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| TUL555 Master of Arts in Transformational Urban Leadership  (MATUL) |  | /var/folders/yb/hxq_w0694hv7fbtn_45zhx0w0000gr/T/com.microsoft.Word/Content.MSO/8A47874A.tmp |
| Educational Center Development (3 Unit Practicum)  Spring 2020, Thurs Zoom 19.00 PST |  | William Carey International University  1605 E Elizabeth Street, Pasadena, CA 91104  Registrar: Ph: 626-398-2273 |
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# Course Description

This course focuses on developing and improving preschool, elementary, and vocational school education in the global slums as integral to the work of urban poor churches. Topics include philosophy of education among the poor, and a practicum evaluating school effectiveness, models of community-based (slum) schooling, curriculum development, long-term management, and financial viability.

# Student Learning Outcomes

By the end of this course, learners should be able to demonstrate mastery of the following learning outcomes. The classroom assignments that the instructor will use to assess mastery are identified in [brackets].

1. **Global Educational Development Philosophy**: Critically evaluate global educational development philosophy issues including: gender inclusion, innovation, universal education, community management, vocational training and options of “private” vs. “public” schooling for slum dwelling children and adolescents. [Disc 4, Project 2]
2. **Theology of Education:** Compare selected theories of education and Biblical foundations for education among the poor [Project 2].
3. **Values:** Illustrate a passion for creating community-based slum schools as part of the expansion of the Kingdom of God through weekly practicum reports [Video Discussions].
4. **Practicum:** Demonstrate intercultural, interpersonal, and project management in supporting the goals of an educational center through the community practicum [Project 1].
5. **Entrepreneurial Skill:** Describe Gannt chart steps for initiating a slum school, preschool, vocational school or adult computer learning center [Project 4].

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| --- | --- | --- |
| Program | Semester and Dates | Number of Credits |
| MA in Transformational Urban Leadership | Spring 2020  Jan 8 –April 27 | Three (3) semester hours grad credit |
| Instructor & Email | Actions to be taken | Updated: 10/20/2019 |
|  |  |  |

### Materials

Learners are responsible to obtain the “required” texts in either hard copy or electronic version. Learners will also want to identify local materials that feature case studies of education among urban poor populations.

**Required**

* Tooley, James. (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>
* Pazmino, Robert W. (1997). *Foundational Issues in Christian Education*. Grand Rapids: Baker.

Vocational Education

* 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. $16.80 used

Childhood Education

* Jack, Gail H. (2004). *The Business of Child Care: Management and Financial Strategies*: Cengage Learning. $32.19
* Talan, Teri N., & Bloom, Paula Jorde. (2011). *Program Administration Scale: Measuring Early Childhood Leadership and Management,* (2nd Edition ed.): Teachers College Press. $21.80
* Clark, Robert E., Brubaker, Joanne, & Zuck, Roy B. (1986). *Childhood Education in the Church*. Chicago: Moody Press

**Recommended**

* Freire, Paulo. (1986). *Pedagogy of the Oppressed* (M. B. Ramos, Trans.). New York: Continuum. (Or other works by Friere).
* Grigg, V. (2018). *Slum Dwellers’ Theology: Pedagogy in the Slums.* Urban Leadership Foundation.

# Course Pedagogy

This is a practicum-based class, with much learning based around serving and studying a local slum school. It is also a reflection on global issues of slum education mediated through a weekly global discussion as a class. This is one of the six practicums in the degree.

Inherent in the course are underlying theologies and theories of education. Finding a local mentor with whom you can discuss educational theory and find local literature related to topics in the course is part of the process. This begins with understanding the importance and effectiveness of poor private schools vs. government schools in the slums.

Mastering the progressions of how to set up a slum school, preschool, vocational school or educational learning center gives a central motif to the practicum and theory.

### Milestones

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| --- | --- | --- | --- | --- |
| **MODULE** | **Dates (Week Beginning:)** | **Discussion**  **these are the synchronous Zoom and asynchronous online discussions.** | **Project Due Date** | |
| 1 | 01/06 | Introductions  Theological Foundations of Education | Evaluate Local Courses & NGO’s |
| 2 | 01/13 | Practicum | **Project #1 Practicum:** Initial docs |
| 3 | 01/20 | Philosophies of Education | **Project #2:** Theology & Theories of Education |
| 4 | 01/27 | Public vs Private School Debate |  |
| 5 | 02/03 | Childhood Development Theory | **Project #4:** Processes – initial collective framework |
| 6 | 02/10 | Processes of Setting Up a School |  |
| 7 | 02/17 | Vocational Training | **Project #3**: Establishing Schools for the Poor |
| 8 | 02/24 | Church-Based Schooling |  |
| 9 | 03/02 | Progressions to Found a School |  |
| 10 | 03/09 | Administration/Financial Issues |  |
| 11 | 03/16 | Teacher Recruitment/Training | **Project #4:** Final Report |
| 12 | 0323 | Gender Issues in Education | **Project #4:** Revised Report |
| 13 | 03/30 | Integration of Research  Presentations of Integration of Research | **Project #4:** Presentation |
| 14 | 04/06 | Presentations of Integration of Research | **Project #1:** Practicum –Final Docs |
| 15 | 04/17 | Finale  Course evaluation. | All Assignments Completed |

## Mission and Purpose Statement of WCIU

***WCIU****provides innovative distance education programs to enhance the effectiveness of scholar practitioners as they serve with others to develop transformational solutions to the roots of human problems around the world.*

***The aim*** *of the MA in Transformational Urban Leadership is to increase the capacity of emergent leaders of urban poor movements, with wisdom, knowledge, character and skill.*

## Projects

The projects in this course are done individually but then each feed into two group projects: preschools and vocational schools.

[25 points]

**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. Practicum 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, learners) 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. Learners will 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 learners 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.

***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.

Final Evaluation

1. *Journalling and Attendance:*  Keep a journal and attendance record that your supervisor signs off on every two weeks. Submit here.
2. *Evaluation:* Supervisor completes the “Service Performance Evaluation” sent by course instructor, and sends it back to instructor.

[10 points]

**Project 2: Theology / Theories of Education**

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

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

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

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

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

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

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

Total 5-6 pages.

In your final group project you will integrate some of these themes into a theological/ theoretical rationale for your collective ideas.

[10 pts]

**Project 3: Schools for the Poor**

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?*

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.

[Initial Version of Report Week 6 10 Points; Final Report Week 11; 30 points]

**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, (b) school or (c) a vocational school or (d) an internet training center.

***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 or a computer learning center.

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.  Those working with vocational training will integrate their reports into a final proposal, those with pre-schools integrate theirs etc.

Each person should set up practicum with a different school, but you may team two by two in this project if it would be more productive for you.

***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 (i.e. to understand processes of setting up a school for the poor) 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**:  Each team is to 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 US 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 subscales 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 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 1 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).
   * *Space:* the physical plant
   * *Actors:* the people involved as learners, teachers, administrators, parents, volunteers, etc.
   * *Activities:* the typical set of related acts that school actors do
   * *Objects:* the physical things which are present in the setting for educational purposes
   * *Acts:* single acts that people do that have special meaning
   * *Events:* a set of related activities that people carry out (e.g. a “lesson”)
   * *Goals:* the main things people are trying to accomplish
   * *Feeling:* the emotions that are felt and expressed by actors
2. **Leadership:** Conduct semi-formal interviews with **school leaders** and either **teachers or parents** to analyze the decision-making processes and leadership dynamics of the school .
   * *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 learners) 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?
   * *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?*

1. **Participation and Academic Quality:** Analyze the observational and interview data for the key factors—individual, family, cultural, community, and school-- that explain (a) school participation and (b) 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.
2. **Financial Management**: Use the questions in the forums about financials and about teacher training in the schools.

**4. Report**

1. Write a 7-10 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 report to your administrator, to Populi and each other in your team**. Edit in feedback.
5. Submit the final report by 04/05.  (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**

Work to integrate your reports 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. integrate a theological rationale for Christian involvement in private schools for the poor (built from aspects of your projects 2).
3. touch on some theoretical basis for your educational philosophy (from your projects 2)
4. describe your criteria for analysis and how you arrived at them.
5. present the case studies
6. 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 04/05

* 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.

[End of Semester, 8 pts]

**Synchronous Online Face to Face Engagement**

Synchronous engagement in online discussions will be graded for quantity and quality of engagement, preparation of presentations, and readiness with readings.

[End of Course; 7 pts]

**Online Forum Discussion Guidelines**

Asynchronous forum discussions will be graded for quantity and quality of engagement, topic by topic in the gradebook.

Online discussions (“Forums” in Populi) are topically organized dialogs or conversations that take place in Populi. The Forums enable MATUL learners and faculty to link messages in order to exchange project-related insights from geographically dispersed locations.

During discussions, learners interact with *content* (e.g. assigned readings and videos), their *classmates* (via discussion, peer review), and with the *instructor* (as they seek to instruct, guide, correct, and support learners). Messages in a given thread share a common topic and are linked to each other in the order of their creation. All learners have a “voice” in the discussions; no one—not even the instructor—is able to dominate or control the conversation. Because the course is available *asynchronously* (i.e. at any time and from any location with an Internet connection), online discussions enable participants to reflect on each other’s contributions, as well as their own, prior to posting. As “iron sharpens iron,” each student’s contribution enhances the learning of all other learners and feeds back into our life within our host communities.

To make this process work for all, “posts” must be made during specified time periods (as specified under each project). ***This means that you will have to finish processing any assigned reading and/or other project-related work within those same time periods.*** To write substantive posts, you will need to stay healthy, focused, and organized.

*Procedure*

* Begin a particular project within the specified time period.
* Wait for the instructor to pose a topic-related query.
* Each student responds with an initial, substantive post.
* Learners respond to each other’s posts.
* Instructor interacts with student responses, redirecting the discussion when necessary to improve participation, while also encouraging the exploration of topic-related issues

*Guidelines for participation*

* Learners adhere to specific timeframes for discussion and reflection.
* For each topical thread, each student contributes at least three (3) posts.
* Learners pay attention to the *quantity/timeliness* and *quality* of their postings.

*Assessment rubric*

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **1** | **2** | **3** | **4** |
| **Quantity and timeliness of post** | * Does not respond to most postings; rarely participates freely * Appears indifferent to learning community | * Responds to most postings several days after initial (scheduled) discussion; * Takes limited initiative | * Responds to most postings * Rarely requires prompting to post | * Consistently responds to posting * Shows initiative in motivating group discussion’ |
| **Quality of post** | * Posts topics unrelated to discussion topic; * Appears “rushed” with poor spelling/ grammar and unclear expression | * Occasionally posts off topic; offers short posts with limited insight on the topic; * Difficulty in expressing ideas clearly | * Frequently posts topics related to discussion topic * States opinions and ideas clearly; contributes insights to topic | * Consistently posts topics related to discussion topic * Clear, creative expression of ideas and opinions |

**Video Conference Instructions**

We will be using a service called ***Zoom*** for all of our conference calls.

* You have the option to connect via your computer and video in (this is preferable, as it can helped everyone connect).
* You can also download the app and join in via video through your smartphone.
* However, in the case that you are unable to access your computer or phone, you can also call into the call (number to be provided).

If you are new and haven't used Zoom before:

1. Visit this link, the download should begin automatically: <https://zoom.us/support/download>
2. Install the file you just downloaded

If you have already installed Zoom:

1. Open the Zoom app
2. Click the "Join Meeting" button
3. Enter the Meeting ID number that is found in the Meeting Invite Email you received
4. Enter your name
5. Click "Join"

Please check the LMS to get the Meeting ID – each conference call will have its own ID

\*\*\*If you are unable to make any conference call due to an unexpected work assignment or family emergency, please note that they will be recorded. HOWEVER, you are REQUIRED to alert your instructor ahead of time that you are unable to make the phone call. Otherwise, you will be absent\*\*\*

These count towards attendance and participation as in the Forum Discussions.

# Summary of Grading

|  |  |
| --- | --- |
| **Item** | **Grade** |
| **Discussions:** Face to Face online  Asynchronous Forum | 8%  7% |
| **Project 1** | 25% |
| **Project 2** | 10% |
| **Project 3** | 10% |
| **Project 4** | 10% Initial  30% Final |
| **Total** | **100%** |

# Workload

*Workload expectations.* Credit values for MATUL courses (including practitioner training courses) are calculated by equating one credit with what, in the professional judgment of faculty, should require an average of approximately 45 hours of “invested learning” activity. Successful completion of *Educational Center Development* earns 3 units of graduate credit and represents approximately 135 hours of deliberate and structured learning activities. Those activities include: self-guided, reading, video viewing, voluntary service in schooling organizations (“practicum”), participation in online discussions (“Forums”), ethnographic fieldwork, report writing, and any public presentations.

|  |  |  |
| --- | --- | --- |
| **Credit-hour Distribution** | Approx hours per week | Hours over a semester |
| 1. Direct instruction by discussion   * Asynchronous Discussion Forums * Synchronous Face to Face Online * Local Expert Content | 1  2  ½ | 10  25  6 |
| 2. Faculty-directed instruction   * Readings & research, videos | 2 1/2 | 30 |
| 1. Practicum (experiential learning) | 4 | 40 |
| 4. Assessment (writing) | 2 | 24 |
| **Total Hours** | **9** | **135** |

*Graduate course grades calculated on a 100-point scale as follows:*

|  |  |  |
| --- | --- | --- |
|  | WCIU | |
|  |  | |
| Grade | GPA | Numeric |
| A+ | 4.0 | 100 |
| A | 4.0 | 93-99 |
| A- | 3.7 | 90-92 |
| B+ | 3.3 | 87-89 |
| B | 3.0 | 83-86 |
| B- | 2.7 | 80-82 |
| C+ | 2.3 | 77-79 |
| C | 2.0 | 73-76 |
| C- | 1.7 | 70-72 |
| D+ | 1.3 | 67-69 |
| D | 1 | 63-66 |
| D- | 0.7 | 60-62 |
| F | 0 | 0-59 |
| Inc. |  |  |

**The Meaning of the Grading System**

Your final grade is a reflection of a combination of your talent, effort and achievement, *not effort alone*. Different learners may earn very different grades, even though they expend the same amount of time and energy. The meanings I attach to “A”, “B”, “C”, “D” and “F” grades are as follows:

|  |
| --- |
| 1. *Outstanding performance:*virtually perfect attendance; always prepared for class with all assignments completed; shows intrinsic interest in the class and subject, asks penetrating questions or offers thoughtful reflections in class; demonstrates exceptional intelligence and insight with unusual creativity; earns high scores on course assignments—usually the highest in the class. |
| 1. *Above average* student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality. |
| 1. *Average* or typical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality. |
| 1. *Below average* or atypical student in terms of attendance, preparation, attitude, initiative in asking questions, time management, and assignment quality — minimally passing in performance. |
| F. *Repeat course*.  Inadequate/insufficient performance. |

**Global Discussion Time Frames**

To be confirmed on first day of class.  Initial discussion on Zoom, Tues 8:00 pm January 9th, 2020 PST.  Professor will send link during that day.   The Populi course will be open January 8th or prior.  Additional student locations may mean this needs rethinking.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Preferred time for Conversations** | [**Los Angeles**](https://www.timeanddate.com/worldclock/usa/los-angeles) | [**Johannesburg**](https://www.timeanddate.com/worldclock/south-africa/johannesburg) | [**Beijing**](https://www.timeanddate.com/worldclock/china/beijing) | [**Pune**](https://www.timeanddate.com/worldclock/india/pune) |
| 2 | Tue 7:00 pm | Wed 5:00 am | Wed 11:00 am | Wed 8:30 am |
| 1 | \*\*Tue 8:00 pm | Wed 6:00 am | Wed 12:00 noon | Wed 9:30 am |
| 3 | Tue 9:00 pm | Wed 7:00 am | Wed 1:00 pm | Wed 10:30 am |
|  | ~~Wed 5:00 am~~ | Wed 3:00 pm | Wed 9:00 pm | Wed 6:30 pm |
| 4 | \*\*Wed 6:00 am | Wed 4:00 pm | Wed 10:00 pm | Wed 7:30 pm |
|  | Wed 7:00 am | Wed 5:00 pm | ~~Wed 11:00 pm~~ | Wed 8:30 pm |

# SECTION 4 – UNIVERSITY POLICIES

## 1. Academic Integrity

Dishonesty in academic work includes plagiarism, unauthorized collaboration or teamwork on assignments, violation of the conditions under which the work is to be done, fabrication of data, unauthorized use of computer data, and excessive revision by someone other than the student.

Plagiarism is the act of representing the work of others as one’s own. This includes copying the work of others on exams and falsifying or not noting sources in term papers, theses, and dissertations.

Plagiarism and other forms of academic dishonesty are subject to strict disciplinary action, which may include one or more of the following: loss of credit for the assignment or course; expulsion from the program of study; expulsion from WCIU. Learners are expected to do their own thinking when completing all assignments, drawing upon the ideas of others and then synthesizing them in the student’s own words. Excessive copying from other sources, even if the sources are acknowledged, without adequate expression of the student’s own thinking, is unacceptable and may be considered inadvertent plagiarism, necessitating a rewriting of the paper, test, quiz, or exam.

