

EDG 4910: Supporting Children and Families in Education

Summer A Semester 2024

3 credits

Prerequisite: Study Abroad program acceptance

Instructor: [name redacted]

Office Hours: by appointment.

Email: [email redacted]

Course Description:

Students will participate in a study abroad experience participating in experiential and service learning opportunities situated to be transcultural and collaborative in nature. Students will participate in a hands-on experiential learning module exploring systems and supports available for children and families in Ecuador. The international perspective gained from this experience will help position students' understandings of both American and Latin American educational contexts.

Course Objectives:

Upon successful completion of this course, students will be able to:

Academic goals of the program:

1. Expand perspective on current educational issues/challenges/trends
2. Apply theory and classroom knowledge to a practical work and learning environment
3. Reflect on personal growth and development through the experience, and impact of the experience on academic learning and/or professional goals

Intercultural learning goals:

1. Students will engage in goals to support understanding of self, transcultural, academic, and professional competencies.
2. Specifically, students will be able to broadly examine their values and priorities, contribute to a global community, and demonstrate critical thinking about areas of cultural analysis and understanding.

Required Textbook:

None

Resources/Websites and selected readings posted on CANVAS:

Readings and resources will be supplied and posted on CANVAS.

Assignments:

1. Experiential learning activities (4 weeks x 10 points each = 40 points): Course activities are designed to extend the learner's participation and understanding of the culture and context in which children and families are supported in Ecuador. The activities include weekly expectations found within each module to supplement readings. They may include reflection of topics presented, exploring outside resources, responding to scenarios presented, etc. These assignments will be evaluated by evidence of student use of general understanding of content discussed and support from class discussion and text (all 10 points earned), some understanding demonstrated, but limited use of evidence from class discussion and text (5 points earned), no understanding demonstrated (0 points earned).

2. Presentation of Professional Growth (40 points):

Students will submit a presentation of professional growth in a freely chosen version of their own storymap. The presentation should include the following components: First, a brief introduction of themselves, their background, and how they want to be involved/are involved in the study abroad program. Second, a detailed description of events of the program throughout the duration of the travel. Additionally, students will share transformative moments in which they encountered challenges they faced during their program, as well as, expressing what they learned and how they will apply this experience to their professional development. Artifacts will be collected and included in final presentation. APA format required.

3. Pre/Post Cultural Beliefs Surveys (20 points)

Part 1: Pre- Beliefs Position Statement: Beginning of the Semester Pre-Survey: Prepare a program goal in which you hope to accomplish by the end of this experience.

Part 2: Post- Beliefs Position Statement: Students will revisit their goal statements from the beginning of the semester and reflect again based on course content and experiences. Reflect on changes of thought, paying particular attention to areas of discomfort, new thinking, changes, and continued wonderings. Did you accomplish your goal - how and what helped you get there? What further explorations of self, cultural understanding, and knowledge of systems do you want to engage in?

4. Ongoing Journal Entries - Field Notes (4 weeks x 10 pts per week = 40 points)

Students will keep an ongoing journal documenting change of thought, challenges, questions, and prompted reflections. Class discussions will center around journal topics with opportunities for discussions with peers. Submit a link or file with your journal/field note entries.

5. Attendance, Punctuation, Professionalism (60 points)

These are crucial aspects to having a successful study abroad program. Students are expected to attend all class sessions and excursions. Students should come prepared and organized for class

sessions and excursions. Students will communicate in a professional manner and conduct self with respect, professionalism, and maturity.

Points:

Total

200 points

Grading Scale

A 94-100%

A- 90-93%

B+ 87-89%

B 83-86%

B- 80-82%

C+ 77-79%

C 73-76%

C- 70-72%

D+ 67-69%

D 63-66%

D- 60-62%

E <60%

Course and University Policies

Class Attendance Policy:

Requirements for class attendance and make-up exams, assignments, and other work in this course is consistent with university policies that can be found at: [link redacted].

E-Learning Website

Students can access the class's e-learning website by going to the [University] homepage and typing "COE online" into the search box or using the following link: [link redacted] Log into CANVAS using your Gatorlink username and password. This website will have a copy of the course syllabus, assignments, class announcements and other useful information. Some assignments can only be completed through the online website. All assignments will be submitted to the instructor through the class website

CANVAS

This course is delivered completely online. Students can access the class's e-learning website by going to the [University] homepage and typing "COE online" into the search box or using the following link: [link redacted]. Log into CANVAS using your Gatorlink username and password. This website will have a copy of the course syllabus, assignments, class announcements and other useful information. All assignments will be submitted to the instructor through the class website.

Students should log in to the CANVAS website at least 3 times each week to stay up to date with course announcements and requirements. The CANVAS website provides weekly modules with assignment descriptions and due dates, important reminders, and updates. Required readings will be posted to CANVAS website. All required forms are provided on the CANVAS website. Students will upload weekly assignments on the CANVAS website.

