TUL 555, Assignments

# Assignment Schedule

|  |  |  |  |
| --- | --- | --- | --- |
| **Week** | **Dates (Week Beginning:)** | **Discussion****these are the synchronous Vsee and asynchronous online discussions.**  | **Project Due Date** |
| 1 | 01/11 | Introductions | Local Course Comparisons |
| 2 | 01/12 | Theological Foundations of Education |   |
| 3 | 01/25  | Practicum | **Project #1 Practicum:** Initial docs |
| 4 | 02/01 | Philosophies of Education | **Project #2:** Theology & Theories of Education |
| 5 | 02/08 | Public vs Private SchoolsChildhood Development Theory | **Project #4:** Processes – initial collective framework |
| 6 | 02/15 | Processes of Setting Up a School |   |
| 7 | 02/22 | Vocational Training | **Project #3**: Establishing Schools for the Poor |
| 8 | 02/29 | Church Based Schooling |   |
| 9 | 03/07 | Ethnography |   |
| 10 | 03/14 | Progressions to Found a School |   |
|   |   | **EASTER BREAK** [03/19-03/27] no mid-term break |   |
| 11 | 03/21 | Administration/Financial Issues |  |
| 12 | 04/04 | Teacher Recruitment/Training | **Project #4:** Initial Individual report |
| 13 | 04/11 | Gender Issues | **Project #4:** Revised Individual report |
| 14 | 04/18 | Integration of Research | **Project #4:** Integrated Report**Project #1:** Practicum –Final Docs |
| 15 | 04/25 | Presentation of Integration of Research and course evaluation. |   |

# Project 1: Educational Center Practicum

*The essence of creating sustainable social change lies in cultivating linkages between ecology, economy and social systems to facilitate community development such that indigenous communities increase their capacity to address their own issues.* (Alan Fowler)

The 40-hour practicum project aims to create an intersection between urban poor educational development and voluntary service. Practicums or service learning projects have become increasingly popular and powerful pedagogical tools within higher education. In pairing voluntary community activity with course content, “service learning” becomes something much more than merely faculty-directed volunteerism. Rather, it becomes a carefully planned, deliberate integration of course content with compassionate service in and with the community. As a foreign “intervention,” the practicum aims to increase the capability of school stakeholders (leaders, teachers, parents, students) to improve the health, relevance and viability of educational centers within turbulent slum environments. It also serves the learning goals of student-servers, as it contextualizes course material in a real-life setting. Students learn to think more critically, act in relation to complex problems, and strengthen their personal values. By integrating course content with real work, the practicum becomes meaningful to both students and school stakeholders.

Especially within private (for-profit) slum schools, education is a social enterprise, combining social (educational) and economic activity to achieve three key objectives: educational development, economic viability, and sustainability. The educational center practicum enables you to gain awareness of the opportunities and constraints on urban poor schooling, especially as local residents take action to improve educational access and quality for the next generation.

## Project 1 Procedure

*Evaluation.* Supervisor completes the “Service Performance Evaluation” and student returns to instructor

1. *Placement:* No later than 3 weeks into the course, identify an educational center that meets the stated criteria and welcomes you to be involved in their work for 40 hours that is mutually beneficial for them and yourself. Offer ways (see below) that you can be of help. They likely will want you also to do some tutoring.

2. *Supervision:* Identify someone in the school that is willing to serve as your supervisor-mentor.

3. *Agreement.* Complete the “Service-learning Agreement” in consultation with the school supervisor. That Agreement should detail the meaningful project work you will be involved in. Submit

4. Give an initial 5 minute ethnography presentation to class. Some photos, a description of type of school, kinds of students, who staff are, etc to the class. This is just an introductory step.

5. Submit these to this assignment.

6. Educators their primary theological paradigms for educational commitment and document in a few paragraphs.

7. 2. Search the web for other Christian perspectives on education, particularly looking at home schooling materials.

