TUL 555, Syllabus and Modules

**Topics**

Week 1: [Issues](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2001/Topic01.html)

Week 2: [Biblical Basis](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%201%20Week%202/Topic01.html)

Week 3: [Internship](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2002/Topic02.html)s/ Theories of Education

Week 4: [Philosophy of Education](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2003/Topic03.html)

[Public vs Private Schools](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2003/Topic03.html)

Week 5: [Childhood Development](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/topic%202%20Week%204/Topic03.html)

Week 6: [Processes](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2004/Topic04.html) of setting up a School

Week 7: [Vocational Training](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%204%20Week%207/Topic04.html)

Week 8: [Church-Based Schooling](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%204%20Week%208/Topic04.html)

Week 9: [Ethnography](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2005/Topic05.html)

Week 10: [Progressions](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%205%20Week%2010/Topic05.html)

Week 11: [Financial Viability](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%205%20Week%2011/Topic05.html)

Week 12: [Teacher Recruitment and Training](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%205%20Week%2012/WEEKTemplate.html)

Week 13: [Gender Issues](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2006/Topic06.html)

Week 14: [Innovation](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2007/Topic07.html)

Week 15: [Integration](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Week%2015%20Integration/Topic07.html)

**Course Description**

This course trains students in the theory and practice of developing and improving education in the slums (e.g. preschools, elementary, vocational) as integral to urban poor churches and community development. Topics include school effectiveness, models, curriculum, management, financial viability, and the school’s relationship to church and community.

**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  | Internship | **Project #1 Internship:** 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:** Internship –Final Docs |
| 15 | 04/25 | Presentation of Integration of Research and course evaluation. |   |

[Expanded Course Description](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Course%20Menu/EXPCseDescr.html)

1.  [Welcome Message](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Course%20Menu/Welcome.html)

2.  [Learning Outcomes](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Course%20Menu/SLO.html)

3.  [Discussion Guide](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Course%20Menu/DiscussionGuide.html)

4. Internship Documents

·  [Internship Description](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Course%20Menu/Intern_Doc-1.docx) (includes contract to fill out)

·  [Sample Cover Letter](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Course%20Menu/internship%2Bletter%2Bbatasan%2Bhills%2B_sample_.doc)

·  [Final Evaluation](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Course%20Menu/InternshipEvalautionForm.docx)

[Upgrades To Do](https://drive.google.com/a/apu.edu/file/d/0B84QwkW3_Q9CSTd6UmFHVV9LMzQ/view?usp=sharing)

· Before next session, copy from menus, forum and assignments back to syllabus.

· Check that each menu page makes sense.

· Upgrade forum to specific questions.

· Student 1: Check that all links work.

· Add book chapters

· **Student 3: Review all links**

|  |
| --- |
| **Topic One:**Themes: Introduction to OutcomesGlobal Issues in Basic Education |
| **Preparation** | The concept of faith as central to education is significant and open to a lot of debate. * [Faith and Slum Schooling](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2001/Faith%20and%20Slum%20Schooling.html)-- Critique this essay by Richard Slimbach, Ph.D. (also in your syllabus). What are the biases in terms of the nature of the church. How do these compare with the nature of slum churches predicted in *Cry of the Urban Poor* chaps 15,16.

There are many global issues in delivering education among the poor globally. Some may be found below. Read one or two: · **Read:** “Education for the Urban Poor in Bangladesh” ·<http://www.create-rpc.org/pdf_documents/Bangladesh_Policy_Brief_1.pdf>* **Read:** “Developing-world Education” <http://www.givewell.org/international/education/detail#Improvingqualityofschooling>
* **Read**: “Primary Education in Developing Countries” [See “International Commitments” link in right-hand column. Read “The Right to Education,” “Education for All,” Millennium Development Goals,” and “Fast Track Initiative” links. [http://portal.unesco.org/education/en/ev.php-URL\_ID=33163&URL\_DO=DO\_TOPIC&URL\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID%3D33163%26URL_DO%3DDO_TOPIC%26URL_SECTION%3D201.html)

Please buy or borrow a book on childhood development, and browse it identifying topics you want to explore - we won't have time in this course, but to put this in mind is important. Two textbooks that have been recommended and would be significant:* Hurlock,Elizabeth, *Developmental Psychology* or any book in Child Psychology or Human Growth and Development.
* Verna Hildebrand & Patricia F. Hearron, 1977, *Management of Child Development Centers.* Prentice Hall Inc. New Jersey.
 |
| **Forum Discussion****Online Discussion**  | 1. Select Forums from the Course Links navigation menu. After reviewing the information about the discussion forums, select and engage Topic #1.
2. Catch up on each others situations and backgrounds in educational experience.
3. Objectives of the course
	* Review the Course Syllabus and Outcomes
4. Review an Introductory video at https://www.youtube.com/watch?v=k4hlEdQ72A4 (Copy and paste into a new tab if it doesnt open)
	* A Welcome from Corrie de Boer in Manila: [Responding to Educational Needs in Manila](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2001/CorrieMovie%20on%2010-30-14%20at%2010.47%20AM.mov) We will hear more from Chona in the next weeks.
	* Many of the themes of the course are encapsulated in this video: [Mission Ministries Philippines](http://www.youtube.com/watch?v=HCqmUpoZnAs) and resources at this [MMP resource website](http://mmpreschool.wix.com/mmpwebs#!technical-service/c9fo)
5. Discuss internship options and process.
 |
| **Project** | Select Assignments from the Course Links navigation menu and then Project # 1 |

|  |
| --- |
| **Week 2**Themes: Faith and Slum Schooling Issues in Basic Education |
| **Preparation** | * Come to class with readings completed ready for discussion on them. Each week 1 or 2 people will lead that discussion. Fill in this [google doc](https://docs.google.com/a/apu.edu/spreadsheets/d/1qWDKc9dKtZlqWwdGPKOcNm7COqPmhQqyMBejwk5Qobo/edit?usp=sharing) with your presentations for the next weeks, one every three weeks. Place your powerpoint, pdf or mp4 in the appropriate resources section for that reading.

**Faith and Education*** [Faith and Slum Schooling](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2001/Faith%20and%20Slum%20Schooling.html) Consider this essay by Richard Slimbach, Ph.D. Critique it in contrast with a positive view of slum churches in *Cry of the Urban Poor*. Ch 15,16.

· **Read:** “Issues in Basic Education in Developing Countries: An Exploration of Policy Options for Improved Delivery” <http://home.hiroshima-u.ac.jp/cice/chimombo8-1.pdf>· **Read:** “Education for the Urban Poor in Bangladesh”<http://www.create-rpc.org/pdf_documents/Bangladesh_Policy_Brief_1.pdf>· Read on [A Jesuit Philosophy of Education](http://www.bc.edu/content/dam/files/offices/mission/pdf1/ju10.pdf)**​Issues in Education*** **Read:** “Developing-world Education” <http://www.givewell.org/international/education/detail#Improvingqualityofschooling>
* **Read**: “Primary Education in Developing Countries” [See “International Commitments” link in right-hand column. Read “The Right to Education,” “Education for All,” Millennium Development Goals,” and “Fast Track Initiative” links. [http://portal.unesco.org/education/en/ev.php-URL\_ID=33163&URL\_DO=DO\_TOPIC&URL\_SECTION=201.html](http://portal.unesco.org/education/en/ev.php-URL_ID%3D33163%26URL_DO%3DDO_TOPIC%26URL_SECTION%3D201.html)
* Read Part 5 "Helping Children Develop Spiritually" in *Childhood Education in the Church*
* [*The State of the World's Children 2014*](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%201%20Week%202/SOWC_O4_eng.pdf)*. UNESCO*
* *[Lessons in Learning](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%201%20Week%202/Hammer_Policy_Workshop_Spring2013%20_1_.pdf)*

Childhood DevelopmentFind a book on childhood development and browse. Two textbooks that cover this are:* Hurlock,Elizabeth, *Developmental Psychology*
* Verna Hildebrand & Patricia F. Hearron, 1977, *Management of Child Development Centers.* Prentice Hall Inc. New Jersey
* *or any book in Child Psychology or Human Growth and Development*
 |
| **Virtual Face to Face Discussion** **Virtual Asynchronous Discussion** | **Theological Basis for Christian Education**1. Review approaches to organizations for internships.
2. Matt's presentation on [Education for the Poor in Bangladesh](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%201%20Week%202/555%20Week%202%20presentation.pptx)
3. Jose and Elyse, [How Faith connects to SLum Based Schooling](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%201%20Week%202/JD_EW_TUL555_Pres.pptx)
4. Review the theological assumptions of Christian Schooling from [The Role of the Christian School](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%201%20Week%202/SChoolBasicsred-1.pdf) in *Childhood Education in the Church.*
5. Discussion on Slimbach article.
6. Summary Power Point of [Some Global Issues](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%201%20Week%202/Global%20Issues.pptx).
7. Review of Issues that the article on Indian education raises.
8. Select Forums from the Course Links navigation menu. Fill in this [google doc](https://docs.google.com/a/apu.edu/spreadsheets/d/1qWDKc9dKtZlqWwdGPKOcNm7COqPmhQqyMBejwk5Qobo/edit?usp=sharing) with your presentations for the next weeks, one every three weeks.
 |
| **Projects** | Select Assignments from the Course Links navigation menu, read them all, and begin on the first one. |

**Week 3**

Themes: Educational Center Internship

Philosophies of Education

**Preparation**

1. Read Tooley, *The Beautiful Tree*, and engage in discussion on the forum.

2. Search the web for a good article on one of the educators below. Be prepared to present the main contribution of one of them in five bullet points. Add the links in the [Educational Theory Google Doc](https://docs.google.com/a/apu.edu/spreadsheets/d/1qWDKc9dKtZlqWwdGPKOcNm7COqPmhQqyMBejwk5Qobo/edit?usp=sharing) page in the forum.

