**Title of Activity: Mock debate**

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| **Summary**:  *Objective* This activity is a debate between small groups of students (3-5). Students will document what they have learned throughout the process either in an online learning platform or in-class.  *Goal* The goal is to learn about the different viewpoints on the current refugee crisis. This activity is particularly effective with the first activity as direct comparisons can be made regarding the students’ attitudes and understandings. |
| **Key words**:  Refugees; migration; worldviews; ethnocentrism |
| **Directions**:   * Before the debate can take place, the instructor must discuss the topic of the current refugee crisis in lectures. Ideally, this activity will take place in the middle of the semester so that students have enough knowledge. * Each student will be assigned a country and political party one week prior to the debate. This will give students time to prepare for the debate. * During the debate itself, they will have to debate their point of view on the refugee crisis. * After the mock debate, students will reflect upon their personal development since the beginning. Some questions to ask themselves are: how has their understanding of the problem and interculturality changed? |
| **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 |