## 2. Extensions and Incompletes Policies

Instructors manage assignment schedules as specified by the course schedule in the syllabi. Learners are expected to comply with that schedule and complete all assignments by due dates. No credit will be given for an incomplete course, unless the student is granted an extension by the instructor, as described below, and the deadline for the extension is met.

Instructors have discretion in the granting of extensions for coursework for MA courses and can grant learners an extension of up to 6 weeks beyond the course end date under mitigating circumstances. (Coursework extensions granted for more than one week after the end of the course requires documentation be recorded in Populi of an emergency situation that prevents the student from finishing the course on time.) The student will be charged a $50 extension fee. Learners will receive an “Incomplete” as a course grade until the instructor submits their final grade. Failure to submit coursework by the extension deadline will translate automatically into a “0” on the student’s un-submitted assignment.

## 3. Reasonable Accommodation for Academic Disabilities

William Carey International University is committed to ensuring that learners with disabilities receive appropriate accommodations in their instructional activities, as mandated by Federal and State law and by WCIU policy. The fundamental principles of nondiscrimination and accommodation in academic programs were set forth in Section 504 of the federal Rehabilitation Act of 1973; the Americans with Disabilities Act of 1990, Title II; and their implementing regulations at 34 C.F.R. Part 104 and 28 C.F.R. Part 35 respectively.

A student who wishes to request reasonable accommodation should submit the [WCIU Reasonable Accommodation Request Form](https://static1.squarespace.com/static/58178917d482e994ffcd43ba/t/5b7c9ff0032be481e287ce40/1534894065455/4.+WCIU+ADA+Resonable+Accomodation+Request+Form.pdf) (Click form name for link) to WCIU Student Services at: 1539 East Howard Street, Pasadena, CA 91104 or send by email to learnerservices@wciu.edu.

The request should include the following:

• The nature of the disability and need for accommodation.

• The specific accommodation being requested.

• Documentation regarding the disability.

The request will be submitted to the Academic Leadership Team for review and resolution.

## Class Policies

**Participation** in class or the online Zoom calls or discussions is an essential in any learning community, as each class builds on the previous, paradigms reflecting an expanding matrix of foundational to complex ideas. Timeliness is as important on Zoom as it is in a physical classroom.

**Conflict with other commitments:** This is adult education, so there is always a juggling of multiple commitments. At the outset inform people around you of your commitment and reduce other commitments.

The aim of a course is not to kill you with stress but create a positive learning environment. Your workload should not be excessively more or excessively less, despite the driven-ness of the culture around. Learning a healthy work-life balance is part of the graduate experience. Work hard! play hard!

**Online equipment:** For online interaction, a headphone with mouthpiece (that excludes external arguments between roomates’ noises or coffee bar background) is essential. Where there are two or more learners on a link, a splitter is needed so all can use headphones. Broken computers or work lost in crashes are not considered acceptable excuses for not submitting the work. Plan on computer failure every three years. Back up your computer weekly, and major assignments daily.

**Assignment Options:** Learners interested in proposing other means (different from those outlined above) of demonstrating their comprehension, inquiry, and skill relative to the purpose(s) of this course may do so upon the instructor’s discretionary consent. Such learners are to submit thorough and well-reasoned proposals (appropriate to graduate-caliber study) in sufficient time for both the instructor to review and accept or modify the proposal and the student to complete it prior to the end of the term.

**Netiquette Policy:** Online classes provide a valuable opportunity to engage in in dynamic exchanges of ideas. To foster a positive learning experience, learners are expected to adhere to the following Netiquette policy. Here are some Student Guidelines for the class: • Do not use offensive language. • Never make fun of others. • Use correct spelling and grammar. No text language or slang. • Keep an “open-mind.” • Be willing to express your opinion, even if others don’t share it. • Be aware that the University’s Academic Honesty Policy also applies to forum posts. • Think about your message and proofread before you click “Send”

In this class, **collaboration** is encouraged on assignments. However, each assignment needs to be submitted by each person, and documentation by each party of how many hours they put in, others put in and the % and nature of workload each contributed.

# SECTION 5 – MATUL PROGRAM LEARNING OUTCOMES

*Below is the relationship of student learning outcomes in the course and Program Learning outcomes. [Artifacts used to measure the Student Learning outcomes are in brackets]. As a result of their studies in the WCIU MATUL program, graduates will be able to:*

### Epistemology: Model skill in both oral culture dialogical learning, and self-directed critical academic thinking.

Graduates will be able to initiate, manage, and modify their own learning goals and activities and to use that learning to help serve and benefit others***.*** They are scholars who can dialogue within the wisdom systems of oral cultures but who can question assumptions and weigh evidence related to theories, ideas, and practices in the formal academe.

**Course SLO#1 Global Educational Development Philosophy**: Critically evaluate global educational development philosophy issues including: gender inclusion, innovation, universal education, community management, vocational training and options of “private” vs. “public” schooling for slum dwelling children and adolescents. [Disc 4, Project 2]

### Research Skills: Conduct competent organization-based action-reflection urban research.

As scholar-activists, they choose appropriate research methods for the challenges at hand, conduct effective research into those challenges, and can report their findings into communities and developmental structures with which they co-work in ways that are both academically and culturally appropriate for bringing about change for transformational good.

**SLO#5 Entrepreneurial Skill:** Describe Gannt chart steps for initiating a slum school, preschool, vocational school or adult computer learning center [Project 4].

### Biblical Theology of Holistic Ministry: Articulate the implications of Biblical meta-narratives for contemporary urban / urban poor leadership in community development and ministry.

Graduates integrate the meta-narrative of human redemption and restoration of the whole creation into urban studies fields and into their research and practice of engaging urban poor contexts and city structures.

**SLO#2 Theology of Education:** Compare selected theories of education and Biblical foundations for education among the poor [Project 2].

### Building Holistic Faith Communities: Demonstrate an ability to design strategies for evangelism, discipleship and engagement with urban cultural complexity so as to multiply multicultural ministries and leadership.

Graduates can lead strategic organizational analysis that assists local organizations and movement leaders to improve engagement and delivery systems among the urban poor. They can multiply concepts, values and skills from within courses into oral cultures.

**SLO#3 Values:** Illustrate a passion for creating community-based slum schools as part of the expansion of the Kingdom of God through weekly practicum reports [Zoom Discussions].

### Transformative Urban Movements: Integrate theories, principles, and practices of urban movement leadership that address development of flourishing, harmonious, resilient cities.

Graduates are able to multiply leadership and teams in social or religious movements, both in forming faith communities and in building relational and resource capacity, having a growth mindset, embracing failures, solving complex problems and multiplying socio-economic-educational-political engagements from these movements.

### Social Entrepreneurship: Apply Biblical social entrepreneurship and economic principles that facilitate leadership progressions that lift people from the lower economic circuit to the upper economic circuit.

Graduates identify themselves as social entrepreneurs, able to train leaders in theologies and practice of economics that results in multiplying savings groups, fostering small businesses and a multiplicity of economic engagements, enabling individuals and groups to improve their economic status and some to move into the formal urban culture.

**SLO#4 Cross-Cultural Project Practicum:** Demonstrate intercultural, interpersonal, and project management in supporting the goals of an educational center through the community practicum [Project 1].

**SLO#5 Entrepreneurial Skill:** Describe Gannt chart steps for initiating a slum school, preschool, vocational school or adult computer learning center [Project 4].

### Cross-Cultural Spiritual Leadership: Exhibit cross-cultural competencies, Christian character and spiritual formation required of leadership in religious or social movements among the poor.

Graduates model Christian character and a depth of spiritual practice, undergirding the interpersonal and intercultural skills required to work cross-cultural, and multi-level economic urban contexts in ways that foster “inside out” transformation rather than simply solving problems for people.

**SLO#4 Cross-Cultural Project Practicum:** Demonstrate intercultural, interpersonal, and project management skills in supporting the goals of an educational center through the community practicum [Project 1].

# Bibliography

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* Tooley, James. (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>

# MODULES TUL555 Weekly Populi content

## Index page

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### [SyllabusPreview the document](https://canvas.apu.edu/courses/5858/files/355945/download?verifier=jLNUwc2l5ZKJ6asWHYonGQamte2Ck02uX92FfEH6&wrap=1) (will download to your computer)

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[Click here for help in navigating Populi](http://gocanvas.apu.edu/)

### Course Overview:

This course trains learners 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.