* Education of the Poor as Political Conscientization: Freire
* Behaviourism: Skinner, Piaget, Watson
* Cognitism: Noam Chomsky, Bruner
* Constructivism: John Dewey, Piaget, Lev Vygovsky

3. (Extra: Browse the first chapters of *Life and Skills.*

You can sign in for a free pdf at <http://www.nap.edu/download.php?record_id=13398#login> You are looking at what the various outcomes of education should be. This lays the foundation for discussion of vocational outcomes and also character and values outcomes)

**Discussion on**

**Internship**

**Philosophy of Education**

Select Forums from the Course Links navigation menu. After reviewing the information about the discussion forums, select and engage the topic on Educational Center Internship.

Some discussion issues on a [Theology of Education](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2002/TheologyofEducation.pptx)

While we are covering largely childhood education, the breadth of this course needs to engage with preschool, high school, vocational training, adult education and computer center development.

Behind these are theories of education. You may explore some of them briefly:

* [Freire](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2001/Freire%281%29.ppt) ppt [Presentation on Friere](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2002/Freire%20Presentation.pptx)by Peter Copan
* [Educational Theorists](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2002/histedutheory.pptx) ppt
* [Philosophy Behind Education](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2002/PhiloEdu.ppt) ppt
* Stephanie Morre on [Constructivism](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2002/TUL671%20Constructivism%20_S%20Moore_.pptx)

Discussion on *Life and Skills* and cognitive domains as a basis for an emphasis on vocational training.

**Projects**Select Assignments from the Course Links navigation menu and review where you are up to.

**Week 4:**

Themes:

Educational Theory

Public and Private Slum Schools

**Preparation**

Read or View 3 or 4 fo the following. Come to class prepared to discuss. One or two people will present form readings they noted in the google doc.

* **View:** Charles Leadbeater, “Educational Innovation in the Slums” <http://www.youtube.com/watch?v=6X-8TA4RBog> [20 min.]
* **Read:** Pratham (India): [http://www.educationnews.org/international-uk/the-global-search-for-education-more-from-india/ And: http://www.youtube.com/watch?v=R5z\_b4aw20c](http://www.educationnews.org/international-uk/the-global-search-for-education-more-from-india/%20And%3A%20http%3A/www.youtube.com/watch?v=R5z_b4aw20c)[3:30]
* **Read:** Pushcart Classrooms (Manila): <http://thisgivesmehope.com/2012/06/28/344-pushcart-classrooms-for-manilas-slum-children/>
* **Read:** Sugata Mitra’s “Hole in the Wall”: <http://getideas.org/resource/education-30-examples-hole-wall/>
* **View:** “Barefoot College” (vocational education in India): [http://vimeo.com/37794746#](http://vimeo.com/37794746) [2:30]
* **Read:** “Education Against All Odds” (vocational education in Afghanistan): <http://www.guardian.co.uk/global-development/video/2012/apr/25/education-against-odds-afghanistan-audio-slideshow>
* **Read:** Grameen Slum School (Dhaka): <http://blogabiv.com/?p=141>
* **Read:** Slum School (Bali): <http://www.sacredchildhoods.org/projects/slum-school>
* **Read:** Mercy Center (Klong Toey, Bangkok): <http://www.mercycentre.org/index.php?option=com_content&view=article&id=131%3Ahuman-development-foundation--klong-toey-bangkok-revolutionizes-slum-education&catid=3%3Aspecial-events&Itemid=44&lang=en>
* **Read:** Independent Slum Schools (Kibera, Nairobi): <http://redrosechildren.blogspot.com/2007/05/kibera-slum-schools-educational-day.html>
* Read: Whose Culture Has Capital <http://www.minneapolis.edu/~/media/External-Site/Files/Misc/Opening-Day-2012/Yosso-Whose-Culture-Has-Capital.pdf>
* “The Education Divide- public vs. private schools in India’s slums”

<https://www.youtube.com/watch?v=olGE0QeHiG8>

**Face to Face Virtual Discussion**

Come prepared with bullet points from one of the above. Contribute to the discussion about the types of school in the slums. You will be called at random.