8. 3. Try to locate Buddhist, Hindu or Muslim rationales for religious education

9. 4. Try to locate rationales for secular education. Why did the West choose secular education structures in the 1880's? Review the articles in the men that relate to this issue

10. 5. Identify two main educational theories and theorists and reflect on their input in the light of these Christian principles

11. From all of these, integrate the arguments for and against Christian education

12. Format this in a word template, creating boxes for key ideas, so that you end up with a useful tool for communication to educators as to the Biblical/ theological basis for principles of teaching

13. Total 4-5 pages

# Project 2: Theology & Theory of Education

1. 1. Discuss with two Christian Educators their primary theological paradigms for educational commitment and document in a few paragraphs.

2. 2. Search the web for other Christian perspectives on education, particularly looking at home schooling materials.

3. 3. Try to locate Buddhist, Hindu or Muslim rationales for religious education

4. 4. Try to locate rationales for secular education. Why did the West choose secular education structures in the 1880's? Review the articles in the men that relate to this issue

5. 5. Identify two main educational theories and theorists and reflect on their input in the light of these Christian principles

6. From all of these, integrate the arguments for and against Christian education

7. Format this in a word template, creating boxes for key ideas, so that you end up with a useful tool for communication to educators as to the Biblical/ theological basis for principles of teaching

8. Total 4-5 pages.

# Project 3: Schools for the Poor

*The Beautiful Tree* tells the story of *private* education among the world's poor—not mission schools for the rich, or even government schools run for the poor, but co-operative, community-based schools that are accountable to, and paid for, by the poor themselves. The book begins in the slums of Hyderabad, and then moves to Nigeria, Ghana, Kenya and China to tell the story of the slum schools of the developing world. In every place, he traces the story of the forgotten and undervalued community school, some of them sponsored by churches or church persons.

In a 3 page, single spaced paper, respond to the questions below. Organize the paper with a title page, reader-friendly sub-heads, and page numbers. Carefully and generously reference (author, page #s) ideas with direct quotations from at least 6 chapters of *The Beautiful Tree*. This is the primary source, along with the Oxfam report.

1. What factors underlie the growth of private schools throughout the developing world?

2. What do Tooley and Dixon describe/illustrate as the main problems with state-sponsored schools?

3. What two (2) stories of private slum schools in *The Beautiful Tree* particularly captured your imagination? What features of these school inspired you?

4. What problems or limitations do Kevin Watkins and Oxfam highlight with the market-based “solutions” espoused by Tooley and Dixon?

5. Tove Wang of Save the Children also doubts if private schools, however plentiful, can ever cater for the very poorest. Poor parents go private, she argues, only when state schools are dire. If the publicly financed ones improved, they would be more popular. Do you agree? Why or why not?

6. After processing both positions, venture a reasoned opinion in response to our central question: *How can a high-quality (creative, relevant) and affordable education be made available to children and adolescents resident in the world’s slums?*

7. Discuss his story-telling approach

Grading: Scored on the basis of timeliness (submitted on time), completeness, evidence of careful digestion of ideas from readings and videos, analytic depth, and writing quality (formatting, clarity, conciseness, spelling, grammar), and persuasiveness.

# Project 4: Processes in Establishing Slum Educational Centers

Over the past 50 years, ethnographic research has been applied to education and helped us understand how schools operate in culture and society. It has created a basis for critiquing purely behavioral (psychological) explanations of teaching and learning by widening the framework of data collection and analysis to include family, community, and organizational (socio-cultural) factors. Our limited ethnography will be informed by experience in the field (practicum) and knowledge of issues (course-related reading and video-viewing) as they result in organizational analysis. Through the practicum, you will have learned ethnographic research observational approaches and ask questions as a means of serving with certain contextual understandings. Alongside the ethnographic research phase, you will use a more explicit set of questions as an idea base from which to comprehend various educational processes in the development of (a) a slum pre-school, school or (b) a vocational school.