### Assessment Milestones

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **MODULE** | **Dates (Week Beginning:)** | **Discussion**  **these are the synchronous Zoom and asynchronous online discussions.** | **Project Due Date** | |
| 1 | 01/06 | Introductions  Theological Foundations of Education | Evaluate Local Courses & NGO’s |
| 2 | 01/13 | Practicum | **Project #1 Practicum:** Initial docs |
| 3 | 01/20 | Philosophies of Education | **Project #2:** Theology & Theories of Education |
| 4 | 01/27 | Philosophies of Education |  |
| 5 | 02/03 | Childhood Development Theory | **Project #4:** Processes – initial collective framework |
| 6 | 02/10 | Processes of Setting Up a School |  |
| 7 | 02/17 | Vocational Training | **Project #3**: Establishing Schools for the Poor |
| 8 | 02/24 | Church-Based Schooling |  |
| 9 | 03/02 | Progressions to Found a School |  |
| 10 | 03/09 | Administration/Financial Issues |  |
| 11 | 03/16 | Teacher Recruitment/Training | **Project #4:** Final Report |
| 12 | 0323 | Gender Issues in Education | **Project #4:** Revised Report |
| 13 | 03/30 | Integration of Research  Presentations of Integration of Research | **Project #4:** Presentation |
| 14 | 04/06 | Presentations of Integration of Research | **Project #1:** Practicum –Final Docs |
| 15 | 04/17 | Finale  Course evaluation. | All Assignments Completed |

### Assignments Weighting

|  |  |
| --- | --- |
| **Item** | **Weight** |
| **Discussions: Face to Face online**  Asynchronous Forum | 8%  7% |
| **Project 1** | 25% |
| **Project 2** | 10% |
| **Project 3** | 10% |
| **Project 4** | (10% Initial)  30% Final |
| **Total** | 100% |
| **Course Evaluation** | (2% extra credit) |

Go to the Pre-course Forum Post in the Class Lounge to get started

## Forum: Class Lounge



### Welcome to the Class Lounge!

This discussion is here for you and your classmates to exchange ideas and solutions. From prayer requests...to homework tips...to interesting articles...to whatever you want to talk about, the Class Lounge provides a positive place for student-to-student support and socializing. Your contributions matter, so check in often.

*(This is a student discussion, so if you have questions for the instructor, please use email or the "Ask the Instructor" discussion.)*



### Say Hello!

First, upload a picture for your profile so that we can view your face with your posts. Follow the directions below, if you haven't already uploaded a picture or wish to update it.

1. You can upload any photo there that you have saved to your desktop or in your Photo folder.
2. After you upload your photo, please click on the "Privacy" button above your profile picture, and chose the first option, "Profile Image" and select "Everyone." This way we can all "see" one another as we dialogue.

In a **video response**, please answer the following questions. Welcome each other in a written response.

* What your goals for the course
* Report on your initial study of the course syllabus. Let us know you have read it entirely and carefully.

Reply to the questions in a **video response**, and greet two colleagues in a **written response**. Refer to the detailed instructions on making and embedding a video using the "student video response" in the attachment.

[HowToMakeAndEmbedVideo.docx](https://canvas.apu.edu/courses/5858/files/355971/download)

### Ask Your Instructor

Ask Your Instructor

Do you have a question of general interest? Check below to see if it has already been answered. If it hasn't, post your question here.

*(This is a public discussion; therefore, if your question deals with personal information, please email your instructor for a confidential reply.)*

# MODULE LAYOUTS

(These are better reviewed in Populi than in a syllabus, so this is a first draft)

# Module -

## Module Learning Objectives

Upon completing this module, learners will be able to:

* [Objective 1]
* [Objective 2]

## Pre-Discussion Readings & Videos

## Class Discussion

* Discussion on Weeks Praxis]
* [Student Presentation]
* [Idea 1]
* [Idea 2]
* [Integrative Presentation]

## Post-Discussion Learning Activities

Week 1: Introductions & Theological Foundations

# Module Learning Objectives

Upon completing this module, learners will be able to:

* Navigate the course
* Establish process and deadlines on their calendars
* Be collectively excitedly curious about the unknowns of how schools develop in the slums

# Pre-Discussion Readings

## Week 1: Readings

The concept of faith as central to education is significant and open to a lot of debate.

* [Faith and Slum Schooling](https://canvas.apu.edu/courses/5858/pages/Faith%20and%20Slum%20Schooling?titleize=0)—Read and critique this essay by Dr Richard Slimbach. 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 (Links to an external site.)Links to an external site.](http://www.create-rpc.org/pdf_documents/Bangladesh_Policy_Brief_1.pdf)
* **Read:** “[Developing-world Education (Links to an external site.)Links to an external site.](http://www.givewell.org/international/education/detail#Improvingqualityofschooling)”
* **Read**: “[Primary Education in Developing Countries (Links to an external site.)Links to an external site.](http://portal.unesco.org/education/en/ev.php-URL_ID=33163&URL_DO=DO_TOPIC&URL_SECTION=201.html)” [See “International Commitments” link in right-hand column. Read “The Right to Education,” “Education for All,” Millennium Development Goals,” and “Fast Track Initiative” links.

If you did not study childhood development or human development in undergrad, 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.

## Week 1: Multimedia

Many of the themes of the course are encapsulated in this video:

* A Welcome from Corrie de Boer in Manila
* We will hear more from Chona in the next weeks.

There are many resources at this [MMP resource website (Links to an external site.)Links to an external site.](http://mmpreschool.wix.com/mmpwebs#!technical-service/c9fo)

# Class Discussion

* Welcome
* Syllabus Discussion [and video]
* Review of Videos
* Review of Readings
* Discussion of next steps and practicum

# Post-Discussion Learning Activities

## Forum: Week 1: Third World Schooling

Since the 1950s, enrollments in school throughout the developing world have greatly expanded. But enrollment does not guarantee quality education—that is, the mastery of basic knowledge and skills. This is especially so during periods of sharp economic decline, where schools must do more with less. Child populations are also doubling every 20 years in many countries, increasing demand without a corresponding increase in supply. In many cases, the conflict between ever-rising enrollments and falling resources severely erodes school quality. We begin the course by framing the issues bearing upon “third world” schooling—both the causes of the problem and the strategies being proposed for addressing them.

The urban poor are among the worst-served groups, education wise, in the developing world. Our task this week is to understand why.

(1) Read the materials for this week.

(3) Write: In two paragraphs, explain five (5) of the most important issues framing “basic education in the developing [urban] world.” Provide direct references to the readings (author, page #).

(4) Then describe what is being initiated at a global level to raise the access to and quality of schooling.

(5) Lastly, venture an opinion, based on your reading, of how “quality basic education” (primary/secondary education) should best relate to “training in production skills” (technical education)? Should they be joined or separated?

**Instructions**

1. Post a “substantive” response to Discussion prompts by 10:59 PM (PST) Wednesday. Include information from the weekly readings to support your response.
2. Post a “substantive” response to two peers by 10:59 PM Saturday night

*See Online Discussion section of Syllabus for complete instruction*

## 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, learners) 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. Learners 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 learners 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.

### 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 learners, who staff are, etc to the class. This is just an introductory step.
5. Submit these to this assignment.

### Instructions:

1. **Review** the instructions above and in the syllabus.
2. **Save** your work using the following naming convention:
   * "LastNameFirstInitial\_AssignmentName.docx"
3. **Submit** your assignment as an attachment below.

**Points:** 100

Week 2

# Learning Objectives

Upon completing this module, learners will:

* Be motivated about learning educational concepts that work among the urban poor
* Grasp some salient educational theories for urban poor education
* Understand the details of establishing and flourishing in their practicum

# Pre-Discussion Readings & Videos

## Week 2: Readings

Brief overview of this week’s content.

### Faith and Education

* **Read:** “[Issues in Basic Education in Developing Countries: An Exploration of Policy Options for Improved Delivery (Links to an external site.)Links to an external site.](http://home.hiroshima-u.ac.jp/cice/chimombo8-1.pdf)”
* Read on [A Jesuit Philosophy of Education (Links to an external site.)Links to an external site.](http://www.bc.edu/content/dam/files/offices/mission/pdf1/ju10.pdf)

### ​Issues in Education

* **Read**: “[Primary Education in Developing Countries (Links to an external site.)Links to an external site.](http://portal.unesco.org/education/en/ev.php-URL_ID=33163&URL_DO=DO_TOPIC&URL_SECTION=201.html)” [See “International Commitments” link in right-hand column. Read “The Right to Education,” “Education for All,” Millennium Development Goals,” and “Fast Track Initiative” links.
* Read Part 5 "Helping Children Develop Spiritually" in *Childhood Education in the Church*
* [*The State of the World's Children*](https://canvas.apu.edu/courses/5858/files/355977/download?wrap=1) *2014. UNESCO*
* *[Lessons in Learning](https://canvas.apu.edu/courses/5858/files/355949/download?wrap=1)*

# Class Discussion

1. Review approaches to organizations for practicums.
2. Matt's presentation on [Education for the Poor in Bangladesh](https://canvas.apu.edu/courses/5858/files/355950/download?wrap=1)
3. Jose and Elyse, [How Faith connects to Slum Based Schooling](https://canvas.apu.edu/courses/5858/files/355978/download?wrap=1)
4. Review the theological assumptions of Christian Schooling from [The Role of the Christian School](https://canvas.apu.edu/courses/5858/files/355979/download?wrap=1) in *Childhood Education in the Church.*
5. Review of Issues that the article on Indian education raises.
6. Discussion on Project 2
7. Integrative [Video Presentation on Faith-Based Education]. [Powerpoint]

# Post-Discussion Learning Activities

## Project 2: Theology / Theories of Education Discussion

The assignment you are working on is the following:

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

2. Search the web for other Christian perspectives on education. Part 5: "Helping Children Develop Spiritually" in the assigned text Childhood Education in the Church has a number of perspectives.

