PROJECT PORTFOLIO

Project name: Sports in International Politics

Supervisor(s): Benjamin Klasche, Terry McDonald

Participants:

Group 1: Mariia Shiriaeva, Nikita Volkov, Jass Saarkoppel, Filip Martinović, Jimmy Eze, Merylin Tihomirova

Group 2: Alexandra Randolf, Dinara Abaidildinova, Svitlana Ustinova, Künter Suve, Alina Grimm, Nur Ellyana binte Mohammed Kamsani

Group 3: Aron Rubinstein, Mark-Henri Möllits, Maria, Mario Vool, Jaakko Tervonen, Sten Vahtras

Group 4: Allar Pent, Anneliis Annus, Gert Lehtme, Jaanus Lensment, Karl-Gerhard Kottise, Giorgi Mamisashvili

# 1. Project Description

**Group 1:** The main goal of the project is to study major sports competitions through the lens of International Relations (IR), with a specific focus on the 1936 Berlin Olympics hosted by the Hitler regime. The decision to examine the 1936 Olympics from the IR perspective has helped us to analyse why and by what means Nazi Germany was promoting its racial theories throughout the Olympics. Thus, our objectives were to find out whether the Hitler regime reached the desired outcomes - by applying the principles of a critical race theory - and what the response of the international community - for instance, why international media and sports-related entities were calling upon a boycott of the 1936 Olympics by Black and Jewish athletes - was to the Nazi policies before and during the Games.

**Group 2**

The project’s aim was to look at the topic of Athletes Changing Citizenship to Participate in International Sporting Events through the lens of International Relations using the theory of post-colonialism. Through post-colonialism, we can point out the power dynamics still present today and how it links with athletes’ decision to change their citizenship in order to partake in international sporting events. It brings up the question of ethics, personal and national identity, and the government benefits from this phenomenon. We bring three specific cases to highlight the problem.

**Case 1: South Africa**  
Zola Budd, who was born in Bloemfontein, Free State, South Africa is a South African-British middle-distance and long-distance runner. She competed in the 1984 Olympic Games for Great Britain and the 1992 Olympic Games for South Africa, both times in the 3000 metres. She could not participate in the 1984 Olympics as South Africa since South Africa was banned from the Olympics since the 1964 Tokyo Olympics (South Africa was later readmitted in 1992).

**Case 2: Bernard Lagat**

Bernard Lagat is a Kenyan-American middle-distance and long-distance runner who has won Olympic medals for both countries. At that time, Kenya did not allow dual-citizenship but made an exception for Lagat. Lagat decided to become an American citizen entirely, and part of the reason why is because he felt that the United States offered better training facilities and a higher profile for endorsements.

**Case 3: Mo Farah**  
Sir Mohamed Muktar Jama Farah, known as Mo Farah, is a British long-distance runner of Somali origin. His real name given at birth is Hussein Abdi Kahin. His early childhood experiences and circumstances led him to being smuggled into the United Kingdom at the age of nine. Once his athletic talents were discovered, he was eventually given British citizenship. His lawyer had concerns regarding the risk of him losing his citizenship as it was acquired by a misrepresentation. However, The Ministry of Internal Affairs assured him that he would not face any consequences.

**Group 3:** The project, titled “'The Montreal 1976 Olympic Boycott by the African States viewed through the Theory of Postcolonialism" examines the relationship between sport, politics, and international diplomacy and primarily focuses on African countries' boycott of the 1976 Montreal Olympics. The central issue that the project addresses is how sporting events, in this case, the Olympic Games, are used as platforms for political statements, diplomacy, and political protest internationally.

Our group aimed to achieve its goals through in-depth research and analysis. Activities include studying the historical context of the 1976 Montreal Olympics, exploring the theory of postcolonialism, and considering how postcolonialism can be applied to explain the African boycott of the Olympics. The project's end result was a comprehensive scholarly article exploring the political reasons for the boycott and its postcolonial context. The choices were made based on the relevance of postcolonialism in analyzing the motivations for the boycott and the need to explore the event's historical significance. This will be displayed in our in-depth video for this project.

**Group 4:** The main aim of this project is to explain the connection between international relations and sports. Our project focuses on the haka - traditional dance of the Maori, indigenous people of New Zealand. Haka has been made famous by the New Zealand Rugby National team All Blacks.

In the realm of international relations, the aim is to examine the haka phenomenon from a constructivist perspective. Unlike conventional approaches centered around military or economic aspects, constructivism in international relations prioritises the significance of human ideas, identity, and values. This theory contends that these cultural elements play a pivotal role in shaping interactions on the global stage. The combination of the haka and international relations gives us the research question, which is as follows: “How does New Zealand's use of Haka in sports contribute to the construction of national identity?”

