

UNIVERSITY OF CENTRAL FLORIDA
College of Education

Department: School of Teaching, Learning and Leadership
Course Title: Exploring Global Ed'l. Issues in Int'l. Contexts-Botswana
Course Number: EDG 6775
Course Credit: 3 semester hours
Semester: Summer "C," 2016
Instructor: Dr. Karen L. Biraimah
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Course Description

EDG 6775, *Exploring Global Educational Issues in International Contexts* is a guided field experience designed to immerse students in global issues challenging the educational community worldwide, from both academic and experiential perspectives. Through guided studies and field experiences within Botswana, students will gain a greater appreciation of the challenges faced by emerging nations that include the effects of poverty, exceptionality, race, ethnicity, language and gender on access to quality education and equitable life chances. By studying and completing a field experience in Botswana, students will gain insights into linkages between education and national development, as well as the impact of national, multinational, NGO organizations and global civil society's role in nation building.

Please Note: To adequately prepare students for the month-long experience in Botswana during Summer "A," an extensive orientation is mandatory (both on-line and face-to-face). Portions of EDG 6775 include required orientation activities-explained below. Most of the orientation is in the form of an online webcourse (free to participants), though mutually agreed upon first and last orientation sessions will be face-2-face.

Statement of Course Goals and Objectives

1. Reflect upon global learning through appropriate field experiences in rural Botswana villages and schools.
2. Demonstrate an understanding of the shared human condition and commonalities, as well as the unique, diverse cultures beyond the US.
3. Analyze global issues and the interdependence of cultures and nations through field experiences in Botswana.
4. Examine the current structure of education in Botswana, and its impact on issues of equity and nation building.
5. Survey current key social and educational issues within Botswana.
6. Analyze the relationships between education, poverty, inequality, and social equity within Botswana, its communities and its schools.

7. Examine how gender affects students' educational opportunities and life chances in Botswana.
8. Analyze how students' class (socioeconomic status) can provide opportunities or barriers to quality schooling and social equity in Botswana.
9. Analyze how race and/or ethnicity can affect children's access to quality education and equitable life chances in Botswana.
10. Describe how language and/or dialect can affect students' access to quality education in Botswana.
11. Identify national and multinational policy interventions designed to overcome challenges to equitable education and opportunities in Botswana.
12. Analyze the relationship between education, social change and school transformation.
13. Participate in, and reflect upon field experiences within Botswana's Remote Area Dweller Schools and communities (including changes in attitudes, perceptions, and your knowledge base regarding Botswana and key national social and educational factors).

Suggested Texts and Readings: See Online Orientation (free to all participants).

Course Requirements

As of Fall 2014, all faculty members are required to document students' academic activity at the beginning of each course. In order to document that you began this course, please complete the "Inventory of Global Perceptions" by the end of the first week of classes, or as soon as possible after adding the course. Failure to do so will result in a delay in the disbursement of your financial aid. The required activity that you must complete and upload during Week One is: "Inventory of Global Perceptions."

1. General Knowledge/Setswana Growth (50 points)

Pre- and post-tests will be administered to measure learning gains. Up to 50 points will be awarded for amount of knowledge growth. (Note: The Pre-Test will be given during the first mandatory, face-2-face orientation in mid-February, 2016. All participants will be contacted to determine the most convenient day/time. The Post-Test will be administered at the end of the in-country study abroad program.)

2. Orientation Participation/Comprehension (Orlando and Gaborone)

{100 points; 60 points-content exam (Orlando); 10 points-quizzes (Orlando); 30 points-content exam (Gaborone)}

You are required to attend both the first and last face-2-face orientations sessions (Mid-February and early May, 2016. All participants will be contacted to determine the most convenient day/time.) Students are expected to participate in all orientation meetings and activities (both face-2-face and on-line), completing all assigned readings/activities. These will include, but will not be limited to developing a basic understanding of key historical, geographic, social and educational factors impacting modern Botswana.

Participants will also have the opportunity to expand their knowledge of oral Setswana. A 60 point content exam will be given during the last orientation session in Orlando, and a 30 point content exam will be given during the last orientation session in Gaborone. There will also be a quiz on readings for each orientation sessions (10 points total). Note: Orientation activities will occur in Spring 2016, though this course, EDG 6775, is a Summer “C” course. We will be in Botswana for four weeks during Summer “A.”

