**Title of Activity: Productive Communication**

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| **Summary**:  *Objective*  The first activity is to have students learn about ethnocentrism, cultural relativism and the theory of intersectionality.  *Goal*  The goal is that students will incorporate these new concepts and theories in their own learning to create safe, informed and productive communication. Due to the sensitivity of the topic, students need to learn how to engage in settings that require cross-cultural communication and cultural sensitivity. This skill can be transferred to other jobs and assignments in the future. |
| **Key words**:  Culture; diversity; worldviews |
| **Directions**:   * We would introduce the topic by asking students if they know of any behaviours that are appropriate in Canadian culture but are seen as inappropriate in another culture, or vice versa. We will start with some examples; one example might be Bush’s inauguration where he did a ‘hook em horns’ salute to a university but this was interpreted as a salute to Satan by many cultures. From this starting point, we will transition into a lecture about ethnocentrism, cultural relativism and finally intersectionality. * The activity will take place in a classroom setting but it may also be done in a virtual setting. We would use videos explaining and exploring the concepts; if none can be found then the instructor might wish to do a video-recording. We might also consider podcasts which serve as great resources and offer good examples of productive discussion even during disagreement. * The interactive portion would rely on student participation in the beginning where they can think of examples that show why cultural understanding is important. Students can use Google Hangouts or other communication platforms to ask questions, add from their own experiences or give examples. |
| **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 |