***Aim:*** The learning goal is to maximize your understanding of the processes of developing a school in the slums. You can choose to focus on preschool, primary, secondary or vocational schools.

The output goal of this assignment is to collectively integrate reports from multiple schools of progressions involved in the formation of schools for, or of the poor across your cities. If there are sufficient students in the class, those working with vocational training will integrate their reports into a final proposal, those with preschools integrate theirs etc.

## Project 4 Procedure

There are several assignments that feed into this main assignment:

## 1. Practicum:

Identify a school serving slum-resident children or adolescents—either **private** or **public as** your practicum school. Set up your practicum to accomplish as much as you can of the following.

As you set up your practicum, do so with a discussion as to whether your analysis for this class can be used by the school administration to advance their own evaluation of their progressions - how can you be most helpful to them? Are there areas they would appreciate you doing some research on that would assist them. Don't over-commit more than 40-60 hours, but if you are contributing, then they are likely to help you in turn. Be advised that in public schools we have often found there is significant resistance to any involvement like this, sometimes because of fear of exposure, sometimes because of a sense of not being very effective. (Graded in Project 1).

## 2. Readings:

Identify 5 pieces of literature in your country that defines processes of school development. There are normatively legal, governmental, financial requirements on school development. Integrate ideas from these and the required books into your paper to demonstrate your familiarity with these. Also list the number of pages read, which should be around 6-900. These processes you read about in the literature may or may not work in urban poor schools, but they still tend to set expectations. Global literature may also feed into this process but you collectively will have to evaluate which aspects are most useful. As a team you may attach key readings as pdf's to your final report to flesh out key ideas - but you need to evaluate how significant those articles are.

## 3. Collective Definition of Categories for Investigation:

(Submit by end of first month) (In 2016. Professor will define categories for you, but you should still review these books) Work from the three resource books for the course sifting through their ideas to prioritize ideas that relate either to the target of that team: pre-school, elementary or high school or vocational schools. Though these relate to preschools, many of the categories are equally useful for vocational schools.

* Jack, Gail H. (2004). *The Business of Child Care: Management and Financial Strategies*: Cengage Learning.
* Talan, Teri N., & Bloom, Paula Jorde. (2011). *Program Administration Scale: Measuring Early Childhood Leadership and Management,* (Second Edition ed.): Teachers College Press.
* Harms, Thelma, Clifford, Richard M., & Cryer, Debby. (2004). *Early Childhood Environment Rating Scale Revised (ECERS-R)* (Revised ed.).

In addition, the text on vocational schools will add categories for vocational schools. (You may find better indigenous listings to start with as the literature on the web tends to be first world oriented).

* Hoffman, Nancy. (2011). *Schooling in the Workplace: How Six of the World's Best Vocational Education Systems Prepare Young People for Jobs and Life.* Harvard Education Press.

For example the PAS analysis has 10 sub-scales and 23 or 25 variables. Are these the variables of most significance in the slum context? What is the best approach to collecting the data on these. For example, the following list has been used. It is not as good as PAS but is has several additional perspectives. And Gail Jack's book and CD has a very advanced set of ways of looking at both financial issues. Whereas Reno and her website cover 15 aspects. Delete those that seem insignificant. Focus on 20 items at most.

### 1. Environment:

Conduct a series of broad, “big picture” observations on eight dimensions of organizational life (below). Take detailed notes. Convert these notes into a rich **description**(approx. 3 pages for each school).

o *Space:* the physical plant

o *Actors:* the people involved as students, teachers, administrators, parents, volunteers, etc.

o *Activities:* the typical set of related acts that school actors do

o *Objects:* the physical things which are present in the setting for educational purposes

o *Acts:* single acts that people do that have special meaning

o *Events:* a set of related activities that people carry out (e.g. a “lesson”)

o *Goals:* the main things people are trying to accomplish

o *Feeling:* the emotions that are felt and expressed by actors

o *Classroom resources*

o Playground capacity

o Staffrooms/ Administrative rooms

o Technology

### 2. Leadership:

Conduct semi-formal interviews with **school leaders** and either **teachers or parents** to analyse the decision-making processes and leadership dyanmics of the school .

o *School leaders*

Collect information related to the following questions: (1) When and how was the school founded? [Probe for the steps taken to develop an educational center-- from original vision to actual student enrollment. What were the political, financial, and human resource (finding competent leaders and teachers) obstacles?] (2) How did they overcome the many forces that discourage schooling among slum children (see readings)? (3) Is their *primary* goal to improve school attendance (increase # of students) or to improve school quality? What strategies do they have in place to make progress in either area? In particular, what indicators do they use to track improvements in school quality?

o *Teachers or parents*

Arrange interviews with at least 2 teachers or parents from each school. (1) Ask teachers/parents at the private school: *Why are parents willing to make a considerable financial sacrifice (i.e. pay fees) when “free” public schools are available?* (2) Ask teachers/parents at the public school: *What are the main reasons children enroll in public schools rather than private schools?*

### 3. Participation and Academic Quality:

Analyze the observational and interview data for the key factors—individual, family, cultural, community, and school-- that explain

1. school participation (student home life, how parents partner with school) and

2. learning productivity (academic quality) in both the private and public school. (The table below can help you mentally organize the data.) Include references to the articles (see 'Preparation') that explain why many slum parents and kids make a rational choice *not* to attend school.

### 4. **Management**:

Use the questions in the forums about financials, management style and about teacher training in the schools. Do they have a strategic plan? Budget plan for next years? Board functioning at a strategic and policy level or dealing with nuts and bolts? Finances are sensitive, so you may not be able to ask about these. Start with whether the school has an annual financial report with assets and liabilities and income and expense summaries. You may need to ask the principal if these are available. If you are doing a funding proposal or report to a donor then these are much easier to access. Who are the stakeholders? How much are the community stakeholders?

### 5. Curriculum:

Local, government or Christian imported? How is it developed? What is the involvement of the teachers in its development or funding from third party stakeholders?

### 6. **Funding:**

Stakeholders - how much do they control processes? How are teachers paid? What % are scholarships and what 5 are fees? How do they set the fees? What is critical to keep the school afloat financially? What is the marketing strategy? How is that funded? Partnerships?

### 7. Finances and Accountability:

Who makes financial decisions? Where are accountabilities? Income and expense reports for last three years ; balance sheets; cash flows. Salary level? Benefits? scheduling and finances? Substitute teachers?

### 8. Educational Assessment

### 9. Teacher training:

Selection? Qualifications? Ongoing training? Supervision? Motivation? Espirit de Corps? teacher handbook?

## 4. Report

**( You have three - one report on your school for the administrator, one for the class, one integrated with the rest of the class)**

1. Write a 4-6 page, single spaced report of your observational and interview data. Organize the report into three sections: (a) **Introduction**: overview of slum community and research methods used to collect data. (b) **Description** of the dimensions of organizational life for the school. (c1) **Analysis** of the factors that facilitate and/or impede the access of urban poor kids to a quality education, and what could be done in order for a high-quality education to be broadly available to them. or (c2) Alternatively and preferred, focus on the development of the school from birth even using a Gannt chart to identify how all of the elements were developed sequentially, and what appear to be the next steps.

2. Formatting: Give the report a title, occasional graphics. Include sub-heads and page #s. Spell- and grammar-check prior to submission. Attach appendices if need be.

3. [Required step] Present a copy of the report to the lead administrator at the school. Ask them to correct any inaccurate data and suggest any revisions (additions, deletions) that would strengthen the report. Schedule a meeting to review the recommendations and to discuss related issues. Revise the report based on this feedback.