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

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 menu that relate to this issue

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

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

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

# Forum Discussion

Use this forum to get this started, write up two paragraphs on one item you have found, related to theological foundations and one related to an educational philosophy. Respond to other entries with some of the research you have also found. This is an academic discussion, and requires citations and logical responses. "Nice post" is not an academic response, nor "I feel good about this topic" Come to the Zoom session with one of these to share.

**Instructions**

1. Post a “substantive” response to Discussion prompts by 10:59 PM (PST) Wednesday. Include information from the weekly readings to support your response.
2. Post a “substantive” response to two peers by 10:59 PM Saturday night

*See Online Discussion section of Syllabus for complete instruction*

[Add the following to assignments and grading book]

## 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, learners) 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. Learners 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 learners 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.
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4. Give an initial 5 minute ethnography presentation to class. Some photos, a description of type of school, kinds of learners, who staff are, etc to the class. This is just an introductory step.
5. Submit these to this assignment. (due by Week 3)  
   Service-Learning Agreement  
   5-Minute Ethnography PowerPoint

### Instructions:

1. **Review** the instructions above and in the syllabus.
2. **Save** your work using the following naming convention:
   * "LastNameFirstInitial\_AssignmentName.docx"
3. **Submit** your assignment as an attachment below.

## Week 2: Reminder

Add reminders here

Week 3: Philosophies of Education

# Learning Outcomes:

* Student curiosity will be driven towards understanding some major theorists that impact educational practice among the urban poor.
* Understand core concepts of a vocational training approach to education
* Explain elements of theology of education

# Week 3: Pre-class Readings

## Week 3: Readings

1. Start reading 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 (Links to an external site.)Links to an external site.](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 (Links to an external site.) Links to an external site.> 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)

## Week 3: Multimedia

Some discussion issues on a [Theology of Education](https://canvas.apu.edu/courses/5858/files/355980/download?wrap=1)

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://canvas.apu.edu/courses/5858/files/355981/download?wrap=1)
* [Presentation on Friere by Peter Copan](https://canvas.apu.edu/courses/5858/files/355982/download?wrap=1)
* [Educational Theorists](https://canvas.apu.edu/courses/5858/files/355983/download?wrap=1)
* [Philosophy Behind Education](https://canvas.apu.edu/courses/5858/files/355984/download?wrap=1)
* [Stephanie Morre on Constructivism](https://canvas.apu.edu/courses/5858/files/355985/download?wrap=1)

# Week 3: Educational Center Practicum

You have selected either a public or private school or vocational school for a 40-hour practicum (by **the end of week 3)**. This practicum is designed to help you develop a mentored, experiential awareness of the educational issues which we will read about and discuss during the course, all the while lending support to the teachers, parents, and/or children. Choose a school with either a preschool, or general education (primary/secondary) *or* vocational training mission. *Note:* If you do choose one of the many “private” (for-profit) schools within a particular slum community, it must meet the following two criteria: (1) be primarily funded by urban poor student tuition (i.e. not completely or majorly subsidized by outside/foreign funds - all poor schools have some degree of benefactors to survive so dependency is a flexible concept); and (2) model social entrepreneurial, with local school leaders also being creative business persons. At the close of the service term, a copy of the completed “Service-learning Agreement”, along with a brief Service Performance Evaluation, will be sent to your Supervisor. Scores on both products will factor into the grade for Project 1.

A group of people sitting at a table

Description automatically generated

# Forum: Educational Center Practicum

**Write** a short paragraph response to the following questions:

(1) What *level* of school (primary, secondary, young adult) and *type* of school (basic education or technical training) are you most interested in? Why?

(2) In what *school,* serving what student *population,* have you secured a placement?

(3) Have you met with a supervisor to draft an Agreement?

(4) What do you most look forward to learning within that school setting? What are you most insecure about?

### Educational Theorists

Add your link to the best article on 1-3 theorists in this [google doc (Links to an external site.)Links to an external site.](https://docs.google.com/a/apu.edu/spreadsheets/d/1qWDKc9dKtZlqWwdGPKOcNm7COqPmhQqyMBejwk5Qobo/edit?usp=sharing)

# Assignment Instructions

1. Post a “substantive” response to Discussion prompts by 10:59 PM (PST) Wednesday. Include information from the weekly readings to support your response.
2. Post a “substantive” response to two peers by 10:59 PM Saturday night

## Educational Theorists

Add your link to the best article on 1-3 theorists in this

*See Online Discussion section of Syllabus for complete instruction*

## Week 3: Reminder

Add reminders here

## Week 4: Public vs Private School Debate

### Learning Outcomes: by the end of this unit, learners will:

* Explain the reasons why private slum schools are producing better outcomes than government schools
* Be able to debate the pros and cons of the different systems of schooling

### Week 4: Pre-class Readings

Read three of the following. Come to class with a 1 or 2 page Powerpoint to highlight 2 key ideas learned from one of these.

* **Read:** [Pratham (India) (Links to an external site.)Links to an external site.](http://www.educationnews.org/international-uk/the-global-search-for-education-more-from-india/)
* **Read:** [Pushcart Classrooms (Manila) (Links to an external site.)Links to an external site.](http://thisgivesmehope.com/2012/06/28/344-pushcart-classrooms-for-manilas-slum-children/)
* **Read:** [Sugata Mitra’s “Hole in the Wall” (Links to an external site.)Links to an external site.](http://getideas.org/resource/education-30-examples-hole-wall/)
* **Read:** [“Education Against All Odds” (vocational education in Afghanistan) (Links to an external site.)Links to an external site.](http://www.guardian.co.uk/global-development/video/2012/apr/25/education-against-odds-afghanistan-audio-slideshow)
* **Read:** [Grameen Slum School (Dhaka) (Links to an external site.)Links to an external site.](http://blogabiv.com/?p=141)
* **Read:** [Slum School (Bali) (Links to an external site.)Links to an external site.](http://www.sacredchildhoods.org/projects/slum-school)
* **Read:** [Mercy Center (Klong Toey, Bangkok) (Links to an external site.)Links to an external site.](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) (Links to an external site.)Links to an external site.](http://redrosechildren.blogspot.com/2007/05/kibera-slum-schools-educational-day.html)
* **Read**: [Whose Culture Has Capital (Links to an external site.)Links to an external site.](http://www.minneapolis.edu/~/media/External-Site/Files/Misc/Opening-Day-2012/Yosso-Whose-Culture-Has-Capital.pdf)

### Week 4: Multimedia

* [Freire Preview the document](https://canvas.apu.edu/courses/5858/files/355962/download?wrap=1)
* Discuss how to grade [Bethel's Paper comparing Public and Private Schools in DelhiPreview the document](https://canvas.apu.edu/courses/5858/files/355963/download?wrap=1)
* Add articles you have found on educational theory to the [Educational Theory Google Doc (Links to an external site.)Links to an external site.](https://docs.google.com/a/apu.edu/spreadsheets/d/1qWDKc9dKtZlqWwdGPKOcNm7COqPmhQqyMBejwk5Qobo/edit?usp=sharing)
* [Blooms Taxonomy and the digital age (Links to an external site.)Links to an external site.](https://d1pmarobgdhgjx.cloudfront.net/education/ED_Blooms_Taxonomy.mp4)
* [Towards a Theology of EducationPreview the document](https://canvas.apu.edu/courses/5858/files/355980/download?wrap=1)
* [Government vs Private SchoolsPreview the document](https://canvas.apu.edu/courses/5858/files/355964/download?wrap=1)

### Week 4 Forum: Private or Public Schools

Over the last few decades, the accepted wisdom throughout the developing world has been that private schools are for rich people and everyone else, especially the rural and urban poor, are to be educated within public (government-sponsored) schools. More recent research conducted by scholars like Justin Sandefur, James Tooley, and Pauline Dixon have begun to challenge this orthodoxy. They have discovered that poor people have remarkably innovative ways of helping themselves, and in some of the most destitute places on Earth. For the next**3 weeks**, we will immerse ourselves in this debate. We will assess the benefits and drawbacks of both models in relation to parent/student motivation, cost, instructional quality, and learning productivity (achievement). Our reading and video viewing, in tandem with our practical training (practicum), prepares us to compose an analytic report **(Project 2)** that conceptually “frames” the ethnographic research that will follow **(Project 3)**.