* Videos by Chona
	+ on [Motivation](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2003/chona1MovieRationale%20for%20Ministry%20on%2010-30-14%20at%2010.55%20AM.mov)
	+ on [Philosophy Behind Childhood Education](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2003/Chona1.2Philosophy%20Movie%20on%2010-30-14%20at%2011.00%20AM.mov)
* PPt on [Freire](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2001/Freire.ppt)
* Presentation by Miriam on Jesuit education.
* Discuss how to grade [Bethel's Paper comparing Public and Private Schools in Delhi](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2003/TUL555.Project3.docx)
* Add articles you have found on educational theory to the [Educational Theory Google Doc](https://docs.google.com/a/apu.edu/spreadsheets/d/1qWDKc9dKtZlqWwdGPKOcNm7COqPmhQqyMBejwk5Qobo/edit?usp=sharing)
* [Blooms Taxonomy and the digital age](https://d1pmarobgdhgjx.cloudfront.net/education/ED_Blooms_Taxonomy.mp4)
* Towards a [Theology of Education](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2002/TheologyofEducation.pptx)
* [Government vs Private Schools](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2004/GovtvsPrivate.pptx) ppt

ForumSelect Forums from the Course Links navigation menu.

Week 5

### **Childhood Development Philosophy**

Preparatory Reading

Read several of the following, contrasting two theories in a powerpoint slide or several lines to share with class.

1. <http://psychology.about.com/od/developmentalpsychology/ss/early-childhood-development_2.htm>

2. <http://psychology.about.com/od/developmentalpsychology/ss/early-childhood-development_3.htm>

3. <http://psychology.about.com/od/early-child-development/a/cognitive-developmental-milestones.htm>

4. <http://www.simplypsychology.org/vygotsky.html>

5. <http://www.simplypsychology.org/bruner.html>

6. <http://www.investinginchildren.on.ca/Communications/articles/maslow.html>

7. <http://psychology.about.com/od/developmentalpsychology/a/kohlberg.htm>

8. <http://www.kidsdevelopment.co.uk/bfskinnersbehaviouraltheory.html>

9. <http://www.simplypsychology.org/bandura.html>

WEBSITES:

· <http://www.bucksiu.org/page/1184> (All types of developments)

· <http://www.who.int/mediacentre/factsheets/fs332/en/index.html>

(World Health Organization – Early Child Development)

The following is some interesting research on holistic development for teens:

<http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18>

Forum DiscussionSelect Forums from the Course Links navigation menu. Online Face to Face Discussion

Each person present a slide on a key element from one of the above or take one element of [Ryan Hernandez paper](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/topic%202%20Week%204/RH%2B-%2BTUL555%2B-%2BChildhood%2BDevelopment%2BTheory%20_1_edit-1.docx) and develop a Prezzi that shows the progressions.

Power Point on [Vigostsky and Piaget](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/topic%202%20Week%204/555%20Week%205%20Cognitive%20Development%20PPt%20_Piaget%2C%20Vygotsky_.pptx) by Matt Norton

**Topic Four: Week 6**

Theme: Private or Public Schools for the Poor

Processes for Analyzing a School

**Preparation**

* View: James Tooley on Stossel. <http://www.cato.org/multimedia/video-highlights/james-tooley-discusses-private-education-poor-countries-fbns-stosse>[l](http://www.cato.org/multimedia/video-highlights/james-tooley-discusses-private-education-poor-countries-fbns-stossel) [7 min.]
* View: “The Education Divide in Hyderabad”: <http://www.youtube.com/watch?v=olGE0QeHiG8> [4:15]
* View: Pauline Dixon, “How slum schools are serving the poorest”: <http://www.youtube.com/watch?v=gzv4nBoXoZc>[15:30]
* Read: Opposing viewpoints in the debate:
	+ Justin Sandefur (Center for Global Development): [http://www.oxfamblogs.org/fp2p/?p=11047](http://oxfamblogs.org/fp2p/waiting-for-superman-in-lahore-do-poor-people-need-private-schools-guest-post-by-justin-sandefur/) [pro-privates]
	+ Kevin Watkins (Brookings Institution): [http://www.oxfamblogs.org/fp2p/?p=11064](http://oxfamblogs.org/fp2p/holding-out-for-the-super-voucher-kevin-watkins-responds-to-justin-sandefur-on-private-v-public-education/) [pro-publics]
* Read: James Tooley. (2009). The beautiful tree: A personal journey into how the world's poorest people are educating themselves. Washington, D.C.: Cato Institute. <http://www.cato.org/store/books/beautiful-tree-personal-journey-how-worlds-poorest-people-are-educating-themselves-hardback> This is the core text for the course and should be read in its entirety. Tooley is a great storyteller, descriptively chronicling his own “journey” to social worlds where he documents private forms of schooling serving slum dwellers and rural poor.
* Chona Domingues and Aida on *Setting up a school in a marginalized area.* From the videos, document the steps to set up a slum school.
	+ [#4](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2004/aida4MovieStepsSurvey%20on%2010-30-14%20at%2011.15%20AM.mov), [#5](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2004/aida5stepsMovie%20on%2010-30-14%20at%2011.21%20AM.mov), [#6](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2004/aida6MovieCOntractTraining%20on%2010-30-14%20at%2011.26%20AM.mov), [#7](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2004/aida7Movie6steps%20on%2010-30-14%20at%2011.27%20AM.mov), [#8](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%204%20Week%208/), [#9](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2004/chona9MovieCurriculum%20on%2010-30-14%20at%2011.36%20AM.mov)
	+ Summary in [Steps to Setting up a Church School](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2004/Steps%20to%20Setting%20up%20a%20Slum%20School.docx)

