



The University of South Dakota

School of Education

Division of Curriculum and Instruction

EDFN 392 Guatemala Experience: Understanding Impact of Culture (1 cr.)

Spring 2014

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I. Course Description

The Guatemala experience will provide students numerous opportunities to interact with a culture that is very different than their own. The experience will expose students to differences that include race/ethnicity, religion, socio-economic, age/gender and special needs. Students will experience a culture much different from what they are accustomed to in the United States while studying the impact of culture on teaching and learning.

II. Rationale

Learning and Leading through Reflective Practice is the shared vision of the USD School of Education for all of its programs. The underlying intent of the vision requires that students be exposed to learning experiences that will enhance their ability to engage in life-long learning and leadership roles anchored in reflective practice. School psychologists must engage in many decision-making processes in the course of delivering a variety of psychological services for children within the clinical and educational context. Therefore, students are expected to make data-driven decisions based on reflection of context, theory, research, inquiry, and culturally competent practice. The primary purpose of this course is to prepare reflective leaders through advanced supervised experience in providing psychological services, in conjunction with classroom instruction and research geared toward enhancement of theoretical, ethical, and professional knowledge and professional development.

III. Suggested Readings

IV. Course Objectives/Outcomes – Standard – Assessment

Class participants will be required to demonstrate knowledge and skill in:

Objectives/Outcomes	Standards	Assessment
1. Developing an understanding of the culture of a region in Guatemala.	SOE 10	Formal Paper/Presentation
2. Compare the education of US to that of Guatemala.	SOE 10	Formal Paper/Presentation
3. Cultivate a deeper understanding of one's own culture	SOE 3	Formal Paper/Presentation
4. Demonstrate an understanding of the impact culture has on learning and teaching	SOE 3	Formal Paper/Presentation

Course Activities:

- 1 Attend all class sessions and participate in class discussions and activities.
- 2 Demonstrate behaviors associated with a professional educator.
- 3 Successfully complete all readings, assigned projects and assessments.

Grading - The methods of assessment and criteria for grade assignment for this course are:

1. Formal paper
2. Group presentation ;

Grading Criteria:

The following evaluation criteria are subject to change depending upon the needs of the students and the amount of content being covered over the course of this class.

A. Formal Paper	75
B. Group Presentation	50
C. Daily Journal Writing (15 pts)	75
Total	200 pts.

Grading Scale	A: 92-100	B: 84-91	C: 76-83	D: 68-75	F: ≤ 67
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V. Instructional Methods and Activities

Methods and activities for instruction include:

Traditional Experiences

1. **Attendance:** All students are expected to attend and participate in all scheduled preparation meetings prior to departure for Guatemala and participate in all structured educational events in

Guatemala, and participate in final presentation of learning following the experience in Guatemala.

2. Large group instruction/discussion: Participation in small and large group discussions and activities will be expected.

3. Formal Paper: Complete a formal written reflection including discussion, analysis and reflection on the cultural understanding gained from the experience, experience of service learning in Guatemala and what was learned, and the comparison of Guatemala schools compared to US.

4. Presentation: All students will participate in group presentations of experiences and lessons learned from their experience in Guatemala communities, schools, and agencies.

Clinical Experiences

1. Application assignment – Students will keep a written daily journal of their experiences and learning while in Guatemala. Journal entries will include the following topics; 1) cultural characteristics of the population, 2) the economic, social and political impact on the people of Guatemala, 3) how the education system compares to US, and 4) cultural impact on teaching and learning.

VI. Course Schedules and Policies

A. Tentative Schedule: This is a tentative schedule and is subject to change depending upon the needs of the students, the instructor, and the content covered.

DATE	TOPIC	READING & QUIZZES DUE
Week of Dec. 2013	Introduction and Overview,	Students gather information, develop questions, Develop list of teaching methods, strategies to teach in Guatemala
Friday, March 7,	Depart for Guatemala then to Quetzaltenango	Journal, develop questions of culture, schools, teaching
Saturday, March 8	Spanish: language acquisition	Spanish survival course, journal, peer Spanish conversing
Sunday, March 9	Culture up-close – tour Atilan	Journal: country, region culture,

Monday, March 10	Education in Guatemala, local school visit	Journal: community, people, teachers, students, care givers & culture, Education differences
Tuesday, March 11	Cultural excursion, industry and Mayan tradition	Journal: community, people, industry, history
Wednesday, March 12	Guatemala History and the Arts – cultural experience in dance	Journal: community, people, culture, the arts
Thursday, March 13	Economic impact	Journal; impact of economy on Guatemala children
Friday, March 14	Cultural excursion, Antigua	Journal; the market place
Saturday, March 15	Depart for USA	

B. