

GLBL 298: Education and Development: A Case Study in Ecuador

Spring/Summer 2012

Ecuador is rich with cultural and natural diversity, and this diversity presents opportunities as well as challenges for the nation's development. Our course focuses on education as a factor in human, and therefore, national development. After establishing the framework within which we understand the relationship of education to development, we consider indices of educational achievement in Ecuador and reflect on the causes of differences in opportunity and achievement. From here, we begin to explore how our group can be a part of closing the gap in opportunities for children in less-privileged areas, while also advancing our own understanding and appreciation of Ecuador's diversity, as well as cultural diversity in general.

While abroad, our group engages in a service-learning opportunity in which we create and conduct a month-long summer enrichment experience for children in a small, lower income community just outside of Quito. Based on a "global studies" theme, our group offers modules on ESL, the Environmental Sciences, Sports & Wellness, and Arts & Culture around the World, each Monday through Friday during the mornings only. Our campers are between the ages of 5-15, with our 13+ campers serving as 'leaders' to support our student instructors.

In addition to offering the camp experience, our group continues our studies of education and development and global citizenship. On the weekends, we travel to different areas in Ecuador to experience first-hand the cultural and natural diversity that Ecuador offers. Our group lives with families in the community where we work, integrating as much as possible to gain their trust and learn from them. Some knowledge of Spanish is high recommended, although we have had students participate successfully with little to no Spanish.



http://www.geographyiq.com/images/ec/Ecuador_map.gif

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On-campus meetings: Wednesdays, 5-6:30

Tangible Outcomes:

- 3 credit hours = 45 hours in class, 90+ hours of class prep (readings, homework, etc.)
 - On-campus: 1.5 credits; summer .5 credits
 - On-site: 1 credit
- 70+ hours of service + preparations/review of lesson plans; work with an Ecuadorian NGO
- Short research paper on topics within education in Ecuador
- A rigorous intercultural educational and service learning experience that future employers, graduate schools will like to hear about and will serve as direct experience for those seeking teaching positions and especially ESL- or bilingual endorsements.

Course Goals: By the end of this course, students will

- Articulate how education impacts a nation's development and an individual's predicted income/quality of life, what aspects and actors in education impact outcomes, and how collaborations between civil society and government can be effective in 'filling in gaps.'
- Understand more fully the concept and responsibility of a 'global citizen' and have experience practicing to be one, including having a deeper understanding of Ecuador and its people and what it means to 'do service.'
- Improve communication skills, both in Spanish and in written English.
- Improve inquiry skills through project focused on problem-posing and investigation at local site
- Enhance understanding of and appreciation for (human) diversity and intercultural exchange, the challenges they present and the opportunities for growth.

Course Overview

Module 1: Understanding the Development and Education Relationship

Globalization and Inequality

- What is globalization and why does it matter for this class?
- Income Inequality and Poverty

Development

- What is it and why does it matter for this class?
- Development as capacity-building
<http://www.youtube.com/watch?v=SgQKuTVcs5E&feature=related>

Education and Development

- How is development measured through education indices?
- Primary, Secondary, Tertiary: What matters for national development? Personal development?
- What/who are actors in education system?
- Collaboration: Government, Civil Society and citizens

Education in Ecuador: The achievements and the issues (OR Why do we work with the NGO FEVI?)

- Indicators of economic development and investment in education
- Indicators of educational achievement: historical perspective
- Factors affecting educational achievement

Module 2: Global Citizens, Civil Society, and Service

What is a global citizen and their role in global civil society?

- Responsibility/leadership
- Intercultural sensibilities
- Knowledge of other/empowerment

Understanding Service and International Service

A global citizen in Ecuador

- Responsibility/expectations; culture-appropriateness
- Intercultural sensibilities and advancing them
- Knowing Ecuadorian culture and language; Concept of 'ayni'
- What is your purpose? What is your impact? How are you impacted?

Module 3: Global Studies Enrichment Camp

Applying our skills and knowledge: teaching and leading

Curriculum and Learning Goals: ESL, Sports & Wellness, Environment/Sustainability, Global Arts & Cultures

Basics in Teaching and Camp Design

- Making and evaluating a lesson plan
- Knowing your learners

- Creating age-appropriate and engaging activities
- Managing classroom & outdoor behaviors
- Learning to work as a team
- Professionalism
- Planning ahead: What resources do you need? What is the intended outcome? How will it be measured? (Hint: culminating activity or project)
- Reflecting on your impact

Course Schedule: Overview

On-campus/Pre-departure

Date	Topic/Objectives	Materials to Prepare
3/14/12 Introduction	<ul style="list-style-type: none"> • Program goals and course challenge/introduction to case; inquiry-driven learning • Situate within globalization • Meet individual course instructor and program cohort • Introduce: why Ecuador • Describe summer camp project • Form groups/decide what you'd like to work on • Initial culture research assignments 	Read on: <ul style="list-style-type: none"> • Globalization: Strada, 2009 • Poverty and Inequality
3/28/12	<ul style="list-style-type: none"> • Module 1: Education and Development • Generating questions on education for Inquiry Project 	<ul style="list-style-type: none"> • Readings: Sen, 1999; View videos on human development/capabilities approach • E-Discussion: Ecuador's HDI
4/4/2012	<ul style="list-style-type: none"> • Module 1: Education and Development • Presentations on Ecuador 	<ul style="list-style-type: none"> • Reading: Kagia, 2006; View video on New Humanism.
4/11/2012	<ul style="list-style-type: none"> • Module 2: On Being a World Citizen • Understanding Culture • Presentations on Ecuador • Summer camp planning 	<ul style="list-style-type: none"> • Reading: Nussbaum, M.C. (1997); Birch, B. (2009). Chapter 3 and Chapter 4 • E-Discussion: Rights & responsibilities of a world citizen
4/18/2012	<ul style="list-style-type: none"> • Intro to 'civil society' globally and in Ecuador • Summer camp planning 	<ul style="list-style-type: none"> • Readings: Birch, Chpt. 1 WorldBank, 2007 • E-Discussion: Aspects of Ecuadorian Culture
4/25/2012	<ul style="list-style-type: none"> • What is service learning? • Culture of Lumbisi • Summer camp planning 	<ul style="list-style-type: none"> • Read Birch, Chpt. 3.
5/2/2012	<ul style="list-style-type: none"> • Summer camp planning • Discuss final details of preparations 	<ul style="list-style-type: none"> • Individual Research Plan

Overview of Schedule* in Ecuador

*This schedule is a plan, and we will try to keep as close to the plan as possible. Know, however, that the concept of planning varies from culture to culture and this plan may change once we are on ground in Ecuador.

July 15, 2012	Depart ORD: Arrive Quito:	Due: Preflection,
July 16, Mon	A.M. Camp: 8-1 P.M. Welcome Lunch; Orientation to FEVI, Lumbisi; Camp Workshop	HW: Complete worksheet on FEVI
July 17, Tues	A.M. Camp: 8-1 3:30-6:30 Class: Classroom Design and Management; Camp Workshop	Due: Worksheet on FEVI and Lumbisi; Read Camp Handbook and be prepared to discuss
July 18, Wed	A.M. Camp: 8-1 P.M. Orientation to Cumbaya	
July 19, Thurs	A.M. Camp: 8-1 3:30-6:30: Class on Culture and Culture-Crossing; basic ethnographic methods for cross-cultural experience; Workshop on inquiry project	Due: <ul style="list-style-type: none"> • Prep the article/chppter/concept you'll present • Updated Inquiry Proposal with proposed interview questions
July 20, Fri	A.M. Camp: 8-1 P.M. Camp Workshop	
July 21, Sat	Orientation to Quito – Historic District	
July 22, Sun	Orientation to Quito - Surrounds	
July 23, Mon	A.M. Camp: 8-1 P.M. on own	Due: Reflection on Culture Observations
July 24, Tues	A.M. Camp: 8-1 P.M. Class: Global citizen- Leadership-Service; Camp workshop	Readings: Porter & Monard (2001), Woolf (2008), Foster (2000)
July 25, Wed	A.M. Camp: 8-1 P.M. Open	
July 26, Thurs	A.M. Camp: 8-1 3-5p. Guest lecture: Karla Diaz: Ecuador's poverty and role of education and society	
July 27, Fri	A.M. Camp: 8-1 P.M. Leave for Huasalata	
July 28, Sat	Excursion to Huasalata/Banos	
July 29, Sun	Excursion to Banos	
July 30, Mon	A.M. Camp: 8-1 P.M. Guest Lecture: Tracey Tokuhama-Espinosa	Due: Reflection on Service and Leadership
July 31, Tues	A.M. Camp: 8-1 P.M. Class: Global citizen: Metacultural Awareness and Intercultural Skills	Read: Tadmor, et al (2010), Leung, A., et al (2008), Tadmor, et al (2012), Bennett's ICD Model

Aug 1, Wed	A.M. Camp: 8-1 P.M. Open	
Aug 2, Thurs	A.M. Camp P.M. Open	
Aug 3, Fri	A.M. Camp P.M. Inquiry Project Update: Present and Open Discussion	Due: Present project status, including information gathering
Aug 4, Sat	Excursion to Otovalo	
Aug 5, Sun	Excursion to Cotopaxi	
Aug 6, Mon	A.M. Camp P.M. Open	Due: Reflection on Ecuadorian Diversity
Aug 7, Tues	A.M. Camp: Final Celebration w/ Abuelitos P.M. Open	
Aug 8, Wed	Depart Quito: Arrive ORD:	Due: Final Reflection
Aug 22, Wed	Inquiry Project Due	