# 2. Importance of the problem

**Group 1** In our opinion, major sport events have always been a political tool for countries to compete among each other, exert one’s dominance, or even (re)brand a state. The case of the Berlin Olympics is an exceptional example of how sport was used to achieve a political agenda. The Hitler government wanted to use the opportunity of being the host country to simultaneously promote and prove their racial superiority theory. Nowadays we can see quite similar situations among big countries who want to gain popularity and respect in the world through big sporting events. For example rich oil countries such as Saudi Arabia and Qatar. They are showing themselves to the world using sport. Saudi Arabia does that with a local football league where they are buying great players all over the world to play in their country and Qatar just hosted one of the biggest and most important sporting events in the world - FIFA World Cup. So these are pretty much similar cases to the Berlin Olympics, where one country wants to gain their political dominance and to show their greatness to the world using sports.

**Group 2**

We found the ‘phenomena’ of Athletes changing their citizenship to participate in sporting events such as the Olympics interesting. Our research problem consisted of the problem of representation and identity and how it benefits personal individuals and the government. From there, we formed our research question: What role does representation in international sports play in shaping national and personal identities of athletes? We chose to look at this topic through the lens of post-colonialism. It is important in understanding and demonstrating the effects of citizenship changing on personal and national identities. Further, the power of politics in this case would entail that countries with less resources are not represented nearly as much as the countries with better and larger capability of obtaining resources. Three cases were brought up in our research.

Our resources were obtained from:

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Zola Budd: South African History Online (2011, February 17). South African History Online. <https://columbiacollege-ca.libguides.com/apa/websites#Webpage_1>

Longman, J. (2008, March 25). A runner dreams of gold under a new flag. The New York Times. <https://www.nytimes.com/2008/03/25/sports/othersports/25runner.html>

Robbins, T. (2008, June 23). Kenyan-Born runner boosts U.S. Olympic hopes. NPR. <https://www.npr.org/2008/06/23/91450510/kenyan-born-runner-boosts-u-s-olympic-hopes>

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Fanin, I. (n.d.). Farah Stars, With Support. BBC Sport. <http://news.bbc.co.uk/sport1/hi/athletics/get_involved/6908213.stm>

Nagesh, B. A. (2022, July 16). Sir Mo Farah reveals he was trafficked to the UK as a child. BBC News. https://www.bbc.com/news/uk-62123886

Central Chancery Of The Orders Of Knighthood. (2016, 31 December). New Years Honour List - United Kingdom. The London Gazette. <https://www.thegazette.co.uk/London/issue/61803/supplement/N2>

Andrews, M. (2020, August 27). How Zola Budd's taste of being British turned sour. Shropshire Star. <https://www.shropshirestar.com/news/features/2020/08/27/how-zola-budds-taste-of-being-british-turned-sour/>

Markus Weimer and Alex Vines. (June 2011). "UK–South Africa Relations and the Bilateral Forum". Chatham House.

David J. Hornsby & David R. Black (2016) Breaking with tradition? South Africa–UK relations, Commonwealth & Comparative Politics, 54:2, 268-286, DOI: 10.1080/14662043.2016.1151167

Alden, C., & Soko, M. (2005). South Africa's economic relations with Africa: hegemony and its discontents. The Journal of Modern African Studies, 43(3), 367-392.

Human Development Report 2021-22: Uncertain Times, Unsettled Lives: Shaping our Future in a Transforming World. 8 September 2022. pp. 272–276. ISBN 978-9-211-26451-7

Emmeline Saunders. 24 March 2023. Mo Farah's mother is left baffled by his return to running as he gears up for London Marathon. <https://www.mirror.co.uk/news/uk-news/mo-farahs-mother-left-baffled-29535779>

Niall McCarthy. 2 June 2016. The EU's Hotspots For People Trafficking. Statista. <https://www.statista.com/chart/4947/the-eus-hotspots-for-people-trafficking/>

Al Jazeera. (2023, September 25). US and Kenya sign defence deal ahead of possible Haiti mission. <https://www.aljazeera.com/news/2023/9/25/us-and-kenya-sign-defence-deal-ahead-of-possible-haiti-mission>

Imray, G. (2023). Kenya hopes World Championships doping cases won't taint Olympic team. AP News. <https://apnews.com/article/kenya-doping-track-field-worlds-2358ed10c5016bba7eadc6024034afde>

Wilkes, T. (2022, November 25). Kenya scrambles to stave off athletics ban after more doping cases. Reuters.

