

CESL: 3301.01

Community Engagement: Sustainable Development - CESL-3301.01

Class meeting: 8:00 am-10:40 am; Tuesdays and Thursdays

Science Building 1.288 and San Carlos Community

Spring 2019

INSTRUCTOR: Dr. Teresa Patricia Feria

OFFICE: ESCIE 4.635 (Edinburg Campus, New Science Building).

OFFICE HOURS: Mondays and Fridays from 11:00 am to 12:00 pm or by appointment

E-MAIL: teresa.feriaarroyo@utrgv.edu

TELEPHONE: (956) 665-7322

FAX: (956) 665-3657

PREREQUISITES: permission from instructor

REQUIRED TEXT: No text is required. Lecture notes and readings will be provided by the instructor.

How to contact the instructor? Please use my UTRGV email above as the best mechanism to contact me. I usually answer emails during the first 24 hrs. after I receive the email. Please include the class you are taking with me in the subject line (example: *CELS fall semester student*). If you have an emergency and need immediate assistance, please write “emergency” in the subject line or contact the Chair of the Biology Department, Dr. Lowe (kristi.lowe@utrgv.edu), for assistance.

COURSE DESCRIPTION

This is a community engagement course that will cover different aspects Sustainable Development. The main topics in this course are aligned with the United Nation’s Sustainable Goals to Transform our World: Sustainable consumption-production, Zero Hunger, Life on Land, Life below Water, Human Health, and Climate Change action.

<https://www.un.org/sustainabledevelopment/sustainable-development-goals/>

The course will consist of lectures, discussions, exams (two) and team assignments. Team assignments have a critical experimental learning approach that will be achieved by working with local communities (e.g., San Carlos). We will review literature concerning sustainable development science challenges and potential solutions that local communities are facing in regard to sustainable development topics. Guest speakers will be invited to talk about their research on sustainable development science during class. Lecture materials such as power point presentations, reading material, and detailed assignments will be posted on Blackboard. As a community engagement experiential learning course, a very important component of this class is a reflective journal.

This course has an International component. Please read the section called COIL Module.

COURSE PURPOSE: This course will help you to understand major challenges that local communities are facing in regards food, agriculture, natural resources and human health. The community and experiential learning experience will help you to strengthen your critical thinking and problem-solving skills by developing challenge-based activities outside the classroom,

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especially by helping your communities to understand and potentially adapt to/mitigate problems related to sustainable development challenges.

ABOUT INSTRUCTOR: I joined the UTPA Biology Department as an Assistant Professor in 2008. I earned both my B.S. in Biology with honors (1997) and an M.S. in Animal Biology (2001) from The National Autonomous University of Mexico (UNAM). I completed a doctoral degree in Biology at the University of Missouri-St. Louis (2007) and subsequently finished two post-doctoral appointments (Missouri Botanical Garden-Center for Conservation and Sustainable Development and UNAM, Mexico) before coming to UTPA, former founder university of UTRGV. My research focuses on understanding present and future (under climate change scenarios) distribution of living organisms using Geographical Information System (GIS) technologies and Species Distribution Models. My lines of research are related to endangered, invasive, and vector borne disease species.

I have received 20 grants to develop research, 7 as PI, 6 as Co-PI, 3 as collaborator, 3 as co-manager and 1 as senior personnel. I have published 24 research papers and 3 book chapters. I have published two scientific reports and presented more than 30 oral and poster presentations in national and international scientific conferences and for general audiences as part of outreach programs. I also serve as mentor for high school, undergraduate, master's and PhD students. Recently, I received a USDA grant that will support 30 students developing research on food security and climate change. I am mentor for the RISE, HHMI, BRIDGE, LSAMP-NSF programs and the C-STEM center. My students have received recognition for outstanding poster presentations at local, state, and national scientific conferences. One of my students recently obtained a very competitive NSF- fellowship to study his PhD at University of California-San Francisco! He is starting his second year. I have participated in the Mothers-daughters at UTPA program as keynote speaker. I have reviewed grant-proposals for the Texas Academy of Science and National Science Foundation, Ornithological Council and Consejo Nacional de Ciencia y Tecnología in Mexico and have served as a reviewer for 20 peer-reviewed journals. I received the Provost's International Studies Award (2011) followed by the Excellence in Teaching Award from the College of Science and Mathematics (2012). During the summer of 2013, I was the recipient of a USDA Kika de la Garza Science Fellowship, where I was the only female, out of five science fellows! I am a member of the National Researchers System (Sistema Nacional de Investigadores) in Mexico. In 2016, I was nominated for Student's Accessibility award. In the spring of 2018, I received the prestigious Outstanding International Faculty Female at UTRGV, the Excellence Award in Community Engagement at the College level, and the Excellence Award in Community Engaged Scholarship at the University level.

