PROJECT report / portfolio

Project name (as stated on LIFE website): Sports in International Politics

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1. Description

The ELU project Sports in International Politics explores the links between major sports events and how they have shaped international relations. There have been many sports events throughout world history that have had major effects in not only how sports has developed, but also how nations have developed, especially during international competitions.

The role of sports in international relations has not been researched too extensively, which is the main goal of this project. The project’s outcomes are to produce a research summary and bibliography related to the chosen subject and to write and produce and promote an informative Youtube video to explain the history of the event and its impact on international relations. The videos have been released as a series, which will potentially and hopefully be continued in subsequent semesters, as the information gathered and presented can be invaluable as a source of condensed information.

**Group 1** has chosen to depict the importance of cricket as a political tool in maintaining relations between India and Pakistan, who have a shared, bloody history.

**Group 2** has chosen to research the importance of basketball for Lithuanian national identity during the Soviet occupation after World War II and how Lithuania’s independence can be studied using post-colonialism.

**Group 3** has chosen to research political relations between the countries of Algeria, Israel and Palestine, and the reflection of these relations in Judo competitions during Japan Olympics

**Group 4** has chosen to examine the ice-breaking relations between the US and China in the 1970s base on the significance of the event of ‘Ping-Pong Diplomacy’ using the constructivist lens to study how the two nations' relationship evolve over the years.

2. Importance

As stated previously, the effects of sports in international politics can very easily be understated, as sports rarely have a direct impact on politics or relations between nations. Sports are a major part of culture, however, both internationally and at home. The same can be said about athletes, whose accounts rank among some of the most popular on social media platforms.

In an ever-globalizing world, sports and the sports media complex have pointed out several human rights issues, *sports-washing* and the importance of equal treatment and competition, just to name a few. But sports goes back a long time in history and a lot of the historical effects have largely survived in folklore and common knowledge, but have not been studied much further.

Interdisciplinarity is an important part of the project. Each group member was able to contribute in a manner that was relevant to their study discipline, which made it easier for different perspectives on the same issue to come together. That, along with the fact that people of multiple nationalities and backgrounds came together for this project, really allowed for different insights.

Different groups have used different sources for the basis of their research.   
Here are some examples:

**Group 1:** Our most commonly used search engine was of course Google for general information, as well as Google scholar. For more academic sources, Academia.edu was used, a well-known platform that has over 40 million papers.

As per the nature of our topic, our researches used Asian sources as well, like news articles. Hurriyet is one of the major Turkish newspapers, today it has the highest circulation of any newspaper in Turkey, and DergiPark Project, undertaken by TÜBİTAK ULAKBİM, aims at web-based publication of academic journals and the establishment of an online journal management system.  
Online newspaper articles were also useful, especially for official pictures of the event, the aforementioned newspapers notwithstanding, like the Hindustan Times, The Diplomat and CNN.

Academic papers that delved into the topic of India and Pakistan’s rivalry were front and center in the research, helping us understand and put the events into context. They gave the backbone to our project, which was later improved with information from online and physical news articles; especially helpful were those that detail the events prior to the 2004 match and the relations between the citizens of India and Pakistan.

For the IR theory party, Daddow’s writings on the theories gave the basis for our liberalism thesis. Mark framed the Friendship Series according to his expertise, putting in all of his knowledge that he had gained throughout his course in university.

In general, the event and history were well documented, allowing for easy access.

The sources that we used in our project:

* Bandyopadhyay, K., 2008. Feel Good, Goodwill and India's Friendship Tour of Pakistan, 2004: Cricket, Politics and Diplomacy in Twenty-First-Century India. The International Journal of the History of Sport, 25(12), pp.1654-1670.
* Diplomat, T., 2022. India and Pakistan’s Cricket Diplomacy. [online] Thediplomat.com. Available at: <https://thediplomat.com/2017/03/india-and-pakistans-cricket-diplomacy/> [Accessed 13 October 2022].
* Tasleem Ashraf, M., 2022. Pakistan-India Relations: Bridging the Gap through Cricket Diplomacy for Peace and Political Integration. Pakistan Social Sciences Review, 6(1), pp.82-95.
* Tasleem Ashraf, M., 2022. Pakistan-India Relations: Bridging the Gap through Cricket Diplomacy for Peace and Political Integration. Pakistan Social Sciences Review, 6(1), pp.82-95
* Daddow, O. (2009). International relations theory. London: Sage

**Group 2:** Our main resources were academic search engines that led us to articles and several historical materials regarding our chosen topic, but also a documentary produced in 2012 called “The Other Dream Team”. Some of the main topics of our research were related to post-colonialism, the definition of national identity, the history of Lithuania and basketball.