**Forum Discussion**

**Online Discussion**

Select Forums from the Course Links navigation menu.

1. Review of lessons learned in internships

2. A Student Presentation

3. Debate: Four arguments on each side of the Public vs private schools sector from the literature. Improve on the following: [Govt vs Private](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2004/GovtvsPrivate.pptx) ppt

4. Review of your assignment designing a rubric for analysis of the types of schools you are engaging. Discussion of implementation.

5. Review Chona Domingues and Aida on Setting up a school in a marginalized area. From the videos, document the steps to set up a slum school.

* [#4](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2004/aida4MovieStepsSurvey%20on%2010-30-14%20at%2011.15%20AM.mov), [#5](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2004/aida5stepsMovie%20on%2010-30-14%20at%2011.21%20AM.mov), [#6](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2004/aida6MovieCOntractTraining%20on%2010-30-14%20at%2011.26%20AM.mov), [#7](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2004/aida7Movie6steps%20on%2010-30-14%20at%2011.27%20AM.mov), [#8](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%204%20Week%208/), [#9](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2004/chona9MovieCurriculum%20on%2010-30-14%20at%2011.36%20AM.mov)

6. Review the Program Administration Scale (one of the texts for the course) in detail. Work together on Project 4.

**Project**

You should submit your theology assignment this week.

**Week 7**

Theme: Vocational Training in the Sums

**Preparation**

## **Vocational Training**

* [VET](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%204%20Week%207/india%20public%20vt.pdf) (India)
* [Indian VET and Culture](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%204%20Week%207/india%20vt%20and%20culture.pdf)
* [VET](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%204%20Week%207/LIST%20OF%20PROMULGATED%20TR%20with%20nominal%20duration%20_May%202012_.xls) (Philippines)
* [VET](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%204%20Week%207/) (Germany) Also Dual Vocational Training. <https://www.youtube.com/watch?v=fzNM2BqKsxs>
* Germany - Vocational Education: World Leader. <https://youtu.be/YHZCDTcOTfc>

## **Further background on Public vs Private Debate (for another week)**

* Read: Opposing viewpoints in the debate:
	+ Justin Sandefur (Center for Global Development): http://www.oxfamblogs.org/fp2p/?p=11047 [pro-privates]
	+ Kevin Watkins (Brookings Institution): http://www.oxfamblogs.org/fp2p/?p=11064 [pro-publics] §
* Read: Oxfam, “Resourcing Global Education” http://www.oxfam.org/sites/www.oxfam.org/files/resourcing-global-education.pdf. This document expands on the pro-publics position. The good people at Oxfam make the case for increased levels of bilateral assistance by the U.S. and other rich countries to poor countries in order to build schools, train teachers, and provide school supplies. They would also support the Millennium Development Goals (MDGs), one of which is to achieve universal primary education. To help poor countries make progress toward this goal, Oxfam advocates for the financing of the Fast Track Initiative (FTI), which, since 2002, has contributed hundreds of millions of dollars to an educational fund serving the poorest of the poor worldwide.
* View: James Tooley on Stossel. <http://www.cato.org/multimedia/video-highlights/james-tooley-discusses-private-education-poor-countries-fbns-stosse>l [7 min.]
* View: “The Education Divide in Hyderabad”: <http://www.youtube.com/watch?v=olGE0QeHiG8> [4:15]
* View: Pauline Dixon, “How slum schools are serving the poorest”: <http://www.youtube.com/watch?v=gzv4nBoXoZc>[15:30]
* Read: James Tooley. (2009). The beautiful tree: A personal journey into how the world's poorest people are educating themselves. Washington, D.C.: Cato Institute. <http://www.cato.org/store/books/beautiful-tree-personal-journey-how-worlds-poorest-people-are-educating-themselves-hardback> This is the core text for the course and should be read in its entirety. Tooley is a great storyteller, descriptively chronicling his own “journey” to social worlds where he documents private forms of schooling serving slum dwellers and rural poor.