Required Texts, Videos, and Other

- Access to internet/course website (on-campus)
- Readings from the following sources:
 - Birch, B. (2009). *The English Language Teacher in Global Civil Society*. Routledge: New York and London.
 - [Chuhan, P. \(2006\). Poverty and Inequality. In V. Bhargava \(Ed.\), *Global Issues for Global Citizens* \(pp. 31-50\). Washington, DC: The World Bank.](#)
 - Emerson, R., Fretz, R., & Shaw, L. (1995). *Writing Ethnographic Fieldnotes*. Chicago & London: University of Chicago Press.
 - Fetterman, D. (2010). *Ethnography: Step-by-Step*, 3rd ed. Los Angeles: Sage Publications, Inc.
 - Foster, R. (2000). Leadership in the Twenty-First Century: Working to Build a Civil Society. *National Civic Review*, v. 89/1: 87-93.
 - Hess, J. Daniel (1997). *Studying Abroad/Learning Abroad. An Abridged Version of The Whole World Guide to Culture Learning*. Boston/London: Intercultural Press.
 - [Kagia, R. \(2006\). Securing the future through education: A tide to lift all boats. In V. Bhargava, \(Ed.\) *Global Issues for Global Citizens*, Washington, DC: The World Bank.](#)
 - Nussbaum, M.C. (1997). *Cultivating Humanity: A classical defense of reform in liberal education*. Cambridge, MA: Harvard University Press. [Pp. 50 - 67.](#)
 - [Sen, A. \(1999\). *Development as Freedom*. New York: Anchor Books/Random House. \(Chapter 1\)](#)
 - [Strada, M. \(2009\). Globalization. In *Through the Global Lens, an Introduction to the Social Sciences*, pp. 1-30. New Jersey: Pearson Education.](#)

Requirements

- 1- Inquiry Project: 40%
- 2- Reflection papers and quizzes: 30%
- 3- Participation and Service: 30%

Inquiry Project

Purpose: This project is a way for you to think through one of the main ideas on education in development and the impact of civil society that we have explored through readings, videos and class discussions and expand your understanding while you are abroad.

Project Components and Description: There are four stages to this project.

1. Problem-posing and Justification: pre-departure
2. Plan for Field Inquiry: pre-departure
3. Collection and Analysis of Findings: on-site
4. Report on what was learned: upon return

Suggested Format:

Your paper will likely be around 10-12 pages, given that there is a research component plus some 'field work.' The format of the paper should be roughly as follows. Your particular paper may be somewhat different, and it will depend on what you and I work out based on your proposal:

- 1- Intro: Identify the problem you are interested in and give a brief motivation for your interest and a synopsis of what you learned in your research.
- 2- Background: Set the context for your problem/question. What are the relevant factors (economic, political, social, human, geographical, environmental) one needs to consider in analyzing the issue? What is the historical context that has led to the current issue? Establish the relevant, reliable sources of information that will help one understand the issue more thoroughly. You should refer to at least 4 reliable published sources.
- 3- Methods and Findings: How did you seek out the information while you were in Ecuador? Museums/organizations, informal interviews, observations, etc. What specific information did you learn and how reliable was it?
- 4- Interpretations and Future Study: What generalizations can you make from your information collection in Ecuador, particularly in light of the context you set prior to your field experience?

Reflection Papers

Be sure to place your ideas within the context of concepts/topics read and discussed concerning Ecuador, education, world citizenship and service.

Requirements:

- 4, 3-4 page papers, one due upon departure
- depth and creativity in reflection; connections to readings/class discussions;
- Legible writing; careful form (i.e., grammar, spelling, discourse structure);
- Be specific in references to readings/articles/informants; use names and appropriate referencing (APA style).

Participation

Components of Participation

- Class contributions and preparedness, including online, during guest lectures and student presentations, and on program excursions/field trips and community service projects.
- Camp contributions, including preparedness for classes, teaching/leading class and working one-on-one with students during regular class period.
- Interaction with children at free periods/lunch during camp, including mentoring of Youth Leaders
- Assistance daily with class set-up (e.g., opening in morning/camper greetings and admission, buying materials for class) and closing (e.g., putting classrooms back in place, cleaning up trash both in classroom and on playground, neatly storing campers' work in the classroom)
- (Homestay Citizenship: If it is determined that student is less than respectful within homestay, then this will negatively impact participation grade.)