With the choice of post-colonialism for our final video and the regionality of our chosen topic, we also looked into the Soviet Union’s occupation and how it relates to colonialist theory. We found several resources regarding the topic and found some great literature made by Baltic researchers that also called the particular post-socialism. We found that this topic could certainly be expanded upon further and it is an underdeveloped topic in international relations theory so far.

While looking at basketball and how it relates to Lithuanian national culture, we had to first delve into the long history of basketball in Lithuania. We also had to define national identity in relation to Lithuania’s love for the sport, which we were able to do by referencing work from Lithuanian sociologist and historian Vytautas Kavolis, who left Lithuania in the wake of Soviet occupation in 1944. While keeping in mind the importance of remaining neutral in the name of research, the choice of researching Soviet occupation also offered us all an insight into Soviet occupation in the Baltics, including Estonia.

Materials were more widely available for our search into Lithuania post-1991. A major help in this stage of the research process was the aforementioned documentary “The Other Dream Team”, which we supplemented with newspaper articles from U.S. papers, mostly on the West coast.

Here is a selection of sources from our research:  
**On basketball and Lithuanian national identity:**

1. A. Markevičius (2012). “The Other Dream Team” Film, JAV
2. Evans, A. B., & Piggott, D. (2016, January 1). Shooting for Lithuania: Migration, National Identity and Men’s Basketball in the East of England. Sociology of Sport Journal, 33(1), 26–38.
3. Baker, C. (1990, July 2). Frank Lubin, a Big Man in Two Countries : Basketball: He helped U.S. win Olympic gold medal in 1936, and later introduced the sport to Lithuania, where his parents were born. Retrieved from Los Angeles Times: <https://www.latimes.com/archives/la-xpm-1990-07-02-sp-473-story.html>
4. Carlson, C. (2011, January 1). The Motherland, the Godfather, and the Birth of a Basketball Dynasty: American Efforts to Promote Basketball in Lithuania. INTERNATIONAL JOURNAL OF THE HISTORY OF SPORT, 28(11), 1479–1495.
5. Cingiene, V., & Laskiene, S. (2004). A Revitalized Dream: Basketball and National Identity in Lithuania. International Journal of the History of Sport, 21(5), 762–779.

**On post-colonialism and the Soviet occupation:**

1. Annus, E. (2012). The Problem of Soviet Colonialism in the Baltics. Journal of Baltic Studies, 43(1), 21–45.
2. International Relations Theory. (2017). Open Textbook Library.
3. Mälksoo, L. (2003). Illegal annexation and state continuity: The case of the incorporation of the Baltic States by the USSR. Study of the tension between normativity and power in international law (Vol. 5).
4. Kelertas, V. (2006). Baltic postcolonialism. [electronic resource]. Rodopi.

**Group 3:** We chose the theory of Realism for our project and used it to link the event to international relations. We discovered it from an academic source that our lecturers provided us. Our event was the Japan Olympics - Algerian Wrestlers refuse to fight Israelis. Other materials used were news articles and some academic materials, which were analysed and checked before applying it in our research, to make sure that everything seemed academic enough. We also had some Arabic sources that our group mates were able to translate into English with the help of our Iranian group mate.

The most general source we used wes the IJF website where we found out about Judo as a sport and also about the organization itself. This was done to give a valid overview of the history of judo and how it evolved as a sport.

For our theory we used the International Relations Ebook to get familiar with it and use it correctly within our presentation so that we would be as accurate as possible when applying it.

The sources used:

S. McGlinchey, R. Walters & C. Scheinpflug. International Relations Theory.- E-International Relations. Bristol, England 2017, p 15-21. book.

