviews scheduled during virtual meetings. Following these interviews, theatre studies students will draft scripts, which acting students will perform in a final show.

Participants will:

- **Learn Documentation Techniques**: Through workshops led by Oana Ometa, students will gain insights into effective documentation methods and an introduction to social journalism, helping them gather and present information responsibly and ethically.
- **Develop Scriptwriting Skills**: Under the guidance of Raluca Sas, students will learn the art of scriptwriting, transforming collected interviews and data into compelling narratives for the stage.
- **Gain Directing Experience**: Cosmin Matei will lead directing workshops, enabling students to understand the nuances of bringing a script to life through performance, focusing on the aesthetic and emotional impact of documentary theatre.
- **Engage in Interdisciplinary Collaboration**: The program emphasizes collaboration between journalism, theatre studies, and acting students, fostering a multidisciplinary approach to creating impactful and socially relevant theatre.
- **Enhanced performance skills**: Camelia Curutiu-Zoicas will teach students techniques to improve their acting abilities, focusing on how to bring authenticity and depth to their performances.
- **Understanding character development**: The workshop will help students delve into character analysis and development, allowing them to create more believable and compelling characters.
- **Emotional expression**: Actors will learn how to effectively convey a wide range of emotions, crucial for portraying complex human relationships on stage.
- **Collaboration and teamwork**: The workshop will emphasize the importance of working closely with directors, scriptwriters, and fellow actors, fostering a collaborative environment.
- **Confidence building**: Through practical exercises and performance practice, students will build confidence in their acting skills, preparing them for the final showcase.

The documentary theatre program will enable students to learn documentation and interviewing techniques to reflect social issues. Documentary theatre utilizes interview texts focusing on social and political conditions with the aim of providing an aesthetic interpretation.

Key aspects to be explored include:

- **Dynamics of communication**: How communication has evolved from face-to-face interactions and letters to instant messaging, social media, and video calls.

- **Impact of social media**: How platforms like Facebook, Instagram, and Twitter have changed the dynamics of relationships.
- **Intimacy**: How people build and maintain intimacy through digital means, including long-distance relationships.

Types of Relationships:

- Family dynamics
- Friendship
- Romantic relationships

Workshops:

- **Oana Ometa**: Documentation Techniques. Life stories - interviews and Introduction to Social Journalism
- **Camelia Curutiu**-Zoicaș – acting workshop
- **Raluca Sas**: Script Writing – Theatre Studies
- **Cosmin Matei**: Directing Workshop