INSTRUCTOR TEACHING PHILOSOPHY: My teaching philosophy goes hand by hand with what I love the most: research. I cannot separate my teaching from my research and my research from my teaching. It is thanks to my great and motivated students that I can keep my research portfolio and combine it with my teaching strategies. To have so many brilliant students gets me motivated to continue my efforts at developing new strategies to keep students engaged in learning in my classes and research lab. I consider students' opinions very seriously. I am flexible to change and/or expand my strategies to teach according to the needs of each group of students and class. I teach because I want to inspire others to pursue their dream as I did. I want to make a change in the lives of those brilliant students that seek guidance in me, those who want

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to take my classes and do research with me. Challenging students to participate and bring their valuable opinions to class is one of my main goals. I like dynamic classes and constant interaction with my students. Most importantly, I like to engage my students in service and experiential learning. There is no better way to learn than bringing what we see in classroom to practice for the benefit of our community; for a better world!

STUDENT LEARNING OUTCOMES/COURSE OBJECTIVES

1. To identify local community needs related to Sustainable Development issues.
2. To apply basic concepts learned during class via hands-on projects through community engagement and experiential learning by working with local communities.
3. To recognize the importance of intercultural engagement to find solutions for local problems that have a global significance.
4. To recognize the importance of our own behavior to reach sustainability.

PERSONAL LEARNING GOALS:

Please list three personal learning goals below. We will discuss them during the course.

1. _____
2. _____
3. _____

CLASSROOM PROCEDURES

- This is an upper level class (3301.01) that does not include lab hours. Lectures, discussions, and the 2 exams of this course will be done during class hours. Most of the team assignments require that students work with their team mates after or before class. This course requires three hours of contact during the week.
- Lecture material such as power point presentations, YouTube Videos, readings, and assignments will be posted on Blackboard.
- Assignments will vary and not all of them will be used for grading. For example, students will answer questions related to the assigned reading before class. Answering the questions will help students analyze and summarize information that will be used during class. This activity will not be graded but is highly encouraged so students can participate productively during discussions. Discussions are graded based on writing assignments (see grade scale below). Detailed information about procedures and deadlines for assignments will be posted in Blackboard with enough time beforehand for students to complete the assignment.
- Team assignments will greatly aid students in accomplishing the course' learning outcomes. Teams will be chosen according to the experience of students and members of each team will be different on each assignment.
- Service and experiential learning are scheduled to be held both in classroom and outside the classroom. A reflective journal is a critical component of these activities.

RECOMMENDED STUDENT HABITS: HOW TO EXCEL IN THIS COURSE?

1. Do not miss class. We will cover important concepts during class. We will also have discussions that will be graded, and team members will be assigned during class.

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2. Organize your course material in binders. Many of the most successful students in this class have organized their course materials in binders. Print the power point presentations and reading material and bring it to class. This will also help you to take notes during class.
3. Take plenty of notes during class. Printed power points with empty lines will help you write notes during class. You can also use a notebook for this.
4. Your participation is very important. So to be prepared for discussions, exams and team assignments, students should participate during class. Class participation is simple: just ask questions or provide your educated opinion about questions that someone else, including the professor, may pose during class.
5. Obtain contact information from your team mates. This information will greatly help students stay in contact with more than one student in class so that other classmates can help solve questions or help you be better prepared for discussions and exams. Always remember, however, that the instructor can be contacted during office hours or via email.
6. Visit the instructor during office hours. This time has been set up to specifically help students. Use it!

IMPORTANT DATES:

The UTRGV academic calendar can be found at <https://my.utrgv.edu/home> at the bottom of the screen, *prior to login*.