Haikal Kurnia Maulana Ritonga, The Israeli-Palestinian Conflict as Analysis of Realism Theory in the International Order, Airlangga University article.

https://www.ijf.org/history

**Group 4:** After gaining some more insight into international relations theories, in-depth group discussions and consultations with the project supervisor, we decided to use the theory of constructivism for our choice of event, Ping-Pong Diplomacy. In order to conduit research successfully in terms of subjectivity and critical assessment, reliant and academic sources were used. All the materials have been reviewed and analyzed in terms of subjectivity and competence, as information was gathered from publicly available resources such as researchgate, google scholar and free IR theories Ebook.

Above-mentioned are mostly the scholarly articles, which are relevant in the field of International Relations, as well as historical accounts. Although some materials were available within the specific parameters of our search (ping pong diplomacy + constructivism), a wider approach was taken to get a more well-rounded overview. That means the research basis included more general resources about the events that led to “ping pong diplomacy” as well as an overview of the theoretical framework of constructivism so that it could be applied to our chosen event. The team found the best practice in analyzing and reviewing the information gathered around this topic, which helped us build the foundation for our project.

Here is a selection of sources from our research:

**On the event of Ping-Pong Diplomacy:**

1. Andrews, E. (2018, October 19) How Ping-Pong Diplomacy Thawed the Cold War. History. <https://www.history.com/news/ping-pong-diplomacy>
2. Amusa, L. O., Toriola, A. L., & Goon, D. T. (2013). The world in turmoil: Promotion of peace and international understanding through sport. African Journal for Physical, Health Education, Recreation & Dance, 19(1), 220–239.
3. Ismayilzada, T., & Önsoy, M. (2022). A Constructivist Approach to Conflict Transformation: The Case of China-Taiwan Conflict. International Journal of Eurasia Social Sciences / Uluslararasi Avrasya Sosyal Bilimler Dergisi, 13(47), 170–190. <https://doi-org.ezproxy.tlu.ee/10.35826/ijoess.3072>
4. Miller, P. M. (2011). Ping Pong diplomacy lives on. China Business Review, 38(3).
5. National Museum of American Diplomacy (2021, August 5) Ping Pong Diplomacy: Artifacts from the historic 1971 U.S. Table Tennis Trip to China. <https://diplomacy.state.gov/artifact-collection-highlights/ping-pong-diplomacy-historic-1971-u-s-table-tennis-trip-to-china/>
6. PBS (n.d.) Ping-Pong Diplomacy. <https://www.pbs.org/wgbh/americanexperience/features/china-ping-pong/>
7. Uemura, T. (2015). Understanding Chinese Foreign Relations: A Cultural Constructivist Approach. International Studies Perspectives, 16(3), 345–365. <https://doi-org.ezproxy.tlu.ee/10.1111/insp.12038>
8. Wasserstrom, J. N. (2000). Beyond Ping-Pong Diplomacy: China and Human Rights. World Policy Journal, 17(4), 61–66. <https://www-jstor-org.ezproxy.tlu.ee/stable/40209719#metadata_info_tab_contents>
9. Zhenhong, Q. (2019). Bearing in Mind History, Setting the Right Course and Creating the Future for China-US Relations. China International Studies, 77, 9–13.

**On IR theories and Constructivism:**

1. Dunne, T, Kukri, M. & Smith, S. (2013). *International Relations Theories- Discipline and Diversity (3rd ed.)*. Oxford University Press.
2. Griffiths, M. (Ed.). (2007). *International relations theory for the twenty-first century : An introduction*. Taylor & Francis Group.
3. McGlinchey, S., Walters, R & Scheinpflug, C. (2017) *International Relations Theory*. E-International Relations Publishing.

3. Activities & Stakeholders

The process of making the final video consisted of three stages. The first stage was research, the second was production, the third and final stage was promotion.

In the research stage, all groups researched the history of their chosen sports event and their chosen international theory. Each group wrote a research paper with a summary of their research and a bibliography related to their specific issue.

The production stage consisted of turning the previously put together academic paper into a video script. Each group separately recorded video and audio and edited the final project using advanced software.

Each group also promoted their videos using platforms available to them. The promotion stage is largely based on the fields of marketing, public relations, psychology, and required skills in visual arts, visual editing, graphic design, and copy writing.

