**Social-Ecological Impacts of Dams and Infrastructure Projects**

**Sequence of Activities:**

**Icebreaker:**

For the icebreaker, we used google docs to find commonalities and differences among participants on these topics:

1. Favorite anti-stress activity
2. Your dream vacation spot
3. A chore or activity you really dislike

We also asked students to upload short biographies of themselves and talk about them with the class.

**Engagement:**

Each week's 3 hour synchronous meeting included a guest speaker who presented a lecture on theoretical SES frameworks and/or case studies. To prepare for each week, students were given reading on the week's topic. The lectures were verbally presented in one language, but slides in English and Portuguese were provided before each lecture. During the lecture, there was a live translation of key points in the Zoom chat window. The lectures were recorded and uploaded to Youtube, where participants could use Youtube's multilingual closed captioning to review the lecture. The end of each lecture included a question and answer session that was translated to either Portuguese or English. For 8 of the 12 guest lectures, students needed to submit to a discussion board a personal reflection on the week's lecture and discussion.

**Collaboration:**

For the main project for the semester-long course, students worked in multi-country, multi-institution groups of 4 on a case study of their choice on how infrastructure impacts social-ecological systems. Over 8 weeks the student groups decided on a project, developed and refined a theoretical framework to understand the social-ecological system, gathered data and information, synthesized that information in the theoretical framework, presented the project orally and wrote a journal-style article.

**Reflection:**

For 8 of the 12 guest lectures, students needed to write a reflection on the guest lecture and how it related to their experiences and work. These were posted to a discussion board in Google Classrooms.