**Title of Activity: Photo caption**

|  |
| --- |
| **Summary**:  *Objective:*  The objective of this activity is for students to interpret world events and express their opinions.  *Goal:*  The goal of the activity is to provide a learning environment where students can be creative and honest in their understanding and interpretation of current world affairs. |
| **Key words**:   * Interculturality * Interpretation * Citizenship * Worldviews |
| **Directions**:   * The instructor will begin this activity by showing various photos from multiple media sources (both English and French) depicting current world events. These photos will be made available via a shared Google Drive that students can access in order to view the photos and comment on them. * Each student will pick a few photos to create a caption or tagline for. They will write the captions under the photos they have chosen, in either French or English. * The captions should be a representation of what the student believes the image is depicting, or what their opinion is on the situation being depicted. * Students will be anonymous when writing their response. * The instructor will review the captions posted by students prior to when the class meets in person. * In a classroom environment, the instructor will facilitate a class discussion about the differences or similarities in interpretation. |
| **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 |
| **Plurilingual competencies**:  *Highlight the intercultural competencies addressed by this activity (at least one per category).*   * Switch from one language to another * Express oneself in one language and understand the other * Call upon the knowledge of a number of languages to make sense of a text * Recognise words from a common international store in a new guise * Mediate between individuals with no common language * Bring one’s whole linguistic equipment into play * Experiment with alternative forms of expression in different languages and dialects * Exploit paralinguistics (mime, gesture, facial expression, etc.) * Simplify one’s use of language * Exploit language as a tool for mediation to: * Create pluricultural space for communication and learning * Reducing affective blocks/tensions * Building bridges toward the new, the other * Co-constructing new meaning * Passing on information (and simplifying, elaborating, illustrating or adapting) * Acting as intermediary |
| **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 |
| **Resources:**  None provided |