**Stakeholders:**

The two fields most impacted are sports and international relations. The Ministry of Foreign Affairs, Tallinn University studies of Sports, International Relations and History can contribute from the results of our project. The project has an informative goal for the general public, to raise awareness on how international relations affect sports and visa versa.

5. Sustainability

The project outcome videos are uploaded and shared on YouTube. The ownership of the channel will be transferred to project supervisors. The underlying expectation is that throughout the following semesters, more videos will be made and uploaded to the channel, building upon the prior knowledge available and fleshing it out with more varied topics.

## 6. Results and annexes

The groups have finished their academic research and have submitted their written papers on their chosen subject.

Based on the research and written paper each group wrote a shorter video script, taped the video, produced it and uploaded it to Youtube and shared with interested parties (different Facebook groups etc).

Written papers are added as annexes.

7 . Project Action Plan

Group 1

| Tasks | Deadline | Student(s) responsible |
| --- | --- | --- |
| Dividing the tasks between members | 17.09 | Everyone |
| Conduct a multiple-source research and start creating the text | 20.10 | Harun and Himel |
| Tie in and add the IR theory to the text | 30.10 | Mark |
| Life Project mid-term Report | 24.10 | Oskar, Mark, Sten |
| Editing the text into a script | 31.10 | Mark, Oskar |
| Recording | 11.10 | Oskar, Alesander, Sten |
| Video quality control and fact checking | 21.11 | Harun and Himel |
| Video editing and release | 21.11 | Aleksander |
| Self-reflections handed in |  | Everyone |
| LIFE project portfolio | 12.12 | Oskar |
| Final presentation | 15.12 at 17:00-19:00 | Oskar |

Group 2

| Tasks | Deadline | Student(s) responsible |
| --- | --- | --- |
| Dividing the tasks | 17.09 | Everyone |
| Background of IR theory Connection between theory and event | 22.09 | Everyone |
| Theory analysis (Post-socialism) | 22.09 | Everyone |
| Finalize action plan | 23.09 | Everyone |
| Research of IR theory | 03.10 | Everyone |
| Initial written paper | 14.10 | Alo Alo, Uchechi, Melita |
| Preparation of Life Project mid-term Report (max. 5 pages) | 14.10-18.10 | Everyone |
| Mid-term presentation | 21.10 5-7 PM | Everyone |
| Feedback analysis | 21-28.10 | Everyone |
| Script writing | 29.10-04.11 | Everyone |
| Recording of the video | 5-6.11 | Ats, Kristjan, Tamar |
| Video editing | 12.11 | Ats, Kristjan |
| Video release | 24.11 | Ats |
| Addressing Social Media | 25.11 | Tamar |
| Self-reflections handed in | 10.12 | Everyone |
| LIFE project portfolio | 12.12 | Everyone |
| Final presentation | 15.12 at 17:00-19:00 | Everyone |

Group 3

| Tasks | Deadline | Student(s) responsible |
| --- | --- | --- |
| Researching info | 18.09 | Feliks, Esmaeil, Daniil |
| Confirmation of our action plan | 22.09 | Everyone |
| Preparation of Life Project mid-term feedback session | 19.10 | Everyone |
| MID-TERM SESSION | 21.10 16-19:00 | Everyone |
| Feedback | Rest week | Everyone |
| Converting info into Presentation speech | 31.10 | Esmaeil, Nikita, Andres |
| Making a video with sb presenting the speech | 7-13.11 | Kristjan, Felix |
| Final editing of the video | 12-13.11 | Dmitri |
| Video upload | 05.12 | Dmitri |
| LIFE project portfolio | 12.12 | Everyone |
| Final presentation | 15.12 17-19:00 | Everyone |

Group 4

| Tasks | Deadline | Student(s) responsible |
| --- | --- | --- |
| Action plan and topic ready | 22.09 | Everyone |
| Initial research ready | 06.10 | Hanna, Vitalii |
| Research on video materials | 20.10 | Shan |
| Mid-term presentation | 26.10 5-7 PM | Lukas |
| Feedback analysis | 26.10-3.11 | Everyone |
| Voice over script writing ready and approved | 11.11 | Aires, Lukas |
| Start of video editing + voice recording | 14.11 | Alari, Mirjam, Lukas |
| Video first cut, feedback and re-edit | 24.11 | Alari, Mirjam, Hanna, Aires |
| Video upload on YouTube | 9.12 | Hanna |
| Promote via social media and personal channel | 9.12 | Everyone |
| Self-reflections handed in | 9.12 | Everyone |
| LIFE project portfolio | 12.12 | Aires |
| Final presentation | 15.12 at 17:00-19:00 | Everyone |