***Discussion #4:*** **Private or Public Schools for the Poor?**

Most developing countries provide public education at the elementary and high school levels. Such schools enroll approximately 90 percent of primary and 70 percent of secondary school learners, and are free, or almost free. But increased demand and reduced public sector funding has produced a situation where private schools have proliferated in urban poor communities. Should countries relax restrictions on establishing or expanding private schools? Should governments provide loans to private schools, and restrict the number of available places in public schools? Would doing so generate more resources for education, and also lead to greater efficiency and improved quality? Since private schools compete for learners, and are accountable to parents who pay the bills, would state support for private schools incentivize schools to adopt teaching practices and use staff and educational materials effectively and economically?

These are some of the “policy” questions being debated today, and the assigned readings on the topic should at least enable you to venture a very tentative opinion as a way to “prime the pump” for Project #2. (1) **Read** and **view** the assigned materials. (2) Then **write** a two-paragraph (minimum) response to the following question based on your reading, viewing, and personal experience: *Would a high school student, selected at random from a general student population in a slum community, do better in a public or private school?* Be sure to support your response with empirical evidence drawn from the assigned materials. **Post** and **comment** no later than **Thursday at 6 am PST**

OR respond to the following two paragraphs:

This leads to issues of ownership, accountability, and motivation to train children. What is the relationship of the church-plant and the emergence of schools in a slum? What are the benefits of such a synergy? what are the synergies? What are the dangers?

What then is the role of external funding, given that internal financial mechanisms hold principals and teachers in private slum schools accountable? I many times hear Westerners gravely concerned about corruption and non-accountability among the poor. I cringe because I rarely see it. Instead I see workers seeking resources to maximize what they are doing and sacrificing at all points to do so. The corruption tends to be at larger levels or with non-believers. Should we not seek to resource externally because of this concern? How do we mitigate it and how do we process such relationships?

**Instructions**

1. Post a “substantive” response to Discussion prompts by 10:59 PM (PST) Wednesday. Include information from the weekly readings to support your response.
2. Post a “substantive” response to two peers by 10:59 PM Saturday night

*See Online Discussion section of Syllabus for complete instruction*

### Week 4: Reminder

Add reminders here

## Week 5: Childhood Development Theory

### Learning Outcomes:

* Learners will have a surface understanding of childhood development stages

### Week 5: Pre-Class Readings

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

1. [http://psychology.about.com/od/developmentalpsychology/ss/early-childhood-development\_2.htm (Links to an external site.)Links to an external site.](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 (Links to an external site.)Links to an external site.](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 (Links to an external site.)Links to an external site.](http://psychology.about.com/od/early-child-development/a/cognitive-developmental-milestones.htm)
4. [http://www.simplypsychology.org/vygotsky.html (Links to an external site.)Links to an external site.](http://www.simplypsychology.org/vygotsky.html)
5. [http://www.simplypsychology.org/bruner.html (Links to an external site.)Links to an external site.](http://www.simplypsychology.org/bruner.html)
6. [http://www.investinginchildren.on.ca/Communications/articles/maslow.html (Links to an external site.)Links to an external site.](http://www.investinginchildren.on.ca/Communications/articles/maslow.html)
7. [http://psychology.about.com/od/developmentalpsychology/a/kohlberg.htm (Links to an external site.)Links to an external site.](http://psychology.about.com/od/developmentalpsychology/a/kohlberg.htm)
8. [http://www.kidsdevelopment.co.uk/bfskinnersbehaviouraltheory.html (Links to an external site.)Links to an external site.](http://www.kidsdevelopment.co.uk/bfskinnersbehaviouraltheory.html)
9. [http://www.simplypsychology.org/bandura.html (Links to an external site.)Links to an external site.](http://www.simplypsychology.org/bandura.html)

WEBSITES:

* [http://www.bucksiu.org/page/1184 (Links to an external site.)Links to an external site.](http://www.bucksiu.org/page/1184)(All types of developments)
* [http://www.who.int/mediacentre/factsheets/fs332/en/index.html (Links to an external site.)Links to an external site.](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 (Links to an external site.)Links to an external site.](http://www.search-institute.org/content/40-developmental-assets-adolescents-ages-12-18)

### Week 5: Discussion and Multimedia

Each person present a slide on a key element from one of the above or take one element of [Ryan Hernandez paperPreview the document](https://canvas.apu.edu/courses/5858/files/355952/download?wrap=1) and develop a Prezzi (if you wish, or else Powepoint slides that morph) that shows the progressions of setting up a school.

Discuss Power Point on [Vigostsky and PiagetPreview the document](https://canvas.apu.edu/courses/5858/files/355953/download?wrap=1) by Matt Norton

Discussion of a Vimeo presentation on Childhood Development orProcesses of setting up schools.

### Week 5: Reminder

## Week 6: Process of Setting up a School

### Learning Outcomes: Learners will

* As in previous unit
* Students will conceptualize an initial framework of steps to set up a school

### Week 6: Pre-Class Readings

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

* Read: Opposing viewpoints in the debate:
  + [Justin Sandefur (Center for Global Development) (Links to an external site.)Links to an external site.](http://www.oxfamblogs.org/fp2p/?p=11047)[pro-privates]
  + [Kevin Watkins (Brookings Institution) (Links to an external site.)Links to an external site.](http://www.oxfamblogs.org/fp2p/?p=11064) [pro-publics] §
* Read: Oxfam, “[Resourcing Global Education (Links to an external site.)Links to an external site.](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.
* Read: James Tooley. (2009). [The beautiful tree: A personal journey into how the world's poorest people are educating themselves (Links to an external site.)Links to an external site.](http://www.cato.org/store/books/beautiful-tree-personal-journey-how-worlds-poorest-people-are-educating-themselves-hardback). Washington, D.C.: Cato Institute. 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.

### Week 6: Pre-class Multimedia

* View: James Tooley on Stossel. [http://www.cato.org/multimedia/video-highlights/james-tooley-discusses-private-education-poor-countries-fbns-stosse (Links to an external site.)Links to an external site.](http://www.cato.org/multimedia/video-highlights/james-tooley-discusses-private-education-poor-countries-fbns-stosse)[l (Links to an external site.)Links to an external site.](http://www.cato.org/multimedia/video-highlights/james-tooley-discusses-private-education-poor-countries-fbns-stossel) [7 min.]
* View: “The Education Divide in Hyderabad”: [The Education Divide - public vs. private schools in India's slums (Links to an external site.)Links to an external site.](http://www.youtube.com/watch?v=olGE0QeHiG8)
* View: Pauline Dixon, “How slum schools are serving the poorest”: [http://www.youtube.com/watch?v=gzv4nBoXoZc (Links to an external site.)Links to an external site.](http://www.youtube.com/watch?v=gzv4nBoXoZc)

### Class Discussion

* Review of practicum (Questions below)
* Debate: Four arguments on each side of the Public vs private schools sector from the literature. Improve on the following: [Govt vs PrivatePreview the document](https://canvas.apu.edu/courses/5858/files/355964/download?wrap=1)
* Discussion: Processes of setting up Schools
  + 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.
  + Summary in [Steps to Setting up a Church SchoolPreview the document](https://canvas.apu.edu/courses/5858/files/355965/download?wrap=1)

## Week 6 Activities: Urban Poor School Administration

### School Administration for your report

The video and written profiles below document the remarkable diversity of schools types serving urban poor populations. As your practicum is under way, dedicate several hours of reading and viewing in order to appreciate the creative ways education is being made accessible, affordable, and relevant to slum dwellers. Take notes on (1) physical setting, (2) student population, (3) leadership, (4) curriculum, and (5) pedagogy, perhaps by organizing a table of some kind. You can then draw on that information to produce your Educational Center Practicum report .

### (Forum Discussion and Zoom call): School Administration & Environment

During this week’s Zoom call, we will check in regarding our various practicum experiences, and discuss some of the elements of school cultures within slum communities (e.g. physical setting, student populations, leadership, curriculum, pedagogy).

