

Key Assignments and Grading

Participation/Attendance Policy

Meaningful participation in this virtual exchange module requires that you:

- attend all live synchronous virtual exchange class sessions
- participate in all asynchronous activities on the platforms
- complete all module activities by the specified deadline
- collaborate with your peers to complete the experiential learning project
- contribute to a course presentation to be shared at the student conference

Upon completion of these activities, you will join the US State Department International Exchange Alumni network.

Assessment and Grading

Completion of the entire virtual exchange module represents 30% of your total course grade.

Overview of point value

Item	Percentage	Point Value
Global Scholars Final Project	30%	various assignments = 300 points, tent.
Get to Know Moroccan Culture		1 @ 25 points
Quizzes		2 @ 5 points each
Icebreakers		1 @ 20 points each
Comparative Analysis of SDG		1 @ 25 points
Project Prep + Presentation		1@ 75 points
Post reflection Essay		1@ 25 points
Conference Presentation/ Attendance		2 @ 50 points each

Get to Know Moroccan Culture

INSTRUCTIONS: online in class activity

<https://www.dropbox.com/scl/fi/e8y2tnjic6n7d9wjtf3xb/Moroccan-Music-and-Culturejust-a-taste.paper?rlkey=bozjcgof0przn57d7q205uwkv&dl=0>

Ice Breaker: Introduction Video

INSTRUCTIONS:

For this assignment you will be creating an introduction video to be shared with our partner students in Morocco. You will also comment on their videos once they are uploaded.

Step 1: [Use this link to access Padlet.](#)

<https://padlet.com/aichabouchara/k1ej6lk6w29lb3rj>

*Remember to create and sign into your Padlet account so that I can know who posted what. If you need [instructions on how to use Padlet](#), go back to Module 1.

Step 2. Create your intro video and upload it.

- 30- 90 second video.
- State your name, institution, major/Guttman track, hobbies, a fun fact about yourself, where you or your family is from, etc.
- As part of your video, present a still image and explain how it represents your daily life in New York. The image should not be from the Internet. They should represent your personal experience of the place in which you live, e.g., your neighborhood, your school, where you work, etc.

Step 3: Comment on at least two of your international peers. Due date TBA, remember they start classes

Comments need to be substantial and demonstrate engagement with the material they uploaded. For example, pointing out something you learned, something similar and/or different you see in your culture, asking a question about what they presented, etc.

Just stating "nice to meet you," or "that's cool", is not enough.

Grading Rubric = up to 20 points

Item	Points
30 -60 second video + included a picture	5 points
Answered all the questions in a concise, clear way.	5 points
Responded to at least two international peers from Morocco	10 points

Comparative Analysis of SDG

Overview: This is a group assignment. The expectation is that you will discuss the questions as a group and decide what to write about. Your final piece can reflect different opinions, but it should be submitted as one cohesive document, not each person answering the questions. You can use a variety of ways to discuss, e.g. zoom, google doc, drop box, email, etc.

This assignment will be completed over several weeks and will be use different pieces of information. I suggest you work on it a little bit at a time.

Items needed to complete the assignment:

Videos:

Explained | Why Women Are Paid Less: <https://youtu.be/hP8dLUxBfsU>

"You heard it from me" short videos by Khateera Youtube channel

The perceived value of women:

https://www.youtube.com/watch?v=uso4ZPI1JI8&list=PLEgX1IkG9Byg3aOMZnq2_gXqR96MofEJB

Women and Work: https://www.youtube.com/watch?v=L0Q5ocq-ka0&list=PLEgX1IkG9Byg3aOMZnq2_gXqR96MofEJB&index=4

On Gendered roles:

https://www.youtube.com/watch?v=djJh3rgJlLg&list=PLEgX1IkG9Byg3aOMZnq2_gXqR96MofEJB&index=10

On harassment:

https://www.youtube.com/watch?v=KZfBVDKNk9Y&ab_channel=Khateera%D8%AE%D8%B7%D9%8A%D8%B1%D8%A9

On being a father

https://www.youtube.com/watch?v=LMIqMm1JuzY&ab_channel=Khateera%D8%AE%D8%B7%D9%8A%D8%B1%D8%A9

USAID-Morocoo-Gender-Analysis-2018

Flip through Sections 3 & 4 to see what gender work (and the SDGs, and applied anthropology) looks like in the context of International Development. You do not need to read the entire document.

Guest Lecture Notes

Make sure you take notes on what you learned and/or review the recording.

Speaker: Mieka Polanco, Ph.D., Senior Consultant - GBV team at USAID's Gender Equality and a Women's Empowerment Hub

Link to Video: <https://youtu.be/3cAwWOSSoso>

How to submit:

Only one person from the group needs to submit the assignment on Blackboard. If someone in your group did not participate, please send me a private email explaining the situation.

Format: The format of the submission can take many forms. For example, you may want to just write the answers questions, you may choose to make a group video or audio piece, or you may make a power point with audio. Be creative.

Class Discussion: DATE. We will meet with our Moroccan partners to share our findings.

Questions:

1. What issues of gender inequality do you see in your community, your home, your work? How are they similar or different from what you saw in the YouTube videos by Khateera خطيرة
2. How has gender inequality impacted you personally? Share stories and discuss how they are similar or different?
3. What issues of gender inequality would you want to learn more about? Make a list. Indicate which are the groups' top 3 choices.
1. Using the USAID-Morocco-Gender-Analysis-2018 report answer the following:
 - a. Do you find the general overview of gender inequality in Morocco (Section 3) useful? In other words, does it give you enough context to understand the key challenges women, men, and nonbinary people in Morocco face? Why or why not?
 - b. Do the recommendations (Section 4) seem useful and appropriate Why/why not? Is there any information you are missing if you wanted to begin working on gender inequality in Morocco? Like what?
2. Now that you've learned about applied anthropology and various ethnographic methods, what questions would you ask if you were studying gender inequality in the home or in your community?

Project Prep + Presentation

Overview of Project Instructions

FINAL Project DUE: DATE, for review.

Step 1: Work with your team to create an inquiry-based question around gender inequality. [See Assignment Sheet](#)

Deadline to post to BB: DATE

***Note, your group may be done earlier, as our partners in Morocco need to post by DATE**

Step 2: Work with your international team to create a survey (questionnaire) or interview protocol. You should come up with one survey as a team. Questions should focus on open ended questions – What? Why? How? Try to avoid questions that can be answered with simple yes/no.

Work on: DATES

Step 3: Local teams administer the survey using Google Forms to at least 30 people in your local community through email, text, messaging apps, etc. Each person collects at least 4 surveys. OR local teams conduct interviews. The number will be determined by the inquiry question but the general rule each person interviews 2 people.

Work on: DATES

Step 4: Analyze interview data from the entire team and synthesize findings with comparative analysis findings to respond to your inquiry. How did this research change your perception?

Work on: DATES

Step 5: As a group, prepare an infographic or a poster, a 7–10-minute PowerPoint presentation(recorded) or podcast.

Work on: DATES

Step 6: Revise your presentation for GSACS Student Conference:

Work on: DATES

Working Collaboratively

- Decide how you will communicate and where you will keep your documents, e.g. google docs, dropbox, etc.
- Assign roles that highlight everyone's strengths.

Possible Roles

- Co-Team leaders – Two people share the responsibility of keeping the project moving. Reminding people to make the deadlines.
- Material manager – Organizes and keeps documents in order. Formats anything that needs to be turned in.
- Analyzers – Two people take the lead on analyzing the data.
- Designers – 1-2 people take the lead on designing the final project.
- Check in weekly about your progress. This could be someone's role.
- If you are behind on a task, let the group know. Be honest.
- Respond to your colleagues in a timely manner.

GSACS Final Project Submission

Due: DATE EST/Moroccan time

****Note:** US students are on break DATE, so please plan any coordination early and notify your group members of any constraints you may have.

Instructions: Each group will create a 7–10-minute presentation of their final project. The format can vary. It can be power point with audio, infographic with audio, prezi presentation with audio, podcast, etc.

The group with the best score will present during the GSACS student-led conference on DATE

Submit: Final presentations should be submitted to Padlet. Only one person needs to submit. In the comments section, please include all the names of people who worked on the project.

Padlet Link: <https://padlet.com/aichabouchara/k1ej6lk6w29lb3rj>

Need technical or design support: Contact Rosalia Reyes Simon at rreyessimon@gradcenter.cuny.edu

She can review you slides and offer suggestions or answer technical questions about how to make and design your digital presentation.

Tips:

- Review the grading rubric so that you understand what you will be graded on. And use the rubric to section out your presentation.
- Decide who is talking. Not everyone has to and it’s great to get the maximum number of voices heard.
- Get feedback from your professors or Rosalia before making the video.
- Practice. Practice. Practice. Do a few takes if you have time. Select the best one.

Grading Rubric for Project Presentation (tent.) = 75 points

Criteria	15-13 points	12-10 points	9-7 points	6 and below
Introduction. States the problem and gives a brief overview of methodology/ methods.				
Analysis of gender inequality. Clear, organized and concise. Uses an international perspective.				
Recommendations and call to action. Recommendations are Specific, Measurable, Achievable (or Attainable), Relevant, and Time-bound (SMART). Recommendations are logical given the material presented.				
Level of creativity. included pictures, video and/or audio.				
Oral & digital communication. Grammar + Spelling in presentation. Presented in a loud enough voice to be heard. Presented in a controlled manner, knew the material; demonstrated enthusiasm about the material.				

Post Reflection Essay

Instructions:

Use the questions below to guide your thinking. Review your GSACS learning experiences and/or artifacts/materials (chats with international and domestic peers, video exchanges, reflections you produced throughout the process, formal assignments). **Select 2-3 of them and specifically refer to them in your essay, e.g., general and perspective-taking OR knowledge of other country and global citizenship/ social responsibility.** You can pick any combination. Use them as evidence to support the outcomes you describe. Where possible, please attach/reference these artifacts below.

- **The essay should be at least 500 words, no more than 750 words.**
- **Use Word document.**
- **Double Spaced**

General

1. What topic(s) did you explore as part of the GSACS project?
 - a. How did your interactions with your international peers impact your understanding of this topic(s)?
 - b. If it's a global issue, what kinds of solutions did you generate to address it?

Knowledge of other country/culture

2. What did you learn about the culture(s), identity and/or lifestyle of your international peers?

Knowledge about own culture/self

3. Based on this course experience,
 - a. What did you learn about your own culture(s), identities and/or lifestyles?
 - b. What did you learn about your own preconceptions or biases?

Perspective-taking

4. Describe a specific situation during the GSACS project when you had to consider a different cultural perspective or were exposed to a different worldview. How did you react and respond?

OR

4. How has this experience changed your perspective on the world? Compare between past and current perspectives. What prompted these changes in perspectives (if any)?

Cross-cultural communication

5. Describe your style of communication habits when connecting with your international peers. Discuss whether/how your written, oral, body language had to be adapted to communicate successfully.

Self-Other Overlap

6. Now that you've completed the exchange, what do you think you might have in common with students in _____, and what do you think might be the major differences? What is your plan to become a better collaborator? Re-draw a Venn Diagram and compare with your earlier version.

Cross-cultural collaboration

7. Regarding the collaborative activities with international peers:
 - a. What was the most useful learning moment/experience for you in your collaborative activities with international peers? What made it successful, and what did you learn from it?
 - b. What aspect of this collaboration was challenging for you? Why do you think that is? How did you attempt to overcome this challenge?
 - c. If you could improve 1-2 things in the design of this learning experience, what would they be?
 - d. Now that you've completed the exchange, What have you wished to have learned or gained from this project, but you didn't? What changes to this experience would you propose?

Experiential Learning

8. For reflecting on the experiential learning element (the project you conducted with the community), you can use Gibbs' Model of reflection (addressing each phase of Gibbs Model and its corresponding questions. When each question in each phase is addressed, you would have a thorough thoughtful reflective process).
 - a. **Description:** Describe what happened (what is the context? Who was there? What was happening?).
 - b. **Feelings/ Thoughts** (self-awareness of what you were thinking and feeling): How did you feel? How did others around you feel? How did you feel about the outcomes?
 - c. **Evaluation** (Judgment consideration): Consider what went well, what not so well about your experience.
 - d. **Analysis** (making sense of the experience): Break down the event and explore each part separately with more detailed questions?
 - e. **Conclusion (Synthesis):** Explore what else you could have done or done differently?
 - f. **Action Plan:** Consider what would you do differently if you encountered this experience again? Would you act differently or do the same?

Career Success

9. How do you think that participating in this project might help you with your future academic and career goals?

Global Citizenship/Social Responsibility

10. How do you rate yourself as a global citizen? How has this experience changed the way you think about your own connection to (SDG issue) or other global issues that are related to SDGs? If the latter, describe the global issue, event or context that you learned about through this project. How did you connect with it personally? Reflect on how to become a better global citizen based on the experience you described.
11. How do your actions affect both local and global communities? How has this experience affected your sense of personal and social responsibility?