8. Media coverage

Sports In International Politics Youtube channel can be found here: <https://www.youtube.com/channel/UCGWC9wsa6nQEod_28kHUMMw>

1. Episode 5 was uploaded on 24.11.2022 and has 412 views (11.12.2022)
2. Episode 6 was uploaded on 28.11.2022 and has 85 views (11.12.2022)
3. Episode 7 was uploaded on 07.12.2022 and has 46 views (11.12.2022)
4. Episode 8 was uploaded on 09.12.2022 and has 149 views (11.12.2022).

The videos and channel have been shared by the project members on social media (Facebook, Instagram), also in different Facebook groups and Facebook pages.

9. Learning experience

*Learning experience of each individual student, up to 150 words, to describe the experience gained during the project and evaluate the achievement of project goals.*

**Group 1**

OSKAR Rundu: It was sometimes difficult to find times when everyone was free to work, and in some cases unexpected things did force us to shift our schedule slightly and push things forward. Overall, the most important lesson was during the recording, where I had to condense the information and make it presentable, as well as simple to understand. Some improvisation and cue cards helped, and going forwards I am more aware of how I need to handle such a recording session.

MARK Andre Udikas: My personal learning experience comes from the moments in which I feel like we should have been better. I refer to some communication errors when people did not reply or did not communicate.  
I am really happy to have learnt these lessons in a setting which allows for mistakes, since in my future professional life I hope to avoid them. As a contribution to the project, I feel like my outward-expressing nature was helpful to break the ice at some point. If I were to analyze it, I would say that this was also supported that most of the communication was knowingly done via Whatsapp. More in-person meetings would have likely prevented them from occurring. Also, I as liaison should have maybe peaked into what people were doing. However, since the liaison is officially appointed for communicating in case of an emergency, I did not feel like I really had the position to demand reports from people. Maybe in the future, the liaison should also be the actual team leader.

HARUN Balic: Even if I am interested in sports I had never read about cricket and I knew nothing about the effect of cricket on society or on international relationships. The relationship between Pakistan and India via cricket was the biggest point of learning for me. I would not say that we had difficulties but if I were to do this project again, I would like to learn more about making videos and getting much more information from someone like Aleksander. Or maybe we could have a couple of lectures on how to make better videos.

HIMEL Mahmud: I learned a lot while working on the project. My job was to create a story about how these two countries' rivalry began and when they decided to solve the problem through cricket diplomacy. By doing so, I discovered that it improved my research skills because I spent a lot of time figuring out how their relationship deteriorated gradually. This also allows me to solicit feedback from my group members. The most important experiences, in my opinion, were when I was having problems with my work and they always came up with different perspectives because we are all from interdisciplinary backgrounds. This is one of the advantages of working with people who have a multidisciplinary background. Alexander in particular put in a lot of work, which is evident in our video's fabulous production.

ALEKSANDER Belov: My personal goal with this project was to make a good video, which will work in the modern YouTube environment, therefore I dedicated my workflow to accomplish it. I researched and learned quite a lot about making more efficient videos for YouTube, which keeps the audience's attention and engagement. Also I worked on the overall style of our video, to make it more captivating and standing out. It was new for me to work on a one shot set we had during the whole video, which made us fill it with details that can represent the topic from the first glance. The only thing I would have done differently is my involvement in script writing, because the wording still feels "too academy", which can get a little too hard for a wider range audience following. However, I am personally very happy with the result we achieved.

STEN Sokk: The best thing for me was that the ELU project brought together people from different educational backgrounds. It was really interesting to see and learn new things and perspectives. In a way it taught me how to build a project, as I had many knowledgeable people around me who really organized everything well. As our project revolved around cricket diplomacy between India and Pakistan, I learned a lot of interesting facts about the history of the two countries. There were interesting facts, like possible nuclear war I had not heard of, which made me think I really should read more International news. As a member of a project, who really did not do much more than what was needed at certain times, I learned that my biggest strength in a project like this would be in production.