**Forum Discussion**

**Online Discussion**

Select Forums from the Course Links navigation menu. After reviewing the information about the discussion forums, select and engage Topic

* [VET Theoretical Foundations](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%204%20Week%207/VETTheory.pptx) (ppt)
* [VET Theological Foundations](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%204%20Week%207/MATUL%20Presentation.pptx) (ppt)
* Review the Philippine's list of [vocational training courses](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%204%20Week%207/LIST%20OF%20PROMULGATED%20TR%20with%20nominal%20duration%20_May%202012_.xls)
* Consider the practicalities of developing an [Internet cafe in your slum](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%204%20Week%207/Internet%20Cafes%20in%20Urban%20Slums%20-%205%20hour%20basic%20course.doc) as the centre of vocational training.
* A further presentation from the text may be found in week

**Project**Select Assignments from the Course Links navigation menu. Submit by due date

**Week 8**

Theme: Church-Based Schools

**Preparation**

* Research articles on Christian education ready to present one theme from one of these articles with a power point or one page summary
	+ Your main text for this topic is one of the required texts:
	 ​Clark, Robert E., Brubaker, Joanne, & Zuck, Roy B. (1986). *Childhood Education in the Church*. Chicago: Moody Press.
* Review this brief clip from Manila on M[ultiplying Christian schools](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%204%20Week%208/Multiplying.mp4)

**Forum Discussion**

**Online Discussion**

Select Forums from the Course Links navigation menu. After reviewing the information about the discussion forums, select and engage

**Prior Discussion**: We have already discussed macro-level policy/theology issues of Christian education in units 1-3: What is the core theology behind a God-centered education? What are the limitations to this? Why did nations choose secular state-run education?

**Practicalities**: In this unit we wish to examine some of the practicalities of church based schooling in the slums (pre-school, primary, VET): What are the distinctive elements to create a Christian school environment? How does the school and church interface? What are the pitfalls of running church and school?

The book on *Childhood Education in the Church* contains essential educational theory for a Christian school.

1. Which chapter of Clark did you find the most helpful? Which chapters help you most with your school ethnography?

2. As a class, develop a [google presentation](https://docs.google.com/a/apu.edu/presentation/d/120ZmIZUMjQPEKUTa_9InZ7vqCO44hcqYzt7BorOFl_k/edit?usp=sharing) on the role of the Christian school, based on Chapter 35.

Videos

* Don Reyes on [relationship of school planting and church-planting](https://youtu.be/C2DnnAqAPyY)
* Paul Rollett on [relationship of church and school](https://youtu.be/iwJrtICZEfw) in the slums

Discussion on Post-graduation job-searches

Check your TUL680 course for links to some job sites. You should be applying now or exploring discussions with potential employers.

Paul Rollett: Video on [re-entry](https://youtu.be/8XpLzPeCqIM), [video 2](https://youtu.be/iwJrtICZEfw), [video 3](https://youtu.be/Wo6ZDytWKUA)

**Project**Make sure your first three sassignments have been submitted. Grades drop 5% per week for the first two weeks late, They are not graded after two weeks. Select Assignments from the Course Links navigation menu. Submit by due date

|  |
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| **Week 9****Ethnography**Themes: Inside Slum Schools |
| **Preparation** | 1. **Read:** Orangi, Karachi: <http://blogs.tribune.com.pk/story/13302/is-education-for-karachi-slum-dwellers-a-waste-of-time/>
2. **Read:** Y. P. Aggarwal & Sunita Chugh (2003). “Learning Achievement of Slum Children in Delhi” <http://www.nuepa.org/Download/Publications/Occasional%20Paper-34schugh.pdf>
3. **Read:** Stuart Cameron, “Education in Slums of Dhaka, Bangladesh”: <http://www.create-rpc.org/pdf_documents/UKFIETstuartcameronpaper.pdf>
 |
| **Classroom Discussion** **Forum Discussion** | [The nature of authority](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2005/The%20exercise%20of%20leadership%20and%20authority%20in%20the%20school) within the schoolFurther [discussion on VET](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2005/TUL%20555%20Reading%20Presentation%20-%20Schooling%20in%20the%20Workplace.pdf) Guest speaker: Urban ministry education beyond the MATULSelect Forums from the Course Links navigation menu. After reviewing the information about the discussion forums, select and engage  |
| **Project** | Select Assignments from the Course Links navigation menu  |

**Week 10**

**Ethnography**

Themes: Progressions to Found a School

Preparation for class

 **SWOT Analysis**

One of the approaches to analyzing your schools develoment is through using this methodology. This is a good time for us to review it in deatail as it is often used in development work.