**Group 3** This project is important because it highlights how sporting events are used as a means of political communication and how former colonies have used sport to address issues of coloniality, including racism and expression of solidarity among marginalized nations. The role of the team consisting of authors Maria, Mark-Henri Möllits, Jaakko Tervonen, Mario Vool, Sten Vahtras, and Aron Rubinstein, was to research and analyze the boycott of the 1976 Montreal Olympics, using the theoretical framework of post-colonialism.

The project aims to achieve its goals through in-depth research and analysis. Activities include studying the historical context of the 1976 Montreal Olympics, exploring the theory of postcolonialism, and considering how postcolonialism can be applied to explain the African boycott of the Olympics. The project's end result was a comprehensive scholarly article exploring the political reasons for the boycott and its postcolonial context.

Here is a list of sources we have used:

1- Cottrell, M. P., & Nelson, T. (2011). Not just the games? Power, protest and politics at the olympics. European Journal of International Relations, 17(4), 729–753. https://doi.org/10.1177/1354066110380965

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4- Murray, S., & Pigman, G. A. (2014). Mapping the relationship between international sport and diplomacy. Sport in Society, 17(9), 1098–1118. https://doi.org/10.1080/17430437.2013.856616

5- Nair, S. (2017). Postcolonialism. In McGlinchey, S., Scheinpflug, C., & Walters, R (Eds). International Relations Theory. essay, E-International relations.

6- Rosen, A. (2012, August 7). The Olympics used to be so politicized that most of Africa boycotted in 1976. The Atlantic. https://www.theatlantic.com/international/archive/2012/08/the-olympics-used-to-be-so-politicized-that-most-of-africa-boycotted-in-1976/260831/

7- Rosner, S., & Low, D. (2009). The Efficacy of Olympic Bans and Boycotts on Effectuating International Political and Economic Change.

8-Rukundwa, L. S., & Van Aarde, A. G. (2007). The formation of postcolonial theory. In HTS (Vol. 63, Issue 3).

9- Sajed, A., & Seidel, T. (2023). Anticolonial connectivity and the politics of solidarity: between home and the world. In Postcolonial Studies (Vol. 26, Issue 1, pp. 1–12). Routledge. https://doi.org/10.1080/13688790.2023.2127652

**Group 4:** Studying the Haka through the constructivist lens is crucial. Haka serves as a cultural manifestation, adapting to reflect the collective viewpoints and emotions of those involved. Viewed through constructivism, the Haka becomes a living embodiment of cultural identity, a shared concept within the community.

Through a constructivist perspective, the Haka is not merely a performance; it becomes a dynamic representation of how individuals construct meaning and knowledge within their cultural context. With the Haka, participants engage in a collective learning experience, transmitting cultural values, history, and identity through expressive movement. The constructivist viewpoint enriches our understanding of the Haka as more than a performance; it actively contributes to knowledge construction and the preservation of cultural heritage.

Sources used:

1. Armstrong, A. (2005). *Māori games & haka: Instructions, words and actions*. Reed Publishing.
2. Alim, A. M. (2022). *Haka as a Representation of Cultural Philosophy through Rugby.* Vol 5, (2) 11020-11025.
3. Balme, C.B. (2007). Dressing the Hula and Taming the Haka: Performing Identity in Hawai‘i and New Zealand. In: Pacific Performances. Studies in International Performance. Palgrave Macmillan, London. <https://doi.org/10.1057/9780230599536_5>
4. Belich, J. (1986). *The New Zealand wars.* Auckland: Penguin.
5. Binney, J. (Ed.). (2001b). *The shaping of history: Essays from the New Zealand Journal of History.* Wellington: Bridget Williams Books.
6. Binney, J. (2009a). *Encircled lands: Te Urewera,* 1820-1921. Wellington: Bridget Williams Books.
7. Clément, V. (2017). Dancing bodies and Indigenous ontology: What does the haka reveal about the Māori relationship with the Earth? *Transactions of the Institute of British Geographers*, 42(2), 317–328.
8. Cajete, G. (1999). Native Science: *Natural Laws of Interdependence.* Santa Fe, NM: Clear Light Publishers
9. Calabrò, D. G. (2014). Beyond the All Blacks Representations: The Dialectic between the Indigenization of Rugby and Postcolonial Strategies to Control Māori. *The Contemporary Pacific*, 26(2).
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11. Erueti, B., & Palmer, F. R. (2014). Te Whariki Tuakiri (the identity mat): Māori elite athletes and the expression of ethno-cultural identity in global sport. *Sport in Society,* 17(8), 1061–1075
12. Eketone, A. (2008). Theoretical underpinnings of Kaupapa Māori directed practice. *MAI Review*, 1, Target Article.
13. Hopf, T. (1998). Title of the article. *International Security,* 23(1), 171-200.
14. Hapeta, J., Palmer, F., Kuroda, Y., & Hermansson, G. (2019). A Kaupapa Māori, culturally progressive, narrative review of literature on sport, ethnicity, and inclusion. *Kotuitui*, 14(2), 209–229.
15. Kovach, M. (2009). *Indigenous methodologies: Characteristics, conversations, and contexts.* Toronto: University of Toronto Press.
16. New Zealand Tourism Board. (n.d.). Official Tourism Website of New Zealand. New Zealand. <https://www.newzealand.com/>
17. Pihama, L. T. & S. H. (2014). *Ngā hua ā Tāne Rore : the benefits of kapa haka : scoping the research needs and options for developing a better understanding of the contribution that kapa haka makes to Aotearoa New Zealand society : scoping report for Te Manatu Taonga and Te Matatini, June 2014*. Manatū Taonga – Ministry for Culture and Heritage.
18. Rangiwai, B. (2011, December). Te Umutaoroa, Patuheuheu and Ngāti Haka: Towards a Prophetic Model for Unity and Transformation. *Te Kaharoa: The eJournal of Indigenous Pacific Issues,* 4(1). ISSN 1178-6035. DOI: http://dx.doi.org/10.24135/tekaharoa.v4i1.110
19. Timu, N., Kura Para-Whakawai, T., & Rohe Ahikaroa, T. (2018). *Ngā tapuwae o te hakaMāori perspectives on haka in sport School of Physical Education, Sport, and Exercise Sciences*
20. Theys, S. (2017)*. Constructivism. International relations theory.*

# 3. Activities

**Group 1**

The project started by selecting a sporting event and generating ideas and theories to encompass it. Opting for the 1936 Berlin Olympics and integrating critical race theory, the research started. Two team members looked deeply into the historical background of the games, while the other two focused on researching the theory and applying it to the established facts. Concurrently, we held meetings to discuss the mid-term report and the overall project, refining the ideas we aimed to highlight.

Throughout the process, we maintained regular updates and exchanged feedback. As the research paper was almost complete, scriptwriting for the accompanying video begun. Collaboratively, we fine-tuned the script until everyone was satisfied. Our audio-visual member then took charge of compiling the video, including recording a voiceover. Simultaneously, other team members made a plan for marketing. During the video production phase, discussions between members continued on enhancing its quality and viewer-friendliness.

Currently, we are in the final stages of publishing and promoting the video while concurrently preparing for the final presentation.

**Group 2**

We began our project by settling on a topic for our group. Then, we proceeded with dividing our group into sub-groups. Each sub-group would be responsible for different tasks. Sub-group 1 consisted of Alexandra Randolf, Dinara Abaidildinova, and Svitlana Ustinova. They were responsible for writing the research paper and going through the resources we have collected for our topic. Sub-group 2 consisted of Künter Suve and Alina Grimm. They were responsible for the audiovisual aspect of the project which included audio recording, sourcing out video materials, editing the video, and publishing the video. Sup-group 3 consisted of Nur Ellyana binte Mohammed Kamsani and she was responsible for the marketing and miscellaneous parts of the project.

Even though everyone was responsible for different activities we tried to be as hands on as possible and would help each other out with their tasks if they needed. We chose to split up our tasks in this manner as we found it the most efficient way to function in this project and we found it worked out decently for us. Further, we ensured to keep each other updated as much as possible. Regular check-ins enabled us, as a group, to understand how far along we were with the project. We also had in person meet-ups in the earlier stages of the project to get on the same page and work through the project. As we reached the later parts of the project we found it was not necessary to keep having in person meetings but still ensured that our tasks were being done in time.

Lastly, once the research paper had been written, our audiovisual sub-group went ahead and produced the video that is not published on YouTube. With some promotion, we hope to gain a larger audience on our video as well as other groups’ videos.

**Group 3**

The first phase mainly included our group discussing different topics and dividing the activities among ourselves, which became our Action Plan. We decided on the topic and theory in September. Jaakko, Maria, and Mario conducted research to find relevant articles for the project. In the second phase, Maria studied the International Relations (IR) theory, applied it to the case study, and wrote an academic paper. By the mid-term week, we had the academic paper's first draft and set the course for the rest of the project time. The last phase included the most critical step, the production of the video. For this, we have created a detailed schedule and divided the work equally, considering the different skills every person brings. The video was later uploaded to the YouTube channel, and the final presentation was also made, which will be presented on December 18th.