4. **Submit the initial personal report to your administrator, to Sakai no later than \_\_\_**.

5. Submit the final report by \_\_\_. (It is recognized that this course has had the most difficult practicums as often school administrators are more bothered by someone coming in than welcoming. Work with your city leader and connections to get good recommendations, and seek to communicate how you can contribute. Where difficulties ensure, please be sure to discuss these with me early - so that adjustments can be made.

## 5. Integration

Integrate your reports across the class into a consistent whole. The final integrated report should:

1. describe the commonalities and differences of environments that affect each of your schools, including reference to national educational requirements or structures that set standards.

2. describe your criteria for analysis and how you arrived at them.

3. present the case studies

4. integrate a summary analysis or comparison of what you found. The optimal would be to end up with some proposals for progressions in developing new schools.

Submit your integrated report by the due date in this assignment

* Make sure it is quality formatted, with some graphical beauty, added appendices if needed.
* The vocational schools team report will be presented to an NGO that encourages vocational training and be evaluated on its usefulness.
* The Preschools team report will be submitted to experts in preschool slum education and be evaluated for useful new ideas.
* Evaluation: Innovation, content of each above, layout, usefulness.

**An additional approach:** Use the free GanttProject software off the web, and develop a Gannt flow chart process of setting up a slum school. Involve several people in your discussion either those with expertise, or local parents who might want to implement this idea in setting up a new school, plus the teachers you are working alongside. Make sure you get the major issues in there, like logistics, administration, resourcing, cash flow, teacher recruitment and training, student recruitment etc. Plus items that answer the issues above. Essentially follow the process above but focus it on initiation of a new school.

**Additional resources for assignment**

· [Kao555-3Ethnography.pdf](https://sakai.apu.edu/access/content/attachment/2d178584-2517-4665-87e2-ede4ed1cdecd/Assignments/a71249b1-1cc8-4c8f-9a2e-f3e118d77bca/Kao555-3Ethnography.pdf) ( 713 KB; Dec 29, 2015 1:34 pm )

# Project 1: Educational Center Practicum

*The essence of creating sustainable social change lies in cultivating linkages between ecology, economy and social systems to facilitate community development such that indigenous communities increase their capacity to address their own issues.* (Alan Fowler)

The 40-hour practicum project aims to create an intersection between urban poor educational development and voluntary service. Practicums or service learning projects have become increasingly popular and powerful pedagogical tools within higher education. In pairing voluntary community activity with course content, “service learning” becomes something much more than merely faculty-directed volunteerism. Rather, it becomes a carefully planned, deliberate integration of course content with compassionate service in and with the community. As a foreign “intervention,” the practicum aims to increase the capability of school stakeholders (leaders, teachers, parents, students) to improve the health, relevance and viability of educational centers within turbulent slum environments. It also serves the learning goals of student-servers, as it contextualizes course material in a real-life setting. Students learn to think more critically, act in relation to complex problems, and strengthen their personal values. By integrating course content with real work, the practicum becomes meaningful to both students and school stakeholders.

Especially within private (for-profit) slum schools, education is a social enterprise, combining social (educational) and economic activity to achieve three key objectives: educational development, economic viability, and sustainability. The educational center practicum enables you to gain awareness of the opportunities and constraints on urban poor schooling, especially as local residents take action to improve educational access and quality for the next generation.

## Project 1 Procedure

1. *Placement:* No later than 01/26, identify an educational center that meets the two stated criteria and welcomes you to be involved in their work. (No more than one student at any school site.)

2. *Supervision:* Identify someone in the school that is willing to serve as your supervisor-mentor.

3. *Agreement.* Complete the “Service-learning Agreement” in consultation with the school supervisor. That Agreement should detail the meaningful project work you will be involved in.

The above three were submitted earlier, but include them in this attachment along with the following:

1. *Journalling and Attendance:* Keep a journal and attendance record that your supervisor signs off on Submit here.

