**Title of Activity: Think-Pair-Share**

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| **Summary**:  *Objective* This activity consists of all the students signing up for an online forum called Parlay. Parlay is a communication platform of the students' club that interacts around an issue – in this case, it is around the issue of discrimination.  *Goal* The goal of is to have students discuss the issue of discrimination, to identify what leads to discrimination and how we might find solutions to combat it. The idea is to get them to reflect on the concept of interculturality. Students can anonymously answer questions such as: Have you ever faced discrimination? If yes, how so? Or, how would you react to someone openly being discriminated against in public? In doing so, students will develop and strengthen several types of skills in doing this activity, including critical thinking, self-directed learning, effective communication. |
| **Key words**:  Culture; diversity; ethnocentrism; interculturality; discrimination; worldviews |
| **Directions**:   * Before beginning this activity, the instructor should make sure they have an account and that Parlay is functioning. They should start by explaining the topic of the class that day (discrimination); if it is online, the title of the Powerpoint should reflect this. The instructor then needs to give students the password/ code for the round table online and allow them 30 mins (not much more time because the students’ concentration levels start to decrease significantly) to answer the question and possibly start a debate, with the caveat that they need to build off of at least one of their classmates ideas to deepen their reflection on the topic. * At the end of the class, the instructor should give students a few reflection questions for next class such as: What are the main differences observed in the responses? What are some similar points observed? What are some reoccurring points? What is a point that stood out to you and why? * The discussion is facilitated by one moderator who is appointed by the participants of the group. The moderator should have a training or experience on the subject, so they must first undertake research on the subject. Each intervener must obtain a code to access the site and must open a personal account on the forum site. * Once everyone has access to their account, they have the ability to login in via video, audio and text mode to speak and contribute to the discussion. Once signed up, they are assigned an anonymous identity (the identity is known by only by the instructor) and can start responding and contributing to discussion started. The instructor and students can respond and build off of each others’ ideas in order to maximize the comprehension and reflection on the topic at hand: discrimination. * The discussion tools (videos, audio, and texts) are archived so that participants can access them at any time for future reference. * During the discussions, the moderator should be able to summarize the interventions of each participant in order to draw a conclusion that will be the report of the discussion session. A discussion module number will be given to each discussion forum according to the topic. This will allow the discussion to be traced back to the archive in the search time. * The moderator will conclude the discussions by launching the evaluation of the forum and the question of the next forum. |
| **Stage of the problem-solving process**:  *Highlight the appropriate stage(s) of the problem-solving process that this activity addresses.*   1. Define and articulate the problem 2. Analyze the problem 3. Develop alternative ideas 4. Choose a resolution through negotiation 5. Implement and test the resolution 6. Evaluate progress of the resolution |
| **Global competencies**:  *Highlight the global competencies addressed by this activity.*   * Collaboration * Innovation, creativity and entrepreneurship * Learning to learn/self-awareness and self-direction * Communication * Critical thinking and problem-solving * Global citizenship and sustainability |
| **Intercultural competencies**:  *Highlight the intercultural competencies addressed by this activity (at least one per category).*   * Attitudes * Respect (valuing other cultures, cultural diversity) * Openness (to intercultural learning and to people from other cultures, withholding judgment) * Curiosity and discovery (tolerating ambiguity and uncertainty) * Knowledge and comprehension * Cultural self-awareness * Deep understanding and knowledge of culture (including contexts, role and impact of culture & others' worldviews) * Culture-specific information * Sociolinguistic awareness * Skills * Listening * Observing * Interpreting * Analyzing * Evaluating * Relating |
| **Technologies**:  *Highlight the technologies used in the realisation of this activity.*   * Web and Search Engines * Open Source * Open Educational Resources (OER) * Analyzing Tools * Databases and data analysis tools * Cloud computing * Communication Tools/Software * Blog/Website * Learning Management Systems * Web/Video Conferencing Software * Messaging Systems (Whatsapp, Google Hangouts) * Social Networking and Content Curation Tools * Group Work/Text Document Creation * Cloud Storage (generally asynchronous) * Collaboration (synchronous) * Wiki * Collaborative Mixed-Media Production * Podcast * Presentation Software * Screencasting/Capturing * Video Sharing * Eportfolio * Peer Review Software * Assessment/Polling (e.g. Kahoot, Socrative, Quizlet) * Production Software * Graphics/Images * Mind Mapping * Note Taking * Video Editing * Audio Editing * Curation * Timelines |