Weekly modules will be available from Monday through Sunday each week. Most assignments are due no later than 11:59pm on each Sunday with the exception of discussion boards - see syllabus assignments for detailed due dates for postings. Students will come to know each module is organized in a uniform fashion each week, including the following expectations: 1) watch a video overview, 2) read the assigned readings 3) complete the discussion board postings 4) complete the additional weekly activity/assignments/quizzes that are posted.

For any Zoom sessions student choose to participate in:

Our class sessions may be audio visually recorded for students in the class to refer back and for enrolled students who are unable to attend live. Students who participate with their camera engaged or utilize a profile image are agreeing to have their video or image recorded. If you are unwilling to consent to have your profile or video image recorded, be sure to keep your camera off and do not use a profile image. Likewise, students who un-mute during class and participate orally are agreeing to have their voices recorded. If you are not willing to consent to have your voice recorded during class, you will need to keep your mute button activated and communicate exclusively using the "chat" feature, which allows students to type questions and comments live. The chat will not be recorded or shared. As in all courses, unauthorized recording and unauthorized sharing of recorded materials is prohibited.

Accommodations for Students with Disabilities

Students requesting accommodations for disabilities must first register with the Disability Resource Center – [link redacted]. The DRC will provide documentation to the student who must then provide this documentation to the instructor when requesting accommodations. Students should contact the DRC and complete this process as early as possible in the term for which they are seeking accommodations.

[University] Student Honor Code:

[University] students are bound by the Honor Pledge which states, “We, the members of the [University] community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at [University], the following pledge is either required or implied, “On my honor, I have neither given nor received unauthorized aid in doing this assignment.”

The Honor Code [link redacted] specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obliged to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor in this class.

Those students adjudged to have committed a violation of the Academic Honesty Guidelines (e.g., cheating, plagiarism, bribery, misrepresentation, conspiracy, or fabrication) shall be subject to the sanctions listed in Paragraph XI of the Student Conduct Code. For additional information about the [University] Student Judicial Process or Academic Honesty Guidelines, contact the Office of Student Services, P202 Peabody Hall (phone 392-1261).

Course Evaluations

Students are expected to provide professional and respectful feedback on the quality of instruction in this course by completing course evaluations online via GatorEvals. Guidance on how to give feedback in a professional and respectful manner is available at [link redacted]. Students will be notified when the evaluation period opens, and can complete evaluations through the email they receive from GatorEvals, in their Canvas course menu under GatorEvals, or via [link redacted]. Summaries of course evaluation results are available to students at [link redacted].

Student Assistance and Emergencies

Health and Wellness U Matter, We Care: If you or a friend is in distress, please contact [link redacted] or 352 392- 1575 so that a team member can reach out to the student. Counseling and Wellness Center: [link redacted], 392-1575; and the University Police Department: [link redacted] or 392-1111 or 9-1-1 for emergencies. Sexual Assault Recovery Services (SARS) Student Health Care Center, 392-1161.

Weekly Course Schedule
Full program [guide](#)

DATE	TIME	ACTIVITY	READINGS/ RESOURCES	DISCUSSION / REFLECTION PROMPTS	ASSIGNMENTS
Week of May 13	Online	Predeparture Zoom & preparation	Diversity abroad overview https://www.diversityabroad.com/articles/travel-guide/ecuador		
Sat 18-May	TBC	Arrival in Quito			
	TBC	Transfer to the Hotel			
Sun 19-May	9:00	USFQ Orientation & Campus Tour			
	11:00	Academic Orientation		project plan discussion	
	12:00	Quito's Historic Center Tour (with lunch)			
Mon 20-May	AM	Visit Private School (Colegio Menor)	https://www.colegiomenor.edu.ec/es/quito		Interview summary /Field Notes / Artifacts

	PM	Class on Campus (USFQ)	gapminder (education quality)	Overview of Ecuador education system / education in Ecuador, community/populations, religion, geographic areas, languages spoken, special education support (what being inclusive means to the system in Ecuador), inclusion and privilege	Reflection after each class Program plan and goal statement / presurvey / cultural survey
Tue 21-May	AM	Visit Private School (ReinventED Puembo)	https://reinventedschools.com/		Interview summary /Field Notes / Artifacts
	PM	ReinventED IDV			Interview summary /Field Notes / Artifacts
Wed 22-May	AM	Visit Private School (Mine)	https://www.linkedin.com/company/mine-school/?originalSubdomain=ec		Interview summary /Field Notes / Artifacts
	PM	Class on Campus (USFQ) Guest lecture: Tiago Bettincourt	1. Being More: Stress and moral worthiness in an elite private school in Ecuador 2. The promise of mobility in a context of constraint: The International Baccalaureate in a low-income public school in Ecuador (Both posted to CANVAS)	stratified education system / philosophies of upcoming schools	Notes