3. In-Country Analysis of Topical Questions (75 points)

Working as a team (2-3 students), or individually, select and respond to five (5) Focus Questions while you are *still living in Botswana*. These will be submitted to the course instructor at least seven (7) days before leaving Botswana. These questions will focus on key issues such as the effects of poverty, race, ethnicity, gender and language on equitable access to schooling and life chances, and how Botswana is addressing these issues. Answers will be based primarily on your experiences, observations, and conversations with Batswana.

4. Post-Project Analysis of Topical Questions (75 points)

Working as a team (2 to 3 students), or individually, select and respond to five (5) Focus Questions *after your return to the US*. Email or hand-deliver these responses to your instructor on or before the last day of the course for which you are registered. These questions will focus on key issues such as the effects of poverty, race, ethnicity, gender and language on equitable access to schooling and life chances, and how Botswana is addressing these issues. Answers will be based primarily on your experiences, observations, and conversations with Host country nationals. Do not answer the same questions as those selected for Course Requirement # 3 above.

5. Research Paper (100 points)

Based on your study abroad experience, prepare a research paper which focuses on two challenges (such as the impact of poverty, or the urban/rural divide on the quality of life and/or educational opportunities within Botswana, and how the country is addressing this challenge. Your paper should outline the challenge in general, while addressing the perceived impact of field experiences in ameliorating and/or better comprehending the scope of the problem, as well as current/future actions by Botswana to ameliorate the problem’s effects on Batswana. Be sure to reflect upon and include specific examples from your study abroad field experiences. **This paper should be from 5 to 10 pages in length (double-spaced, 12 font). Be sure to list at least five written sources, and cite them (APA) in your paper. This paper must be done individually. This paper is due the last day of the summer semester.**

6. Service-Learning in Botswana Schools (75 points)

Participants’ service-learning experiences within Botswana schools and rural communities will be evaluated in multiple ways. Beyond consistent attendance, the quality of your experience will be monitored through observations and through an analysis of your journals, reflections, and creative activities within formal classes, afterschool activities, and community engagement.

7. In-Country Program Participation (50 points)

It is expected that students will participate in all group travel, classes, field activities and service-learning experiences within Botswana (with the knowledge that itineraries and scheduled activities may be adjusted at any time, with little or no advanced notice). You will be required to complete all assessment instruments designed to measure cognitive growth and change in perceptions before, during, and after your study abroad program in Botswana.

8. PowerPoint/Video Presentation. (75 points)

Each participant will produce a PowerPoint and/or video presentation of their field experience in Botswana. The PowerPoint/video should focus on overarching themes related to the shared human condition, educational, social, and/or economic challenges that extend beyond national boundaries. It may also include personal reflections on the effectiveness of your study abroad field experience. **You may be asked to present this PowerPoint during UCF's International Week during Fall 2016 (or at another similar function – mutually selected by you and the course instructor). Your presentation should last about 15 to 20 minutes. You may do this as a team (2-3 students), or individually. This PowerPoint is due the last day of semester.**

9. Participation in Post-Project Workshops (S/U)

Participate in all post-project workshops, completing all assigned readings/activities.

10. Complete Required Reflections/Questionnaires (S/U)

Focus Questions (See # 3 and #4 above):

Focus on relationship between socioeconomic/cultural/educational issues:

1. How does poverty and socioeconomic class affect educational/economic opportunities in Botswana? What policies/practices within Botswana provide positive opportunities for Botswana youth?
2. Determine how class (socioeconomic status) can provide opportunities or barriers to a quality education in Botswana.
3. How might religion and/or religious affiliation affect the educational and life chances of children in Botswana?
4. Did you observe/learn a gap between the educationally and economically privileged and the educationally and economically poor in Botswana? Identify factors which may have contributed to this situation, as well as factors which ameliorate and improve life chances for all Botswana children.
5. Compare the concepts of educational inequality, equality, equity, access and outputs found in the US and in Botswana.
6. Describe the causes and effects of educational/social inequality within Botswana, as well as factors working to ameliorate these inequalities.

Focus on relationship between gender/language/race/ethnicity/educational issues:

7. Identify and examine how gender affects educational/economic opportunities and life chances in Botswana. What is occurring within Botswana to provide greater and more equitable opportunities for all students, regardless of gender or sexual orientation?
8. Determine how race and/or ethnicity can affect children's access to quality education/economic life chances in Botswana. Examine policies/practices within Botswana designed to improve equity without regard to race/ethnicity.
9. Analyze how issues related to a student's language ability/mother tongue can affect their educational and life chances in Botswana. Review and critique current language policies and practices within Botswana, as well as any anticipated revisions to these policies.

Focus on educational issues:

10. How might factors such as culture, poverty, race, ethnicity, gender, and language impact education in Botswana? How is Botswana dealing with these factors? Did any of these factors affect your field experience in Botswana?
11. Analyze how national and NGO policy and programs impact the quality of education and life chances in Botswana.
12. Identify politically viable, cost-effective solutions for any observed inequity of educational achievement in Botswana. Are these, or other approaches, currently being implemented within Botswana?
13. How can/is educational opportunity and social equity fostered in Botswana?
14. Reflect on how equitable and quality education might become (or are currently becoming) the keys to empowerment, security and a means of improving the quality of life for all Botswana.
15. Analyze on-going national educational/social policy interventions being implemented to overcome past inequities experienced by historically discriminated populations within Botswana.
16. How and under what circumstances can (is) education promote positive development for the poor and historically excluded populations within Botswana?
17. What is the relationship between education, social change and school transformation within Botswana?
18. How do current educational practices and policies within Botswana foster equitable opportunities, while preventing/reducing inequities within Botswana's schools.

Focus on study abroad/service-learning impact:

19. Identify the contributions of this field experience to your future educational and career goals.
20. What is the impact of field experiences like yours on Botswana's education, social, and/or economic institutions?
21. Analyze any assumptions/generalizations you held regarding the cultural/ethnic groups of Botswana before arrival. Have these perspectives changed? Why or why not?
22. Reflect upon the factors which provided challenges/rewards for your field experience within a school in Botswana.

23. Examine how your assigned school within Botswana worked to reduce/eliminate the impact of prejudice, racism and/or discrimination on its teachers/students.

Focus on other issues (develop questions which align with your academic/career interests – please obtain approval from course instructor before beginning)

| <u>Evaluation and Grading System</u> | <u>Points</u> |
|---|----------------------|
| 1. General Knowledge/Setswana Growth | 50 |
| 2. Orientation Participation/Content Knowledge..... | 100 |
| 3. In-country Analysis of Topical Questions..... | 75 |
| 4. Post-Project Analysis of Topical Questions..... | 75 |
| 5. Research Paper | 100 |
| 6. Service-Learning | 75 |
| 7. In-Country Program Participation | 50 |
| 8. PowerPoint/Video | 75 |
| 9. Participation in Post-Project Workshops | S/U |
| 10. Complete Required Reflections/Questionnaires..... | S/U |
| TOTAL..... | 600 Points |

Grading Scale:

A = (93%-100%) 558-600
A- = (90%-92%) 540-557
B+ = (87% -89%) 522-539
B = (83%-86%) 498-521
B- = (80%-82%) 480-497
C+ = (77%-79%) 462-479
C = (73%-76%) 438-461
C- = (70%-72%) 420-437
D+ = (67%-69%) 402-419
D = (63%-66%) 378-401
D- = (60%-62%) 360-377
F = (59%-) 359 & below pts.

Special Accommodations: Students with documented disabilities are entitled to reasonable modification, special assistance, and/or accommodations and accessibility in terms of materials, seating, and access to the classroom. Students having such needs should promptly direct their request/needs to the course instructor, preferably during the first week of classes. If a student with a disability feels that modifications, special assistance, or accommodations offered are inappropriate or insufficient, she/he should seek the assistance of the staff of Student Services on campus.

Academic Integrity and Conduct: To ensure complete compliance, please review the UCF Golden Rule policies, paying particular attention to Student Rights and Responsibilities - Rules of Conduct. The applicable criteria can be located online at: Code of Conduct: <http://www.oir.ucf.edu/pubrel/goldenrule/rule02.htm>. Academic Behavior: <http://www.oir.ucf.edu/pubrel/goldenrule/rule03.htm>

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