2. *Evaluation:* Supervisor completes the “Service Performance Evaluation” sent by course instructor, and sends it back to instructor

Attach your documents below and click the Submit button at the bottom of the page.

# Participating in Course Development

## **There are two different types of evaluation.**

1. Course content evaluation: It has been a good pilgrimage taking this field of knowledge and an embryonic course and designing together the process to understand how slum schools can be developed. Most feedback has been given during the class as we have step by step developed the processes. And we are still looking for an educator with a doctorate who has time to teach this. Open and fill in the attached Course Evaluation and attach to this assignment box.

2. Populi Course Evaluation

*The evaluation of your learning and this course is a very important process at APU.*  *The information you provide will be held confidential and is submitted directly to the IDEA Center in Manhattan, Kansas. I will receive a report summarizing the responses of the entire class but not individual responses. Written comments from the survey are provided verbatim and are anonymous unless you supply information to identify yourself.*

*It is critical that you complete the surveys as honestly as you can. In order to preserve your anonymity please do not contact me regarding the survey. Your responses will be most helpful to the university and myself if you answer thoughtfully and honestly.*

#### **Additional resources for assignment**

· [CourseEvaluationNov2012.doc](https://sakai.apu.edu/access/content/attachment/2d178584-2517-4665-87e2-ede4ed1cdecd/Assignments/6c64e424-5f46-4aec-a371-d4e0fe1541ca/CourseEvaluationNov2012.doc) ( 39 KB; Dec 29, 2015 1:34 pm )

# Face to Face Engagement and Forums

No assignments need to be submitted.

Synchronous engagement on VSee will be graded for quantity and quality of engagement, preparation of presentations, readiness with readings.

Asynchronous forum discussions will be graded for quantity and quality of engagement (see syllabus for rubric).

# Project 1: Advocacy Practicum Setup

The 40-hour practicum project aims to create an intersection between advocacy for land tenure or housing development and voluntary service. Practicums or service learning projects have become increasingly popular and powerful pedagogical tools within higher education. In pairing voluntary community activity with course content, “service learning” becomes something much more than merely faculty-directed volunteerism. Rather, it becomes a carefully planned, deliberate integration of course content with compassionate service in and with the community.

As a foreign “intervention,” the practicum aims to increase the capability of stakeholders to serve the NGO and community within turbulent slum environments. It also serves the learning goals of student-servers, as it contextualizes course material in a real-life setting. Students learn to think more critically, act in relation to complex problems, and strengthen their personal values. By integrating course content with real work, the practicum becomes meaningful to both students and school stakeholders.

 The advocacy practicum enables you to gain awareness of the opportunities and constraints engaging with land rights and housing issues, especially as local residents take action to improve educational access and quality for the next generation.

## Project 1 Procedure

*Evaluation.* Supervisor completes the “Service Performance Evaluation” and student returns to instructor

1. Survey: Idenitfy several advocacy organizaitons (generally related to hosing and land rights). Criteria for healthy organizations have been given in previous courses. Evalaute the possibilities of working with each organization, and choose one.

2. *Placement:* No later than 3 weeks before the course begins (18 April), identify an advocacy organization that meets the stated criteria and welcomes you to be involved in their work for 40 hours that is mutually beneficial for them and yourself. Offer ways (see below) that you can be of help.

3. *Supervision:* Identify someone in the organization that is willing to serve as your supervisor-mentor.

4. *Agreement.* Complete the “Service-learning Agreement” in consultation with the supervisor. That Agreement should detail the meaningful project work you will be involved in. Submit

5. Submit a rationale for choosing this organization

6. Give an initial 5 minute presentation to class on the organization chosen. Some photos, a description of type of organization, its focus, who staff are, etc to the class. This is just an introductory step.

7. Submit these to this assignment.

8. Make sure you have downloaded course materials, and f they need to be hand-carried in that you have arranged this.