* What are the critical elements of the **physical setting** and what seem not essential and adaptive to poverty levels?
* **Student populations:** How many of the learners are from the slums, how many are dependent on scholarships, how many are middle class paying fees?
* Where does the **curriculum** come from? how significant is it for the teachers?
* **Pedagogy**: Who trains the teachers and how? What are essential elements of style? of control? How does it relate to the urban poor context.

**Instructions**

1. Post a “substantive” response to Discussion prompts by 10:59 PM PST (PST) Wednesday. Include information from the weekly readings to support your response.
2. Post a “substantive” response to two peers by 10:59 PM PST Saturday night

*See Online Discussion section of Syllabus for complete instruction*

## Project 2: Theology & Theory of Education

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

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

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

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

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

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

Total 4-5 pages.

### Instructions:

1. **Review** the instructions above and in the syllabus.
2. **Save** your work using the following naming convention:
   * "LastNameFirstInitial\_AssignmentName.docx"
3. **Submit** your assignment as an attachment below.

### Week 6: Reminder

1. Review of lessons learned in practicums

2. A Student Presentation

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

4. 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.

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

## Week 7: Vocational Educational Training

### Learning Outcomes: Learners will be

* Able to converse about key principles in Vocational Educational
* Do an initial conceptual application of these principles to urban poor education
* text

### Week 7: Pre-Class Readings

## Vocational Training

* [VET (India)Preview the document](https://canvas.apu.edu/courses/5858/files/355954/download?wrap=1)
* [Indian VET and CulturePreview the document](https://canvas.apu.edu/courses/5858/files/355955/download?wrap=1)
* [VET (Philippines)Preview the document](https://canvas.apu.edu/courses/5858/files/355956/download?wrap=1)

Week 7: Pre-Class Multimedia

* [VET Theoretical FoundationsPreview the document](https://canvas.apu.edu/courses/5858/files/355957/download?wrap=1)
* [VET Theological FoundationsPreview the document](https://canvas.apu.edu/courses/5858/files/355958/download?wrap=1)
* [Review the Philippine's list of vocational training coursesPreview the document](https://canvas.apu.edu/courses/5858/files/355956/download?wrap=1)
* [Consider the practicalities of developing an Internet cafe in your slum as the center of vocational training.Preview the document](https://canvas.apu.edu/courses/5858/files/355959/download?wrap=1)

### Week 7: Zoom Discussion

* Review Practicum
* Review all assignments
* Discussion from Readings: Processes of VET. Each student present one slide of two ideas learned.

### Week 7 Forum

### Week 7: Reminders

## Week 8: Church-Based Schooling and Progressions to Found a School

## Learning Outcomes:

* Students can knowledgably discuss the various stages of relationship of church and schooling
* Learners have internalized the essential elements of an enthnographic process within a school

### Week 8: Pre-Class Readings

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.

### Week 8 Forum: Intro to Ethnography

In Project #2, we asked how a high-quality (creative, relevant) and affordable education might be made available to children and adolescents resident in the world’s slums. But the unpleasant fact is that high-quality *opportunities* rarely translate into full *enrollments*. As UNESCO discovered through its program *Education for All*, educational systems can provide free, universal *access* to primary schooling, temporarily increasing school enrollments, sometimes quite dramatically, only to see many children drop out before finishing school. *Why don’t these kids persist? What factors influence whether or not slum-based parents continue to send their children to school?*

Many locate the problem *inside* slum schools. Foreign visitors are especially shocked at the conditions of schools across the developing world, with many lacking the most basic equipment and school supplies—textbooks, blackboards, desks, benches, and sometimes even classrooms. Trained teachers are often unavailable, especially in remote rural areas. Shortages of teachers and school buildings result in double shifts or very large class sizes (upwards of 70 learners). Teachers who are “present” often have weak incentives and little supervision. Consequently, absenteeism and “time off task” run high. Like in India where government teachers are absent 25 percent of days and teaching less than 55 percent of the time.

And these are just the *school*-based problems. Other factors—rooted in family, culture, and community—make the provision of quality, affordable education one of the great human development challenges of the 21st century. Project #3 explores these dynamics through structured observation and interviewing in slum-based schools. The goal is to comprehend the complex set of factors that underlie educational center development in urban poor communities throughout the world.

***Discussion #5*** **(Zoom call): Producing a School Ethnography**

During this week’s Zoom call, we will again check in regarding our practicums. Then we will review the expectations and procedure below for completing Project 3. Special emphasis will be given to *analyzing the factors affecting the relative efficiency of public and private schools.*

### Week 8 Forum: Ethnographic Research

Post your observations and questions below regarding your ongoing ethnographic research project. What are you learning? What seems confusing?

Of particular interest is the outcomes of this education. How does it help learners escape poverty? For what is it preparing them?

Your objective is also to understand the nuts and bolts of how you get a school up and running. And for Christian schools how does this relate to church-planting and growth? What are the significant elements of a symbiosis?

Use the elements of a simple SWOT analysis here .

**Instructions**

1. Post a “substantive” response to Discussion prompts by 10:59 PM (PST) Wednesday. Include information from the weekly readings to support your response.
2. Post a “substantive” response to two peers by 10:59 PM Saturday night

*See Online Discussion section of Syllabus for complete instruction*

### Week 8: Reminder

Add reminders here

## Week 9: Gender Issues in Slum Education

### Learning Outcomes: Learners will

* Be able to describe the differentials between male and female educational levels in cultures and describe some factors that influence these.

### Week 9: Pre-class Readings

1. **Read:** [*The State of the World’s Children 2004* (Links to an external site.)Links to an external site.](http://www.unicef.org/publications/index_18108.html) [chs. 2, 4] The report focuses on the relationship of girls' education to social and economic development.
2. **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 (Links to an external site.)Links to an external site.*](http://www.cgdev.org/content/publications/detail/11898/)*.* Washington, DC: Brookings Institute and the Center for Global Development.

### Week 9: Multimedia

1. **View:** The 3short video clips of that underscore the need for expanding women’s schooling opportunities [http://www.halftheskymovement.org/issues/education (Links to an external site.)Links to an external site.](http://www.halftheskymovement.org/issues/education)
2. **View:** “Kibera School for Girls” [http://inkibera.org/baba-diana/ (Links to an external site.)Links to an external site.](http://inkibera.org/baba-diana/) [4:16]

### Week 9: Zoom Class

Discussion: Begin with the male perspectives in the class on gender equality in education. Respond with a gentle discussion as to why the women in the class feel this issue more deeply.

For Americans in the class: This is a deeply felt issue for American women development workers. It is politically incorrect for this to be mentioned. What are at the roots of American insistence on this issue in foreign cultures? How do you square this with the sensitivity with which we are trained to engage in other cultural issues? What elements in the American cultural mazeways of the mind might make this so intense? Postive? Negative? Generational?

For those from other cultures: What are significant cultural views that might differ from those of the American learners?

Given these backgrounds, what in the scriptures might make this a significant issue for Christians? At what stages in the development of discipleship might it surface?

Now add to the discussion ideas from the readings

Review your practicum and gender equality issues that have been present.

Prayer.

### Week 9 Forum Discussion: Gender Equality

If there is one conviction that most American development activists share, it is this: Gender equity is the biggest moral challenge facing the international community today, and girls’ education is the single most cost-effective instrument for achieving it. Increasing female participation in schools is not only cheap; it opens minds, gives girls new career opportunities and ways to generate cash, leads them to have fewer children and invest more in those children, and it tends to bring women from the shadows into the formal economy and society. While no panacea, educating girls probably has a greater transformative effect on a country than anything else one can do.

***Preparations***

After digesting the readings and video clips for this week, **write** a two-paragraph (minimum) response to this question: *Drawing from the week’s materials and your own experience, what factors restrain urban poor girls, along with their mothers, from fully participating in local educational centers, whether at the primary, secondary, technical levels?*

### Week 9: Reminder

## Week 10: Administration/Financial Issues

### Learning Outcomes

* text
* text
* text

### Week 10: Pre-Class Readings

1. **Read:** [Orangi, Karachi (Links to an external site.)Links to an external site.](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 (Links to an external site.)Links to an external site.](http://www.nuepa.org/Download/Publications/Occasional%20Paper-34schugh.pdf)”
3. **Read:** Stuart Cameron, “[Education in Slums of Dhaka, Bangladesh (Links to an external site.)Links to an external site.](http://www.create-rpc.org/pdf_documents/UKFIETstuartcameronpaper.pdf)”
4. [Further discussion on VETPreview the document](https://canvas.apu.edu/courses/5858/files/355967/download?wrap=1)

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?