**Group 2**

MELITA Sogomonjan: Participation in the LIFE Project train students to discipline (e.g., submission of tasks at exact deadlines) and educate them to be responsible and take care of each other if one has difficulties in time management. One of the most important things that one may learn from LIFE Project is to be organised and achieve goals in team regardless of background, age or country of origin. LIFE Project also gives an opportunity to learn and develop communication and social skills. Students get an opportunity to make new friendship and learn more about other study fields available in Tallinn University. LIFE Project enhances the quality of educational program by engaging students from different disciplines.

ATS Vannus: Most important lesson I took away from this project is that a team of complete strangers that work together towards a specific goal does not necessarily result in a disaster. The open-mindedness of our group members certainly helped us reach our end goals in a sensible way. Every one of us contributed however they could in all stages of the project. Since none of us deal with creating videos on a regular basis, it must have been the hardest part, due to the several aspects you must consider when planning it. International Relations theories is something that not many understand or even acknowledge. This project has helped broaden my perspective of how different historical events can be looked upon through these theories. It certainly also helped me to work better in a team, since for a team to work, everyone’s thoughts should be considered.

TAMARA Sekhniashvili: The project exceeded all of my expectations, if not more. Working as part of a cohesive team helped me gain a lot of experience. In addition to weekly meetings, planning and taking action, we were supporting each other as a whole team. The project's phases were all finished on schedule, and construction progressed gradually and according to schedule.

Reflecting on my personal development, I never felt confident to record a video. But now I feel more confident, as I was one of the speakers for the video. The reason - my supportive team members Kristjan and Ats. Besides overcoming fears, I gained quite a knowledge about the theories such as post-colonialism. The topic our team worked on was very important for me, as I am from the post-soviet country which had to fight for independence and I fully feel the Lithuanian nation and its protest against the Soviets.

ALO ALO Kedju Nkemtaji: As part of this project, I learned to belong, I gained confidence to contribute my own ideas. Working as a group has opened my eyes to many different perspectives of learning, and taught me that group work pays. Division of work and constant communication within our group made the project easy for our group.

I was confused on what this project will look like from the beginning, i was confused of what we can do to come out with a good project, but I couldn't find answers, looking at our project now, and looking at the sacrifices some group members have made to come out with good results like, Kristjan on the leading role he has played making sure we are on the right part, ATS Vannus and others for Script writing and video editing, in´fact all the group members. Our report has been a combination of multiple ideas from all group members.

UCHECHI Eluwa: I joined the group to enable me to learn from others, especially people from other cultures and understand certain issues I never knew concerning Europe. My team consists of five remarkable persons and myself making it six persons. I took part in the research and writing of the draft document. The research helped me in understanding the way Lithuania succeeded from the grasp of Russia. It opened up my thoughts to Post Colonial theory. We did not experience any conflict. My team members and I resolved our tasks timely through in depth communication and their contribution to this project was exceptional. The dynamism we brought as a group was borne out of the understanding of teamwork.

I have gained insight into probably, one of a very few stories that have challenged the quest for self-consciousness, nationhood, self-determination and national pride. The struggle for freedom comes with resolve and determination. The classic example from Lithuanian basketball legends tells us that struggles can achieve huge results without shots fired or people killed.

KRISTJAN Kallaste: As is always the case with group projects, learning about each other’s work routines was very important, especially at the beginning of the project. Since this is a project that revolves around the schedules of several people, there were slight difficulties at the beginning, which we were able to sort out relatively quickly. After finding what works for most people in the group, the research process and editing process became much easier.

I am sure there are things that could have been done differently, but looking back at our final product now, it is quite frankly much better than I initially thought it would be. Ats did a great job putting the video together, the rest of the group helped tremendously with research and working with people from different backgrounds and disciplines made it an interesting experience throughout.