GRADING:

A = 90% and up

B = 80% to anything less than 90%

C = 70% to anything less than 80%

D = 60% to anything less than 70%

F = anything less than 60%

YOUR FINAL GRADE WILL BE BASED ON THE FOLLOWING:

Exams (2, non-cumulative)	30%
Writing assignments (2)	10%
Flipped class assignments (2)	10%
Community engagement projects	
Project	10%
Implementation of project in local communities	20%
Poster presentation	10%
Reflective journal	10%
Total	100%

EXAMS: There will be two exams. Instructions for both exams will be provided before the respective exam and will be posted on blackboard. Please let me know if there is a medical condition which makes it difficult for you to take the exam in the classroom so I can make the proper arrangements for you to take the exam in the appropriate environment. If you must miss an exam, you are required to inform me at least one week **before** the scheduled exam date. Any

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unexcused absences from exams will result in a grade of zero for that exam. Exams are traditional multiple-choice exams that also include true or false questions and short answers. The exams will have 30 questions. Students will need to bring a scantron and a #2 pencil for these exams.

WRITING ASSIGNMENTS: We will discuss the goals, methods, results, and implications/applications of recent papers and book chapters on FAHN sciences. Lectures are dynamic and students are encouraged to participate in all discussions. However, two major class discussions will culminate in two writing assignments. In other words, these two writing assignments are based on class discussion.

FLIPPED CLASSROOM ASSIGNMENTS. There will be two flipped classroom assignments. In these assignments, you and your team will practice and strengthen oral skills by presenting your findings in a 4-5 minutes' power point presentation. Team assignments will be set after lecture. Each team will conduct research on a specific topic, for example "recycling methods". Students will find cases related to how "recycling methods" are helping to cope with issues related to local needs (e.g., human health). Teams will present their findings (related to the topic covered during lecture) in a 4-minute power point presentation. These assignments are aligned with learning outcomes 1, 2 and 4.

COMMUNITY ENGAGEMENT AND EXPERIENTIAL LEARNING. This is a critical component of this class. Students will be divided into teams that will then cover basic components in the application of objectives in community and experiential learning activities. These assignments will start at the beginning of the class and will end two weeks before the end of the semester, allowing enough time for students to present their community engagement and experiential learning to their classmates. The assignments are aligned with learning outcomes 3, 4, and 5. In total, students will invest 40 hrs. of their time in and out the classroom as part of your community and experiential learning activities. A journal will be used for reflective activities. It is very important to obtain the journal the first day of class and keep the journal safe during the semester. If your journal is lost-misplaced, please let me know immediately. You have to work on a poster presentation to present to the community at the end of the semester.

We will contact the communities with the help of the UNION and the B3 Institute. The feedback from the community will help to improve our community and experiential learning.

Example of a Project: Recycling tires and water bottles to change landscape and improve environment and human health. Yes! Unbelievably you can use tires to do nice art projects to improve the view of your garden, change the landscape and at the same time improving human health. Tires are places where several vectors that carry diseases for humans like to live and reproduce. For example, mosquitos. So, while you are making an esthetic beautiful project you will also be contributing to prevention of human diseases. Complete details for this assignment can be found in Blackboard.

Example of final products:

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Navigate in the internet to find more cool designs for your project. The picture above was taken from this webpage: <http://twowomenandahoe.com/recycled-tires-in-the-garden/>



<http://www.nanobuffet.com/641d80d46c65fc7e.html>

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NO-GRADING ASSIGNMENTS. Students will answer questions related to different reading materials provided. These assignments will not receive a grade but will help you to excel exams and community engagement activities.

Late work will be equal to - 50% of the total value of the assignment.

There will not be Extra Credit assignments.

Make up work will be allowed based on individual circumstances.

CALENDAR OF CLASS ACTIVITIES:

*Tentative Lecture Schedule: **IMPORTANT:** Schedule may change at instructor's discretion according to student needs and with appropriate notification of students*

Week/Date	Activities	Readings	Assignments
1 and 2	Lecture: Introduction/ Sustainable Development Definition/United Nations United Nation Goals	United Nations goal 1: No poverty https://www.un.org/sustainabledevelopment/poverty/	Explanation of Community engagement and experiential learning assignment. Example recycling projects: tires and plastic bottles. Team selection.
3 and 4	Lecture: Food-agriculture Class discussion: what are the main alterations in the carbon/nitrogen cycle? How these alterations are affecting your local community? Class discussion: how to improve local food/agriculture practices	United Nations goal 2: Zero hunger https://www.un.org/sustainabledevelopment/hunger/	First flipped classroom assignment, Team selection: community project. Review progress of Community engagement and experiential learning assignment. Reflection activity. Meeting community leaders to discuss project assignment.
4 and 5	Lecture: Human Health Topics: Spread of infectious diseases Class discussion: how your project helps to improve human health in the local communities?	United Nations goal 3: Good Health and Well-Being https://www.un.org/sustainabledevelopment/health/ Exam 1	Review progress of Community engagement and experiential learning assignment. Reflection activity.