*Stakeholders*:

The project's stakeholders include academics, researchers, students, and anyone interested in the intersection of sport, politics, and international relations. African nations, the International Olympic Committee, New Zealand, and South Africa are directly affected by the project as it examines their role and actions in the boycott of the 1976 Olympics. The project also explores the needs and motives of African countries that participated in the boycott and efforts to protest apartheid policies. Although not explicitly mentioned, the project can potentially collaborate with organizations and research institutes focusing on international relations and postcolonial studies.

**Group 4:**

The project unfolded in three stages. In the initial phase, we delved into researching the haka phenomenon and the constructivism theory, resulting in a research paper. Simultaneously, the assigned group members tackled various tasks (creation of a mid-term report, presentation, and a marketing strategy).

Transitioning into the second stage, the focus shifted to the video pre-production process. This involved writing a script derived from the research paper, recording a voiceover, and gathering suitable footage and music for the subsequent post-production phase.

The third and final stage centred around the post-production of the video. This encompassed editing, a collaborative premiere within the group, analysis of feedback, and re-editing of the video.

Following these steps, the video premiered on YouTube, accompanied by the completion of the project portfolio and the crafting of the final presentation. The culmination of the third stage will end on December 18th with the final project presentation.

# 4. Sustainability of the project

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 the project can be continued in the following semesters.

# 5. Results

**Group 1**

Results of the project included an academic essay and a short YouTube video.   
You can acquaint yourself with the paper: <https://docs.google.com/document/d/13Ri3bAJK9A8tszqX8cBUPaW7WsAq166TUafdDbd5mqI/edit?usp=sharing>

And the video: https://youtu.be/WnmMzNPmFAs?si=BJPBjb9ob5EtLOBS

**Group 2**

Read about our findings on the project here:

<https://docs.google.com/document/d/17sukstSvcjg1TeqlpO24DALUkS9Azcr_lVffDJVZTCM/edit?usp=sharing>

Watch about it here:

<https://youtu.be/FZMrTFP9WPI?si=c9OaYba5Eeqe3Gci>

**Group 3**

The academic paper on the project can be found here: <https://docs.google.com/document/d/1CA0lUuP3pCyptDn8KqoEwDDIVaS_jkG6/edit>

The video for our project can be found here: https://www.youtube.com/watch?v=XwIqUSTwedA&ab\_channel=SportsinInternationalPolitics

**Group 4:**

The research paper is in the courses Google Drive folder: <https://docs.google.com/document/d/1NImoKuzmfudRlH5gQlwVC4icc7m5wpxK/edit?usp=sharing&ouid=112800803563779991197&rtpof=true&sd=true>

Video was uploaded into Sports In International Politics Youtube channel on 12th of December 2023: <https://www.youtube.com/watch?v=BXxSWb1THRs&t=18s>

# 6. Action plans

**Group 1**

| Tasks | Deadline | Student(s) responsible |
| --- | --- | --- |
| Choice of the topic | 13.09.2023 | Group |
| Confirmation of the topic | 20.09.2023 | Group |
| Confirmation of the action plan and dividing the tasks among the members | 27.09.2023 | Group |
| Research of the 1936 Olympics event | 20.10.2023 | Merylin, Jass, Jimmy |
| Research of the IR theory (Critical Race Theory) | 15.10.2023 | Nikita, Mariia |
| Fill out the mid-term report | 15.10.2023 | Group (Organise zoom call) |
| Send the report to supervisors | 20.10.2023 | Mariia |
| Have video idea | 15.10.2023 | Group (Same zoom call as report) |
| Have marketing strategy | 22.10.2023 | Merylin |
| Create a presentation for a mid-term report | 22.10.2023 | Nikita, Mariia |
| Analyze feedback | 23.10.2023 | Group |
| Finish the final paper with academic sources | 22.11.2023 | Merylin, Mariia, Nikita |
| Write a script for the video | 02.12.2023 | Filip & Jass |
| Record Voiceover | 10.12.2023 | Filip |
| Edit the video clips | 13.12.2023 | Filip |
| Finish the video and upload | 14.12.2023 | Filip |
| Promotion of the video (social media, YouTube) | 14.12.2023-18.12.2023 | Merylin, Mariia |
| Submit the Self-reflection task | 18.12.2023 | Group |
| Finish portfolio of the work | 15.12.2023 | Group |
| Final presentation | 18.12.2023 | Jimmy |