Listen to the following two presentations, making notes as you go:

* <https://youtu.be/GNXYI10Po6A?list=PLPLhSGJGK5kulleaO0EKgjDWl-mnoGIhj>
* <https://youtu.be/NVwQNOIu808>

Discussion

* Update on internships
* Review Project 4 with this [Powtoon](https://youtu.be/OEBlduQS4jc)
* Select Forums from the Course Links navigation menu. After reviewing the information about the discussion forums, select and engage
* Review Dr Stewart de Boer, founder of Mercy Missions Philippines on:
	+ [Starting Preschools in Manila](http://youtu.be/5QlZC4wy_qo)
	+ [Self-support](http://youtu.be/JYD3WsmJpi0)
	+ [OMR - Objectives, Method, Resources](http://youtu.be/NY1pW3b8t-M)

Add to your notes from the presentations by Dr Corrie de Boer on:

* [SWOT Analysis](http://youtu.be/hrb4D4f1n7M) part 1
* [part 2](http://youtu.be/ABl_La51JX4)
* [part 3](http://youtu.be/if2XdMpNC8E)

Others on [SWOT Analysis](http://youtu.be/9n-erTzwu8I)

ProjectSelect Assignments from the Course Links navigation menu and complete Project 4

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| **Week 11****Ethnography: Financial Viability**Themes: Financial Progressions to Found and Sustain a School |
| **Preparation** | 1. **Read:** Orangi, Karachi: <http://blogs.tribune.com.pk/story/13302/is-education-for-karachi-slum-dwellers-a-waste-of-time/>
2. **Read:** Y. P. Aggarwal & Sunita Chugh (2003). “Learning Achievement of Slum Children in Delhi” <http://www.nuepa.org/Download/Publications/Occasional%20Paper-34schugh.pdf>
3. **Read:** Stuart Cameron, “Education in Slums of Dhaka, Bangladesh”: <http://www.create-rpc.org/pdf_documents/UKFIETstuartcameronpaper.pdf>
 |
| **Forum Discussion****Online Discussion** | Select Forums from the Course Links navigation menu. After reviewing the information about the discussion forums, select and engage Topic #5.Starting any business venture involves an ongoing progression of hard financial decisions. There are simple tools that can be used for both the preplanning and ongoing management of a slum school. Come back next class with answers to these questions.* How familiar are you with cash flows, balance sheets and income/expenditure sheets? See if you can review the yearly financial statements of the school over the last three years. What questions does this generate?
* What are the critical elements in terms of cash flows in a school (e.g. when is there lots of money and what time of the year is there no money?
* How do private schools differ to public schools in this?
* What level of reserves does your school try to keep set aside?
* What level of school fees makes the school viable?
* What level of salary levels makes the school viable?
* Who makes these decisions?
* How does the board hold the principal accountable?
* How does the principal supervice the CFO?
* What checks and balances are there in terms of spending allowances? What freedoms are there to spend?
* How does the school make sure there are capital resources for new buildings?
* What is its policy in terms of debt?
* How does the school district control these issues?
* Does the department of education have a set of strict guidelines to follow to get a school set up? Do they work?
* Do the private schools also follow them?
* How does the school cope with the very poor?
* Who makes decisions and how about scholarships?
 |
| **Project** | Select Assignments from the Course Links navigation menu and then Project # 3, School Ethnography |

**Week 12: Teacher Recruitment and Training**

|  |  |
| --- | --- |
| Pre-class Preparation | Listen to the [presentation by Chiraphone Kahampouvong](https://youtu.be/s06moeaxTWk) on her engagement as a Peace Corps Vounteer in bringing about educational change in South Africa. * Complete one of the following readings Teacher recruitment in the US. <http://www.nea.org/home/29031.htm>
* Finding Teaching jobs abroad <https://www.teachaway.com/teaching-jobs-abroad?loc=India>
* Grants: <http://www.nea.org/grants/grantsawardsandmore.html>
* Teacher training by an international school in Africa <http://africateacherfoundation.org/index.html>