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6 and 7	<p>Lecture: Natural resources Topics: Terrestrial ecosystems, loss of biodiversity Class discussion: what are the main benefits and threats of terrestrial ecosystems in your local community?</p>	<p>United Nations goal 15: life on land https://www.un.org/sustainabledevelopment/biodiversity/</p>	<p>Review progress of Community engagement and experiential learning assignment.</p> <p>Reflection activity.</p> <p>Writing assignment 1. Team selection.</p>
8 and 9	<p>Lecture: Natural resources Topics: Aquatic ecosystems: Class discussion: what are the main benefits of and threats to aquatic ecosystems in your local community?</p>	<p>United Nations goal: life below water https://www.un.org/sustainabledevelopment/oceans/</p>	<p>Writing assignment due.</p> <p>Review progress of Community engagement and experiential learning assignment.</p> <p>Reflection activity.</p>
10 and 11	<p>Lecture: Natural resources: challenges for urban and rural areas.</p> <p>Topics: recycling</p> <p>Class discussion: how your project contributes to sustainable development in our local communities</p>	<p>United Nations goal 11: sustainable cities and communities. https://www.un.org/sustainabledevelopment/cities/</p>	<p>Review progress of Community engagement and experiential learning assignment.</p> <p>Reflection activity.</p> <p>Second flipped classroom: team selection</p>
11 and 12	<p>Lecture: Climate change</p> <p>Class discussion: what are the main drivers of climate change? Is there any solution to cope with climate change? Is your project contributing with mitigation/adaptation to climate change?</p>	<p>United Nations goal 13: Climate action https://www.un.org/sustainabledevelopment/climate-change-2/</p>	<p>Second flipped classroom assignment due.</p> <p>Writing assignment 2. Team selection. Review progress of Community engagement and experiential learning assignment.</p> <p>Reflection activity.</p> <p>Writing assignment 2 due</p>
13 and 14	<p>Exam 2 Working on the community: working on final products for the local community</p>	<p>Poster preparation</p>	<p>Activity with the community leaders</p> <p>Reflection activity.</p>

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15 and 16*	Working on the community: working on final products for the local community	Poster presentations	Activity with the community leaders – Poster presentations Reflection activity.
17	Grades will be posted		

*Study day.

STUDENTS WITH DISABILITIES:

Students with a documented disability (physical, psychological, learning, or other disability which affects academic performance) who would like to receive academic accommodations should contact **Student Accessibility Services (SAS)** as soon as possible to schedule an appointment to initiate services. Accommodations can be arranged through SAS at any time, but are not retroactive. Students who suffer a broken bone, severe injury or undergo surgery during the semester are eligible for temporary services.

Pregnancy, Pregnancy-related, and Parenting Accommodations

Title IX of the Education Amendments of 1972 prohibits sex discrimination, which includes discrimination based on pregnancy, marital status, or parental status. Students seeking accommodations related to pregnancy, pregnancy-related condition, or parenting (reasonably immediate postpartum period) are encouraged to contact Student Accessibility Services for additional information and to request accommodations.

Student Accessibility Services:

Brownsville Campus: Student Accessibility Services is located in Cortez Hall Room 129 and can be contacted by phone at (956) 882-7374 (Voice) or via email at ability@utrgv.edu. **Edinburg Campus:** Student Accessibility Services is located in 108 University Center and can be contacted by phone at (956) 665-7005 (Voice), (956) 665-3840 (Fax), or via email at ability@utrgv.edu.

MANDATORY COURSE EVALUATION PERIOD:

Students are required to complete an ONLINE evaluation of this course, accessed through your UTRGV account (<http://my.utrgv.edu>); you will be contacted through email with further instructions. Students who complete their evaluations will have priority access to their grades. Online evaluations will be available on or about:

Module 1	February 13 – 19
Module 2	April 10 – 16
Full Spring Semester	April 10 – May 1

ATTENDANCE:

Students are expected to attend all scheduled classes and may be dropped from the course for excessive (3 or more) absences. UTRGV's attendance policy excuses students from attending class if they are participating in officially sponsored university activities, such as athletics; for

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observance of religious holy days; or for military service. Students should contact the instructor in advance of the excused absence and arrange to make up missed work or examinations.

SCHOLASTIC INTEGRITY:

As members of a community dedicated to Honesty, Integrity and Respect, students are reminded that those who engage in scholastic dishonesty are subject to disciplinary penalties, including the possibility of failure in the course and expulsion from the University. Scholastic dishonesty includes but is not limited to: cheating, plagiarism (including self-plagiarism), and collusion; submission for credit of any work or materials that are attributable in whole or in part to another person; taking an examination for another person; any act designed to give unfair advantage to a student; or the attempt to commit such acts. Since scholastic dishonesty harms the individual, all students and the integrity of the University, policies on scholastic dishonesty will be strictly enforced (Board of Regents Rules and Regulations and UTRGV Academic Integrity Guidelines). All scholastic dishonesty incidents will be reported to the Dean of Students.

SEXUAL HARASSMENT, DISCRIMINATION, and VIOLENCE:

In accordance with UT System regulations, your instructor is a “Responsible Employee” for reporting purposes under Title IX regulations and so must report any instance, occurring during a student’s time in college, of sexual assault, stalking, dating violence, domestic violence, or sexual harassment about which she/he becomes aware during this course through writing, discussion, or personal disclosure. More information can be found at www.utrgv.edu/equity, including confidential resources available on campus. The faculty and staff of UTRGV actively strive to provide a learning, working, and living environment that promotes personal integrity, civility, and mutual respect that is free from sexual misconduct and discrimination. If students, faculty, or staff would like confidential assistance, or have questions, they can contact OVAVP (Office for Victim Advocacy & Violence Prevention) at 665-8287, 882-8282, or OVAVP@utrgv.edu.

COURSE DROPS:

According to UTRGV policy, students may drop any class without penalty earning a grade of DR until the official drop date. Following that date, students must be assigned a letter grade and can no longer drop the class. Students considering dropping the class should be aware of the “3-peat rule” and the “6-drop” rule so they can recognize how dropped classes may affect their academic success. The 6-drop rule refers to Texas law that dictates that undergraduate students may not drop more than six courses during their undergraduate career. Courses dropped at other Texas public higher education institutions will count toward the six-course drop limit. The 3-peat rule refers to additional fees charged to students who take the same class for the third time.

STUDENT SERVICES:

Students who demonstrate financial need have a variety of options when it comes to paying for college costs, such as scholarships, grants, loans and work-study. Students should visit the Students Services Center (U Central) for additional information. U Central is located in BMAIN 1.100 (Brownsville) or ESSBL 1.145 (Edinburg) or can be reached by email (ucentral@utrgv.edu) or telephone: (888) 882-4026. In addition to financial aid, U Central can assist students with registration and admissions.

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Students seeking academic help in their studies can use university resources in addition to an instructor's office hours. University Resources include the Learning Center, Writing Center, Advising Center and Career Center. The centers provide services such as tutoring, writing help, critical thinking, study skills, degree planning, and student employment. Locations are:

- Learning center: BSTUN 2.10 (Brownsville) or ELCTR 100 (Edinburg)
- Writing center: BLIBR 3.206 (Brownsville) or ESTAC 3.119 (Edinburg)
- Advising center: BMAIN 1.400 (Brownsville) or ESWKH 101 (Edinburg)
- Career center: BCRTZ 129 (Brownsville) or ESSBL 2.101 (Edinburg)

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COIL MODULE: Sustainable Development: working with local communities
Local Course Name - CESL Sustainable Development: Environment And Human Health.
UTRGV
And
Decisions for Sustainable Behavior (Federal University of Pernambuco – Brazil).

Instructors	Dr. Teresa Patricia Feria
	Dr. Cristiane Salomé Ribeiro Costa
Institutions	University of Texas Rio Grande Valley - Edinburg Campus
	Federal University of Pernambuco (UFPE) – Caruaru Campus
Contact Information:	Dr. Teresa Patricia Feria: E-MAIL: teresa.feriaarroyo@utrgv.edu TELEPHONE: (956) 665-7322 FAX: (956) 665-3657
	Dr. Cristiane Salomé Ribeiro Costa E-mail: csrcosta@gmail.com Telephone: (+5581) 99613-8333

COURSE DESCRIPTION

The Coil Course/Module will consist of interactive environmental/sustainable discussion group and community engagement. Students from both universities will discuss in their work-groups about environmental/sustainable issues in order to improve their knowledge and be able to propose a potential solution to local community sustainable problems. The main topics in this course are aligned with the United Nation’s Sustainable Goals.

STUDENT LEARNING OUTCOMES

1. Students will be able to apply basic concepts learned during class via hands-on projects through community engagement and experiential learning by working with local communities.
2. Students will be able to recognize the importance of intercultural engagement to find solutions for local problems that have a global significance.
3. Students will be able to recognize the importance of their own behavior to reach sustainability.

ATTENDANCE POLICY

Due to characteristics of this Coil Course, about class time span and out class activities, students are expected to attend all scheduled classes. However, in order to have a high level of attendance specifically during Coil Course/Module, some policies will be applied. From UFPE, the attendance will be registered on attendance sheet during class (synchronous or asynchronous class) and, during activities out the classroom, the attendance will be based on the student’s participation on online discussions groups/forums. Besides that, according with UFPE’s attendance policy, students should attend at least 75% to not be dropped from the class. Due, any students’ nonattendance will be containing in their final evaluation.

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ONLINE ENVIRONMENT(S) AND TOOLS

Video conference, Skype and/or Zoom will be used during synchronous class and Skype, Facebook, WhatsApp and/or Zoom for students/coilers face to face conversations. Facebook will be used to post information about the community engagement assignment, as well as to show the progress of it and post any information-pictures, links related to the topic of discussion. Instagram will be a fast way to post any picture for discussions we might want to have. Posts on Facebook and Instagram and comments on those posts from the students will be used to students' attendance. The students can access those tools using University labs, under previous reservation, or can use their own gadgets. WhatsApp will be an effective and fast way to community with all members of this course in real time. Both Universities have good wifi and fast Internet connection.

RESOURCES

Students will need article, books, and online videos. The articles are available on <https://www.un.org/sustainabledevelopment/sustainable-development-goals> and academics platforms (Scopus, Science direct and Periódicos capes (Brazil)). The books can be access at the library in to the Universities, as The Fortune at the Bottom of the Pyramid (Prahalad and Stuart), and others referenced books. Online videos will be presented using YouTube platform, to show different documentaries studies, as Brazilian documentary "flower island".

SCHEDULE

IMPORTANT: Schedule may change at instructor's discretion according to student and local community needs and with appropriate notification of students

Week/Date	Topic	Tool	Instructions
1. 25 th – 29 th (March)	<ul style="list-style-type: none">• Presentation and Instructions about the Coil Course/Module• Sustainability Alignment topic	Video Conference - Skype/Zoom	Instructors will present the main topic to the students and will explain the purpose and expected outcomes of this course. Teams will be formed and instructions about communality engagement will be presented.
2. 1 st – 5 th (April)	<ul style="list-style-type: none">• Community engagement	Facebook/ Skype/ Instagram/Zoom	Students will use this week to decide which community they will work in Brazil. In Texas, students will work in the San Carlos community. We will meet with community leaders and start the research about community sustainable problems to help to mitigate/adapt to.

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			Students will be posting their activities on social media and group participants need to comment about the picture or video posted on.
3. 8 th – 12 th (April)	<ul style="list-style-type: none"> • Sustainable topic: • Class Discussion: challenges from the first community meeting. 	asynchronous class	Students will discuss during the class about community meetings, their ideas and the proposal. Students should visit the community during this week.
4. 15 th – 19 th (April)	<ul style="list-style-type: none"> • Sustainable topic: • Class discussion: the proposal. 	Video Conference - Skype/Zoom	Students will show the proposal and how they intend to realize it.
5. 22 nd – 26 th (April)	<ul style="list-style-type: none"> • Community engagement 	Facebook/ Skype/ Instagram/Zoom	Students will use this week to present to the community the proposal and engage both students and residents to realize it. Students need to post the activity on social media and group participants need to comment about the Picture or video posted on.
6. 29 th (April) – 3 rd (may)	Final presentation	Video Conference - Skype/Zoom	Group work will present their project and the result hands-on activity. This activity will be posted on social media.