		Lupini Library	https://www.ciee.org/in-the-usa/blog/lets-start-school-year-empathy	Author reading, <i>Volamos Juntos</i>	Interview summary /Field Notes / Artifacts
Thu 23-May	AM	Visit Botanical Gardens	https://www.jardinbotanicoquito.com/es/		Field Notes / Artifacts
	PM	Meet with USFQ students	https://www.usfq.edu.ec/en/node/4746	Planning for Galapagos Servus Project	
Fri 24-May	AM	Middle of the World excursion	https://www.ecuador.com/blog/fun-and-educational-intinan-museum/		Field Notes / Artifacts
	PM	Free time (Ecuador holiday)			
Sat 25-May	AM	Capilla del Hombre	https://guayasamin.org.ec/capilla-del-hombre/		Field Notes / Artifacts
	PM	Free time			
Sun 26-May	FULL DAY	Free Day			
Mon 27-May	AM	Chocolate tasting & Ecuadorian cooking class	https://www.ecuador.com/culture/cuisine/		Interview summary /Field Notes / Artifacts
	PM	Reflection time	1. Intercultural education and curricular diversification: The case of the Ecuadorian Intercultural Bilingual Education Model (MOSEIB)		Interview summary /Field Notes / Artifacts

			2. Kichwa or Quichua? Competing Alphabets, Political Histories, and Complicated Reading in Indigenous Languages (Both posted on CANVAS)		
Tue 28-May	AM	Otavaló Saminay	https://www.saminaylegado.com/		Field Notes / Artifacts
	PM	Lunch / Hotel stay			
Wed 29-May	AM	Otavaló Feria Artesanal	https://www.ecuador.com/culture/language/ https://www.journals.uchicago.edu/doi/full/10.1086/695487		Field Notes / Artifacts
Thu 30-May	AM	Unidos por la Educación NGO guest lecture & Service Learning guest lecture	https://www.unidosporlaeducacionec.org/		Interview summary /Field Notes / Artifacts
	PM	Reflection time	https://smartreading.org/strategies-for-reading-aloud-with-children/ https://www.youtube.com/watch?v=EK_v8uMDp_Q	Planning for read aloud activity	
Fri 31-May	AM	Public school visit Gustavo Vallejo	Read aloud activity		Interview summary /Field Notes / Artifacts
	PM	Reflection time			Interview summary /Field Notes / Artifacts

Sat 01- Jun	FULL DAY	Free Day			
Sun 02- Jun	FULL DAY	Free Day			
Mon 03- Jun	AM	Transfer to Quito Airport			
	AM	Fly to Galapagos			
	AM	Transfer to USFQ			
	AM	Galapagos Orientation & Campus Tour			
	PM	Welcome Lunch Galapagos			
	PM	Interpretation Center, Frigate Bird Hill			Field Notes / Artifacts
Tue 04- Jun	AM	Hacienda Tranquila (Volunteering)	https://haciendatranquila.org/		Field Notes / Artifacts
	PM	Reflection time at USFQ			

Wed 05-Jun	AM	Free time			
	PM	SERVUS Community Outreach Project Activity	https://www.usfq.edu.ec/en/node/4746		Field Notes / Artifacts
Thu 06-Jun	FULL DAY	El Junco, La Galapaguera & Puerto Chino			Field Notes / Artifacts
Fri 07-Jun	AM	Guest Lectures at USFQ		Gills Club Project lecture / outreach efforts	Interview summary /Field Notes / Artifacts
	PM	SERVUS Community Outreach Project Activity			
Sat 08-Jun	PM	Lobos Island excursion			Field Notes / Artifacts
Sun 09-Jun	FULL DAY	Free Day			
Mon 10-Jun	AM	Transfer to Santa Cruz Island (Speedboat)			
	PM	Tortuga Bay Excursion			Field Notes / Artifacts
Tue 11-Jun	AM	Activities at Local School	https://www.tomasdeberlanga.edu.ec/	School tour Activities / Class observations	Interview summary /Field Notes / Artifacts

		(Tomas de Berlanga)			
	PM	Reflection time			
Wed 12-Jun	AM	Activities at Local School (Tomas de Berlanga)			
	PM	Reflection time			
Thu 13-Jun	AM	Charles Darwin Research Center			Field Notes / Artifacts
	PM	Bay Tour	https://www.darwinfoundation.org/en/about/our-campus/		Field Notes / Artifacts
	PM	Farewell Dinner	https://www.tomasdeberlanga.edu.ec/		
Fri 14-Jun	TBC	Transfer to Baltra Airport			
	TBC	Fly to Quito			
	TBC	Program Ends			
Week of June 17		Post reflection / Project completion	[link redacted]	https://www.hofstede-insights.com/country-comparison-tool (may need to open in Safari or other browser)	Final Project Presentation

			Examples: https://storymaps.arcgis.com/stories/3a4c643e5a314ed8ab3c041d84a88946		
			https://storymaps.arcgis.com/stories/71e40a530bdd4a08b85e013528bcd5f?play=true&speed=medium		
			https://storymaps.arcgis.com/stories/73a6fc945fd14a0aaae2c204f6de9ca7		
			https://storymaps.arcgis.com/stories/6139d1af48184767ab065fb4e13ed0d4		

**The instructor reserves the right to amend or change this syllabus or the course schedule as needed. Final changes will be communicated via e-mail and made available on CANVAS. It is the responsibility of the student to check e-mail messages and course announcements to stay current.*