2. Ask at your school:How are the schools teachers recruited for slum schools, vocational schools?Who does the recruitmentHow are they trained?Who does the in-service trainingWhat is the content of the trainingHow is that fundedAre the teachers salaries competitive with other schools? with other jobs?What is the motivation to keep teaching financially?What is the morale of this school compared with others? How do the teachers see themselves?What are the pathways to maintain discipline in the school?  |
| **Forum Discussion**  | Summarize some of your findings in the discussion forum |
| **Online Discussion** | [**Teacher Training and Recruitment**](https://youtu.be/hBYDqeNOScE) **(video)**Share them in class, with a one page or power point presentation of one set of themes from the above questions. |
| **Assignments** |  Complete your school analysis, compare across countries and work out what sections you are missing.Begin searching out three possible partner NGO's for the advocacy course.  |
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| **Week 13**Themes: Improving Female School Participation |
| **Preparation** | 1. **Read:** *The State of the World’s Children 2004* [chs. 2, 4] <http://www.unicef.org/publications/index_18108.html>The report focuses on the relationship of girls' education to social and economic development.
2. **View:** The 3short video clips of that underscore the need for expanding women’s schooling opportunities <http://www.halftheskymovement.org/issues/education>
3. **View:** “Kibera School for Girls” <http://inkibera.org/baba-diana/> [4:16]
4. **Read:** Maureen Lewis and Marlaine Lockheed. “Overview” (p. 1-17) in *Inexcusable Absence: Why 60 million girls are still out of school and what to do about it.* Washington, DC: Brookings Institute and the Center for Global Development. <http://www.cgdev.org/content/publications/detail/11898/>
 |
| **Forum Discussion** | Select Forums from the Course Links navigation menu. After reviewing the information about the discussion forums, select and engage **this topic**. |
| **Online Discussion** | [Gender Issues in Education](http://www.authorstream.com/Presentation/vivgrigg-1774665-global-issues-education/) |

 **Week 14**

Theme: Educational Innovation in the Slums

**Preparation**

Come to class prepared to share three paradigms from one of the following:

* Charles Leadbeater, “Educational Innovation in the Slums” <http://www.youtube.com/watch?v=6X-8TA4RBog> [19:30]
* Charles Leadbeater, “Learning from the Extremes” white paper. Retrieved May 5, 2012, from [http://www.cisco.com/web/about/citizenship/socio-economic/docs/LearningfromExtremes\_WhitePaper.pdf.](http://www.charlesleadbeater.net/cms/xstandard/LfE-Exec%20Summ.pdf)

*Mapping educational innovation*

|  |  |  |
| --- | --- | --- |
|   | Formal | Non/Informal |
| Sustaining | Improve | Supplement |
| Disruptive | Reinvent | Transform |

* Evaluate whether the following Western perspective is applicable in the slums and if so which aspects are most valuable: Pacific Policy Research Center. 2010. [21st Century Skills](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Topic%2007/21%20century%20skills%20full.pdf) for Students and Teachers. Honolulu: Kamehameha Schools, Research & Evaluation Division.
* Mark J. Epstein & Kristi Yuthas, “Redefining Education in the Developing World”: <http://www.ssireview.org/articles/entry/redefining_education_in_the_developing_world>

**Forum Discussion**Forums are now closed and graded. Use the time to complete your assignments. **Online Discussion**

* Share refelctions form the above articles
* Summary of paradigms from the videos and readings about innovation.
* Present your completed shared assignment contrasting the schools.
* View the Video from [Mission Ministries Philippines](http://www.youtube.com/watch?v=HCqmUpoZnAs) to integrate your ideas about how to develop early childhood education.

**Week 15**

Theme: Integration

**Preparation**

All assignments should be in.

This has been a communal learning process. It has been a pleasure to explore a whole new field in developing this course. Most of the suggestions made throughout the course have been integrated. We will work through the process of editing the [google doc version of the syllabus](https://docs.google.com/a/apu.edu/document/d/1nTq-_wTcZYqHNL19wavw-ZlH8vKnZXw4thzgnSp2Dh4/edit?usp=sharing) together as a way of making our evaluation. Please make 3-4 edits prior to class.

After that complete the CFEP evaluation, recognizing that this is not the evaluation that helps us deal with improvements in the class, but simply standardizes the value of the course and more importantly the qualities of the teacher against other teachers for internal institutional review.

**Forum Discussion**No forums **Online Discussion**It has been a pleasure to explore a whole new field in developing this course. Most of the suggestions made throughout the course have been integrated. We will work through the process of editing the [google doc version of the syllabus](https://docs.google.com/a/apu.edu/document/d/15b7VffSiEpiPVs6xP6_MpmN9nl-bRPo4a-seJSlNulQ/edit?usp=sharing) together as a way of making our evaluation. Please make 3-4 edits prior to class. We will make further edits here.

View the Video from [Mission Ministries Philippines](http://www.youtube.com/watch?v=HCqmUpoZnAs) to integrate the ideas given across the course about how to develop early childhood education. Also view the [strategic plan for multiplying schools](https://sakai.apu.edu/access/content/group/2d178584-2517-4665-87e2-ede4ed1cdecd/Week%2015%20Integration/MM-Strategic%20Plan%20Draft%201.doc).