**Group 3**

**Kristjan Baikov:** The project taught me mostly about the sport of judo, theoretical aspects of international relations and how to work as a team. This was a great opportunity to learn more how to operate as a team and the project showed the importance of scheduling and being a cohesive unit as a group, as I personally had some troubles with communication in the beginning of the project. On the theoretical part, the most interesting bit of information was learning about the sport of judo itself, as my previous knowledge of the sport was minimal. It was also very interesting to read about the history between muslim countries and Israel. The project itself was a success and the end result was satisfying, even if we had troubles during the project.

**Feliks Jürisson:** We managed to do a great job. At first we had some struggles with our group work, but managed to bring it all together at the end. During the project I learned a lot about International Relations theories, how to manage a group, how to record a video for Youtube, and how to have a good time in general as a group. Mainly, I learned about the theory of Realism which was very interesting and I can already see some of the correlations in real life. I also found it interesting to read about Judo and learn about the rules. My experience was enlightening, I learned that it can be very hard to manage a group and that it is challenging to be motivated about a project that can last for up to six months or less. This was easily surpassible, as we managed to cooperate and make a good video.

**Andres Oitsar:** This project was a great opportunity for me to work in a team. In the beginning I definitely had problems with the language and communication with the team in general, but by the end there were no such problems anymore. This incident that we studied was new to me. I had never heard about this incident before, which is why I was very interested in looking into it. Overall, I gained a lot of new knowledge and experience from this project. I was able to look at the root of this scandal and learned a lot about these Arab countries. I was previously familiar with precedents in sports related to the political views of athletes, but this conflict and the cases of hatred that preceded it were more profound than anything I had heard about before. After finishing the project, I have a sense of satisfaction because my team and I did a really great job and sorted out a very confusing story. I also hope that our efforts can draw more attention to this problem and one day society will be able to react hard enough to cases of intolerance to prevent them in the future.

**Daniil Repkin:** The project made me realize the importance of teamwork. Initially there were small problems, but I am grateful to each member of the team for their input and work. In the end we did a good job. Such a long-term project taught me to plan my time better. I also learned a lot about the names of different countries. Before the project, I was familiar with politics in sports, but in the course of the project I learned in more detail how politics affects sports. In general, it was interesting to learn about the relationship of Muslim countries. It was also interesting to read about judo. Since it's a sport I've never paid much attention to. And the most important thing is that there is a feeling that we did something very good and necessary together.  
  
**Nikita Jegorov:** This project was even better than I could have imagined. First of all, working in an interdisciplinary group helped me realize that every specialty is important and can bring unexpected points of view . Moreover, I felt really happy that although we had some problems in team work in the beginning, we managed to overcome them all together. I, personally, was not familiar with the topic we chose before we had started to work on a project, but it turned out to be very intresting. I was not a big fan of judo, but now I know the rules and can enjoy watching it. What is more, Arabo-Isreli conflict is one of the most known and influential nowadays, so it was really useful to deepen in it and observe it through our theory. All in all, I believe that in addition to the great time I had executing the project, I got some very important knowledge.

**Dmitri Shasholin**: At the beginning of the project, I had no idea and any knowledge about any topic which were offered to us. Being a sportsman for my whole life, I never gained a lot of knowledge from this collaborative work. Also, I never thought that some of my video skills and creativity could help me in some sport-connected routines. During the project, our group had some miscommunications due to daily graphics, studying, or personal life, but we tried our best. Overall, I knew that nowadays sports and politics are connected, but after some research and after watching other videos from groups I got to know that this theme, such as politics and sports, is connected for a long time. In the end, I would like to thank all my group members for their support of each other and involvement in our group topic and applauses to our "leaders" who were always ready to help and motivate us

**Group 4**

**Hanna-Stiina Tornius:**

In my opinion, Group 4 managed very well to collaborate on the project “Sports and International Politics” with everyone giving input and feedback on the different aspects of the project. For me, it was a great opportunity to learn more about what goes into multimedia production and the forming of such a video from start to finish - the research, script, editing and promoting. I think the group achieved all the goals set at the beginning of the project and I was very pleasantly surprised by how seriously everyone took their contribution, since when some were busy, other group members really stepped up to do their part at that time and vice versa. It was also a great experience personally to apply knowledge I have gained during my studies to an event that I normally would not analyze (i.e. sports).