**Group 2**

| Tasks | Deadline | Student(s) responsible |
| --- | --- | --- |
| Choose the topic | 13.09.2023 | All members |
| Discussion of the topic with supervisor | 20.09.2023 | All members |
| Creating action plan | 3.10.2023 | All members |
| Division of responsibilities among group | 3.10.2023 | All members |
| LIFE meeting | 4.10.2023 | Dinara, Svitlana |
| Search for cases suitable for project topic | 10.10.2023 | All members |
| Search for appropriate IR Theory | 3.10.2023 | All members |
| Zoom meeting | 8.10.2023 | All members |
| In person meeting | 11.10.2023 | Dinara, Svitlana, Ellyana, Alexandra, Künter |
| Search for academic papers and detailed information | 10.10.2023 | All members |
| Uploading research problem and question | 11.10.2023 | Dinara, Svitlana, Ellyana, Alexandra, Künter |
| Group meeting | 11.10.2023 | Dinara, Svitlana, Ellyana, Alexandra, Künter |
| Writing session | 12.10.2023 | Dinara, Alexandra |
| LIFE meeting | 18.10.2023 |  |
| Writing a paper with references | 26.10.2023 | Alexandra, Dinara, Svitlana |
| Preparing mid- term report and presentation | 25.10.2023 | Ellyana |
| Presenting Mid-term report | 26.10.2023 | All members |
| Discussing feedback | 29.10.2023 | All members |
| Writing session (conclusion) | 10.11.2023 | Alexandra, Dinara, Svitlana |
| Writing a paper (continuous) | 12.11.2023 | Alexandra, Dinara, Svitlana |
| Writing a script | 23.11.2023 | Künter, Alina |
| Searching for audiovisual material | 23.11.2023 | Künter |
| Confirmation of recording studio | 23.11.2023 | Künter |
| Group meeting | 24.11.2023 (morning) | All members |
| Revision (check materials) | 24.11.2023 | All members |
| Voice recording session | 24.11.2023 (afternoon) | Künter |
| Video editing | 3.12.2023 | Alina |
| Uploading video | 4.12.2023 | Alina |
| Making project portfolio | 14.12.2023 | Ellyana |
| Creating marketing plan (promotion) | 11.12.2023 | Ellyana |
| Presenting the project | 18.12.2023 | All members |
| Self- reflective report | 20.12.2023 | All members |

**Group 3:**

| Tasks | Deadline | Student(s) responsible | Status |
| --- | --- | --- | --- |
|  |  |  |  |
| Discussing possible topics | 13/09 | everyone | ✔ |
| Choosing the topic and methodology | 18/09 | everyone | ✔ |
| Finalizing the Action Plan | 22/09 | everyone | ✔ |
| Research and gathering general info about the chosen event | 29/09 | Jaakko, Maria, Mario | ✔ |
| Selection of IR theory | 6/10 | Maria | ✔ |
| IR analysis, applying the methodology to the event | 13/10 | Maria | ✔ |
| The first draft of the Academic Paper | 18/10 | Maria | ✔ |
| Preparing the Mid-term report &  presentation | 22/10 | Aron, Mark | ✔ |
| Presenting the Mid-term report | 23/10 | Maria, Aron | ✔ |
| Academic Paper Writing | 1/11 | Maria | ✔ |
| Writing the Script | 11/11 | Sten, Jaakko | ✔ |
| Gathering pictures/videos | 18/11 | Jaakko, Mario | ✔ |
| Recording Narration | 21/11 | Mark | ✔ |
| Making/editing the video | 2/12 | Mark, Jaakko | ✔ |
| Uploading the video | 7/12 | Jaakko | ✔ |
| Marketing our video | 7/12 | Mario, Aron | ✔ |
| Portfolio Report | 12/12 | Aron | ✔ |
| Final Presentation | 18/12 | Mario, Sten, Maria |  |
| Self-Reflection | / | everyone |  |

