**Title of Activity: Migrant Women**

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| **Summary**:  *Objective* The third activity is to assign students different learning sources: readings from a book, a Tedtalk, documentary, etc. The format of these sources might be PDF, Word document or PowerPoint. The content of these sources would be migrant women’s struggle to access reproductive healthcare. The objective is to get students to use the theory of intersectionality in their understanding of the source.  *Goal* The goal is for students to understand the depth of the issue. |
| **Key words**:  Culture; intersectionality; migration; worldviews |
| **Directions**:   * We would first make available the first source to all students and ask that they read or watch it. We would ask them to take notes on parts that stood out to them. We will then proceed to the second source, and so on. * In an e-learning environment, these sources can be made available using Learning Management Systems like Moodle. |
| **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 |