**Vitalii Vasyliev:**

To be quite fair and square, personally, I think that my group 4 did a really great job developing necessary skills in cooperation as a team, which I, Vitalii Vasyliev, as a future lawyer will definitely need to use in prosperous law career. It was a great opportunity to learn more about sports, politics, international relations overall. Furthermore, I had a necessary experience with a modernized, globalized, civilized stuff such as video editing, promoting it as well. I liked that the project combines people of different studying areas allowing them to create something innovative just like we did analyzing and using both legal, political perspectives of ping-pong diplomacy. I liked the way everything was organized and obtained a knowledge that I am going to apply when time comes.

**Alari Hommik:**

On my behalf I think Group 4 was performing well as a team and as a unit. Everyone knew what they needed to do and when the deadlines were. if someone got stuck in a position, someone always reached out and gave a helping hand. Personally, it was the first time I did video editing in a group, usually it was always only my opinion that mattered on the video. Getting feedback from the team on what could be improved in the video and which parts to make longer/shorter really showed me a new perspective of how editing could be done. Overall, the subject and theme we chose, I enjoyed a lot and learnt personally quite a bit about the history of sports aswell as politics, 2 of my few favourite subjects to exist. I was lucky to get such likeminded team and a very well organized group of individuals.

**Mirjam Muhk:**

Our team is very multicultural, multilingual and multitalented. We had very many meetings via WhatsApp (audio and text), plus we met in person for several times to complete the documents or video. The collaboration was intense and thorough. All of our team-members are hard-working students and our team-work was beneficial. The group dynamic formed naturally and we divided the tasks among us considering everybodies’ talents. I attended also the video production seminar (03.11.2022) and the media addressing course by Andres Jõesaar (11.11.2022). Then we had a very thorough co-working process. All of the team-members contributed and gave good suggestions. We experienced some difficulties in the coherent of mediums (computers, laptops, programs, apps etc). The small victories were that we found and invented the ways to make them coherent or how to send. The biggest victory was that we all worked on the project, put our effort into this and got it ready!

**Shan Shafiq:**

I consider myself really fortunate to be a member of Group 4 because every single team member contributed positively, effectively managed time, and completed the assigned assignment. I personally gained a lot of knowledge from this collaborative project. To finish the paperwork or the video, we had a good amount of in-person meetings as well as a massive amount of voice and text chats using WhatsApp. We frequently used WhatsApp to share ideas with one another. Overall, I really appreciated the topic and theme we chose, learnt a lot about the relationship between politics and sports throughout history, and came to appreciate the value of sports in bridging cultural divides between countries like the USA and China. I had the pleasure of working in a group. Applying the knowledge I have learned in my studies to an incident that I typically wouldn't evaluate was also a terrific experience for me personally. So finally,we produced the Sports Diplomatic video which explained the importance of sports into diplomacy.

**Lukas Gajonia:**

The LIFE project, which was held in Tallinn University on the topic of “Sports in International Relations” by Terry McDonald’s, helped me to learn very interesting approaches and also information I haven’t possessed before. Latest is particularly good as, constant development for young scholars in Social Sciences is something, which is one of the key skills to have and is very beneficial. But back to the topic, during this project I have learned many things and as well improved my skills as well. Here are the list of the skills I have improved and worked on, which was highly beneficial for me: Being a team player; Research; Critical thinking; Analysis; Voice-acting; Creating Agenda; Creating and building presentations; Creating reports; Effective communication. During those days of work, there were some obstacles our team has faces, but with team work and individual input as well, we have managed to overcome them and conduct a successful work.

**Aires Chung:**

The most valuable experience I gained from this group project is about motivating everyone working toward the same goal. Given all students are from different backgrounds, studies displinaries and all of us have very different yet bustling study and work schedules, therefore, facilitating effective communication within the group and ensuring group members accomplish tasks with agreed action plan were definitely challenging. I’m proud of the final video the group produced with the limited resources we have. The video fulfilled the requirement in terms of the length and the purpose that is educational yet interesting, though there are lot of tings we could have improved and done better. We also received positive feedbacks from viewers after launching the video on 9 December, such as ‘enticing topic’ and ‘an interesting way to apply IR theory’. Overall, I enjoy this project experience and happy the video contributed to this potentially long-term YouTube project.