**Instructions**

1. Post a “substantive” response to Discussion prompts by 10:59 PM (PST) Wednesday. Include information from the weekly readings to support your response.
2. Post a “substantive” response to two peers by 10:59 PM Saturday night

*See Online Discussion section of Syllabus for complete instruction*

## Week 11: Teacher Recruitment / Training

### Learning Outcomes:

* Based on their practicum, learners can explain how to recruit, train and sustain high quality teachers

### Week 11: Pre-Class Videos

* *Listen to the following two presentations, making notes as you go:*
  + *[https://youtu.be/GNXYI10Po6A?list=PLPLhSGJGK5kulleaO0EKgjDWl-mnoGIhj (Links to an external site.)Links to an external site.](https://youtu.be/GNXYI10Po6A?list=PLPLhSGJGK5kulleaO0EKgjDWl-mnoGIhj)*[](https://youtu.be/GNXYI10Po6A?list=PLPLhSGJGK5kulleaO0EKgjDWl-mnoGIhj)
  + *[How to SWOT analysis (Links to an external site.)Links to an external site.](https://youtu.be/NVwQNOIu808)*[](https://youtu.be/NVwQNOIu808)
* *Review Dr Stewart de Boer, founder of Mercy Missions Philippines on:* 
  + *[Starting Preschools in Manila (Links to an external site.)Links to an external site.](http://youtu.be/5QlZC4wy_qo)*[](http://youtu.be/5QlZC4wy_qo)
  + [*Self-support (Links to an external site.)Links to an external site.*](http://youtu.be/JYD3WsmJpi0)
  + *[OMR - Objectives, Method, Resources (Links to an external site.)Links to an external site.](http://youtu.be/NY1pW3b8t-M)*[](http://youtu.be/NY1pW3b8t-M)

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

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

*Others on [SWOT Analysis (Links to an external site.)Links to an external site.](http://youtu.be/9n-erTzwu8I)*[](http://youtu.be/9n-erTzwu8I)

Listen to the [presentation by Chiraphone Kahampouvong (Links to an external site.)Links to an external site.](https://youtu.be/s06moeaxTWk)on her engagement as a Peace Corps Vounteer in bringing about educational change in South Africa.

### Week 11: Pre-Class Readings

Complete two of the following readings:

* Teacher recruitment in the US. [http://www.nea.org/home/29031.htm (Links to an external site.)Links to an external site.](http://www.nea.org/home/29031.htm)
* Finding Teaching jobs abroad [https://www.teachaway.com/teaching-jobs-abroad?loc=India (Links to an external site.)Links to an external site.](https://www.teachaway.com/teaching-jobs-abroad?loc=India)
* Grants: [http://www.nea.org/grants/grantsawardsandmore.html (Links to an external site.)Links to an external site.](http://www.nea.org/grants/grantsawardsandmore.html)
* Teacher training by an international school in Africa [http://africateacherfoundation.org/index.html (Links to an external site.)Links to an external site.](http://africateacherfoundation.org/index.html)

### Week 11 Forum: Teacher Recruitment and Development

From within your school try to find answers t the following questions. You may wish to develop your better set of questions to be added here as an upgrade. Put some of your ideas into the online forum, and prepare a one pager or prezzi for the class discussions. Ask at your school:

* How are the school’s teachers recruited for slum schools, vocational schools?
* Who does the recruitment?
* How are they trained?
* Who does the in-service training?
* What is the content of the training?
* How is that funded?
* Are 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?

**Instructions**

1. Post a “substantive” response to Discussion prompts by 10:59 PM (PST) Wednesday. Include information from the weekly readings to support your response.
2. Post a “substantive” response to two peers by 10:59 PM Saturday night

*See Online Discussion section of Syllabus for complete instruction*

### Project 3: School Ethnography

Over the past 50 years, ethnographic research has helped us understand how schools operate in culture and society. It has created a basis for critiquing purely behavioristic (psychological) explanations of teaching and learning by widening the framework of data collection and analysis to include family, community, and organizational (sociocultural) factors. Our limited ethnography (Project 3) will be the product of a questioning process, informed by experience in the field (practicum) and knowledge of issues (course-related reading and video-viewing). Through the practicum, you will have learned to observe and ask questions as a means of serving with certain contextual understandings. Now, during 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 two different types of schools.

***Procedure***

1. Identify two (2) schools serving slum-resident children or adolescents—one **private** and the other **public**. The following will be based on your ethnography in your practicum school. But in the process you might seek comparisons form people with the other school.

2. Conduct a series of broad, “big picture” observations on 8 dimensions of organizational life (below). Take detailed notes. Convert these notes into a rich **description** (approx. 3 pages for each school).

§ *Space:* the physical plant

§ *Actors:* the people involved as learners, teachers, administrators, parents, volunteers, etc.

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

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

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

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

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

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

3. Conduct semi-formal interviews with **school leaders** and either **teachers or parents**.

*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 learners) 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?

*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?*

4. **Analyze** the observational and interview data for the key factors—individual, family, cultural, community, and school—that explain (a) school participation and (b) 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.

5. Write a 7-8 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 8 dimensions of organizational life for each school. (c) **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. Give the report a title. Include sub-heads and page #s. Spell- and grammar-check prior to submission.

6. [Required step] Present a copy of the report to the lead administrator. 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.

*Factors affecting the relative efficiency of public and private schools*

|  |  |  |
| --- | --- | --- |
| **Factors** | **School 1** | **School 2** |
| **Individual Factors**  - Gender of student  - Caste background of student/family  - Student’s motivation |  |  |
| **Family Factors**  - Family size  - Household income  - Parents’ educational level  - Parents’ educational aspirations |  |  |
| **Cultural Factors**  - Parental fear of harassment and abuse (female learners) |  |  |
| **Community Factors**  - Environmental conditions  - Job opportunity structure  - Transport access to schools  - Peer effects |  |  |
| **School Factors**  - School admission procedures  - Cost of tuition and uniforms  - Medium of instruction  - Overcrowding (pupil-teacher ratios)  - Infrastructure: lack of piped water; lack of toilets for girls;  - Teachers: lack of female teachers; high rates of teacher lateness and absenteeism; teacher behavior  - Availability of instructional aids and materials  - Incentives: e.g. mid-day meals,  - Classroom pedagogy |  |  |

**Forum Discussion:**  As a class seek to improve on this form (this week) and the process (next three weeks).

**Alternative approach:** Use the free Gantt Project 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.

### Instructions:

1. **Review** the instructions above and in the syllabus.
2. **Save** your work using the following naming convention:
   * "LastNameFirstInitial\_AssignmentName.docx"
3. **Submit** your assignment as an attachment below.

### Week 11: Reminder

## Week 13 &14: Integration of Research

### Learning Outcomes: Learners will

* Grow in confidence and several skills of public reporting and debate about their findings in their practicum
* Be able to clearly delineate legal, leadership, practical, resource development progressions in founding slum educational centers

# Week 13: Readings

* Charles Leadbeater, “[Learning from the Extremes (Links to an external site.)Links to an external site.](http://www.cisco.com/web/about/citizenship/socio-economic/docs/LearningfromExtremes_WhitePaper.pdf)” white paper. Retrieved May 5, 2012, from.

*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 SkillsPreview the document](https://canvas.apu.edu/courses/5858/files/355968/download?wrap=1) for Learners and Teachers. Honolulu: Kamehameha Schools, Research & Evaluation Division.
* Mark J. Epstein & Kristi Yuthas, “[Redefining Education in the Developing World (Links to an external site.)Links to an external site.](http://www.ssireview.org/articles/entry/redefining_education_in_the_developing_world)”

# Week 13: Zoom Presentations

Present your research to the class in 10 minute PowerPoint or other graphical form.

### 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 learners in the class, those working with vocational training will integrate their reports into a final proposal, those with preschools integrate theirs etc.

***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 2020. 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).
   1. *Space:* the physical plant
   2. *Actors:* the people involved as learners, teachers, administrators, parents, volunteers, etc.
   3. *Activities:* the typical set of related acts that school actors do
   4. *Objects:* the physical things which are present in the setting for educational purposes
   5. *Acts:* single acts that people do that have special meaning
   6. *Events:* a set of related activities that people carry out (e.g. a “lesson”)
   7. *Goals:* the main things people are trying to accomplish
   8. *Feeling:* the emotions that are felt and expressed by actors
   9. *Classroom resources*
   10. Playground capacity
   11. Staffrooms/ Administrative rooms
   12. 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 .
   1. *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 learners) 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?
   2. *Teachers or parents*
   3. 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 Canvas 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.

[Kao - EthnographyPreview the document](https://canvas.apu.edu/courses/5858/files/355960/download?verifier=vzeNipyTTnCJrrAtTjJypfm6FwvioSHMs8pTPJwh&wrap=1)

# Week 15: Final Integration

Final integrating lessons learned

Course Evaluation discussion

Final Motivational Teaching

Blessing