**Group 4:**

| Tasks | Deadline | Student(s) responsible |
| --- | --- | --- |
| Choice of the primary topic | 18.09.2023 | Group |
| Choice of the backup topic | 18.09.2023 | Group |
| Confirmation of the primary topic | 20.09.2023 | Group |
| Confirmation of the action plan and dividing the tasks between the members | 03.10.2023 | Group |
| Research of the Haka phenomenon | 27.09-11.10.2023 | Giorgi, Anneliis |
| Research of the IR theory (Constructivism) | 27.09-11.10.2023 | Giorgi, Anneliis |
| Fill the mid-term report | 05-22.10.2023 | Karl-Gerhard, Allar |
| Send the mid-term report to supervisors | 23.10.2023 | Karl-Gerhard |
| Create presentation for mid-term report | 22–24.10.2023 | Karl-Gerhard, Allar |
| Have marketing strategy | 22.10.2023 | Gert, Allar |
| Mid-term presentation | 25.10.2023 | Karl-Gerhard, Allar |
| Analyze feedback | 25-31.10.2023 | Group |
| Pre-production of video (pitching ideas, script) | 21-30.11.2023 | Jaanus, Gert |
| Write the final paper with academic sources | 12.10-20.11.2023 | Anneliis, Giorgi |
| Video post-production | 01-07.12.2023 | Jaanus |
| Analyzing video, feedback from the group | 08-09.12.2023 | Group |
| Editing final draft of the video | 10.12.2023 | Jaanus |
| Video premiere in Youtube | 11.12.2023 | Jaanus |
| Promotion of the video (social media, youtube) | 11-18.12.2023 | Gert, Allar |
| Submit the Self-reflection task | 15.12.2023 | Group |
| Finish portfolio of the work | 15.12.2023 | Jaanus |
| Final presentation (at 17:00 hrs, room M-134) | 18.12.2023 | Group |

# 7. Learning experience

**Group 1**

**Merylin**: Even though I chose this project myself as I thought I could connect my international law studies with international politics, I was sceptical about my interest in the actual sporting event. However as I delved into the research, I found the topic very interesting and gathered so much information that it was hard to put it down in a few pages. Additionally, I understood more about the politicisation of sports. Overall it was a great experience and I am really happy to have met my smart and talented team.

**Jass**: This project improved my English quite well because there was much reading and communication that had to be done in that way. Of course teamwork skills and playing one role in a big project. But mostly working with new people and doing it in some other language pushed me out of my comfort zone but it was a great experience. And also some new and interesting knowledge about the Berlin Olympics.

**Mariia:** The project offered a challenge for our group to combine each member’s knowledge, experience, and skills to produce the video. I got to learn more about the intricate political ‘games’ happening behind the doors of the sporting world. Besides, the project made me meet and connect with great people!

**Jimmy:**

**Nikita:** Thanks to this project, I improved my understanding of how sports is connected to international politics. Bearing in mind all the international developments happening at this very moment, it was particularly interesting to see how countries use sports competitions to their advantage. Moreover, I enjoyed working with my team since we all were dedicated to achieving the best results possible.

**Filip:** This project has been a great opportunity to work with students from other disciplines for a final audiovisual project. It has helped to tune my understanding of what it takes to adapt an academic work to a short-form video that should deliver the information in an entertaining manner. This challenge is at the crux of education worldwide, and it has been really interesting for me to get a glimpse into what it takes to re-package academic information. Working with an interdisciplinary team is a natural part of this.

**Group 2**

**Alexandra Randolf:** With my knowledge of certain sporting events such as the World Cup in Qatar, I applied some of the knowledge I knew onto our group’s topic. Being a Law student, I used the knowledge I have to combine my ideas with my group mates. It was an enlightening experience working with people from different disciplines!

**Dinara Abaidildinova:** In this project, I gained a lot of experience working with students from different backgrounds and experiences. It was informative to discuss the overall project from different points of view. As a student at the Faculty of Social Sciences, I was especially interested in studying the issue of changing citizenship by athletes from the point of view of the athletes themselves, what reasons prompted them to take this step. In the course of my work, I gained more detailed knowledge about the theory of postcolonialism and what consequences it has in our time

**Svitlana Ustinova:** As a student studying Politics and Governance, I participated in this project because it fulfilled my interests. I managed to demonstrate my skills and knowledge onto this project as well as learning about the different perspectives of my group members, who come from different programmes.

**Künter Suve:** My interest in sports is why I decided to be a part of this project. Being a part of this project helped me in making a topic more enjoyable for people to absorb. As I had to write a script from the research paper, it really proved as a challenge in trying to ensure it captivates the audience. I also managed to do something new such as voice recording for the YouTube video.

**Alina Grimm:** I enjoyed my time working with people from different programs and got to learn how to work and communicate with people with different skills and knowledge. Even though I am studying Business, I was responsible for editing the YouTube video and that experience helped me get better at editing as a whole. This project allowed me to focus on different activities that I would not normally do while in my Business program.

**Nur Ellyana binte Mohammed Kamsani:** Being a part of this project exposed me to the topic of sports and international relations, both of which I am not well-versed on. The multidisciplinary approach allowed me to communicate with people from different backgrounds and knowledge, which was a learning point that widened my perspective. It made learning about something I am not familiar with a rather enjoyable experience. Further, as an individual who is not great at public speaking, I was able to push myself and present at both the mid-term presentation (alongside my group mates) and the final presentation in which I will be doing by myself. In a way, it made me motivated and more confident in stepping out of my comfort zone and building certain skills I currently lack.

**Group 3:**

**Aron Rubinstein:** I am a Crossmedia student, so I have a wide range of different skills which came in useful in this LIFE project. My strongest suit is marketing and this is why I was in charge of marketing the project. Another skill i excel at is presenting, thus I took the lead in the mid-term report, together with Mark-Henri. We compiled the materials for the mid-term and created all of the vital documents, such as report and presentation. During the mid-term session me and Maria represented the team with a slideshow presentation for the other groups participating on our meeting. Finally the production of the project report also is compiled and made by me. For this task I gathered all of the other documents we have previously made and analyzed them in order to make a comprehensive final report. I received much experience from this LIFE project and I believe that we have achieved the project goals.

**Mark-Henri Möllits:** My background is in cross-media, encompassing a wide range of media-related subjects. While I have prior experience in editing, delving into the realm of documentary-style video editing was a new challenge for me. I saw it as a perfect opportunity to expand my skill set, contributing to the production of a professional and high-quality piece for my team.

In addition to my editing role, I actively participated in various team activities, including preparing presentations and engaging in discussions and so on. This project and course have significantly enhanced my understanding of teamwork and the ways in which team members can support each other. I take great pride in our final product and in being a part of such a cohesive team.

**Maria**: I was the only student from the International Relations program in our group, and based on my expertise, I contributed to the theoretical framework of our project and related it to our chosen event. This allowed me to learn how to make a relationship between theory and chosen case studies and develop analytical skills for analysis. I also learned how to scrutinize essential and relevant information from large databases. Besides this, our LIFE project allowed me to foster better communication skills with my team, which exceeded my collaboration expectations. I was able to incorporate organizational skills, understand others' viewpoints, and highlight the improvements without causing any misunderstanding. It was a good learning experience to learn how to plan, execute, and foster professional communication among the team members. Thus, I am confident that I could utilize the LIFE project's academic and professional development goals.

**Mario Vool:**  Overall i think the life´s project was a nice experience for me, every other student and also for my group members. For me the best experience was the project itself. Seeing every week how we developed our project and how it got better by every small step we made was awesome to experience. The extra thing I really liked was working with new members. I think I have good teamwork skills from sport, it benefits me to working with totally new people. Other useful experiences from the project was our subject, time managing and my general english improved little bit with the project. Project goals we managed to do on time as far as I know. Mainly thanks to Maria who was the most active member in our group. She kept everybody informed with the tasks and dates needed to achieve.

**Jaakko Tervonen:** I was the only student from the Audiovisual Media program in our group. Mark was very enthusiastic about the editing, so I let him to do the visual work that I do on my daily basis. My contribution was to create a script for the film. I also searched and downloaded material and music for the final video. After each version of the video, I gave the editor feedback on how to enhance the film. The project provided a great opportunity to learn more about writing and make pre-production elements for editing. LIFE-project was also very good practice for understanding the importance of communication. We all have our own specializations in the crew. Each team member has a slightly different mindset and perspective. In the end, we did well with these tasks and everyone was on the same page. It was great to see how people with different skills can accomplish something together.

**Sten Vahtras:** I´m physical culture student, so I am familiar with sports and its major events.. Although this topic for me was quite new and that made it more interesting to gather information and work with it in LIFE project. My contribution was to write a script with Jaakko from our group research paper and to present our project on final presentation day. It was a good learning experience to work with new people, learning how do divide and plan tasks and how to achieve our goals with teamwork. We managed to achieve all our goals and tasks that we put to ourselves to make this project going smoothly. Overall I think our group project went well and our group did a great job working with each other.

**Group 4:**

**Allar Pent**: Main learning outcomes of this project have been about constructivism, soft power and also being more educated about the Haka and its importance in New Zealand's culture and history. The project also taught a lot about time management and teamwork as it was a new experience for me to work together with many new different people with a different background and a major. **Anneliis Annus**:  
Participating in this project gave a lot of new knowledge about constructivism and also other theories. It was exciting to learn more about Haka and about New Zealand’s culture in general, because it is in my bucket list for places I want to travel to.

**Gert Lehtme:** This project has greatly improved my time management and teamwork skills as I got to work with people that I have not previously worked with, therefore pushing me out of my comfort zone. I also learned new interesting facts about New-Zealand and its culture, most importantly the importance of Haka and its importance.

**Jaanus Lensment**: Understanding the idea behind constructivism and the idea of soft power would be one of the learning outcomes. Secondly the phenomenon of haka and its importance in the society, culture and history of New Zealand. Karl-Gerhard Kottise:

Giorgi Mamisashvili: