

Global Classroom Module: Tec de Monterrey and U of T
Professor Gustavo Merino, Professor Joseph Wong
What COVID-19 has taught us

1. INTRODUCTION

Students and faculty from the U of T and Tec de Monterrey will participate in a 3-week global classroom module. Students and faculty from the two universities will “connect” virtually from 8-10 am.

The global classroom is structured around **critical themes** and issues that have emerged from the COVID pandemic. These themes are universal, though they have been experienced in different ways within different national settings. The global classroom will facilitate discussion, debate and analysis among students from around the world. The aim of the global classroom is to encourage **reciprocal learning** and cross-national dialogue.

Students from U of T and Tec will be divided into **teams of five students**. The teams will be created by Professors Merino and Wong prior to the first class and students will be notified in advance.

2. CRITICAL THEMES

- Food security
- Inequality
- Balancing economy versus public health
- Trust in government
- Evidence based policymaking amidst uncertainty
- Global collaboration
- [others?]

3. DELIVERABLES

Students are expected to work with their teams to complete one main assignment. The assignment is intended to encourage students to think critically and creatively about one of the course themes. We suggest **one of the following** outputs:

- Policy brief
- Op-ed (Spanish and English)
- Photo / video essay

Students are also encouraged to consider other creative outputs. *Please consult with the course professors in advance to get their input and approval.*

4. ABBREVIATED MODULE SCHEDULE

Pre-October - Asynchronous

Background reading assigned to all students. Each student records a 2 min self-introduction video uploaded to shared platform by X date. Students watch all of the videos in advance of the first class. Each student **contacts three other students** from the other university with a comment on their video.

October 6 – Synchronous

8-9am: Introductions: Go over themes, teams, deliverables. 5 min overview of each of the critical themes
9-10am: Break out rooms to choose theme with deliverable (identify 5 readings/articles/videos relevant to their group and shares with rest of class)

October 6-13 – Asynchronous

Teams work on their projects; Prepare a 5 min presentation for October 13 class meeting

October 13 – Synchronous

8-9 am Each team elects one/two spokesperson – present their work to date to the class
9-10am Breakout rooms: each team discusses one other team’s presentation (determined in advance)
Compile constructive feedback on other team, Provide written feedback (one page), Share with the class

October 13-20 – Asynchronous

Teams read feedback; Continue work on their deliverable

October 20 – Synchronous

8-9 am Each team presents their final assignment – 5 mins each
9-10am Breakout rooms for group reflection and preparation of one slide with summary reflection points.

Due by Friday October 23 – Asynchronous

- Each student creates a 2 min self reflection video – shared with the rest of the class
- Each student writes a one-page self reflection – to be handed in to own professor (not to be shared with the rest of the class)

5. ASSESSMENT

- Self introduction video – X%
- October 13 presentation – X%
- Final project – X%
- Self reflection video and one-pager – X%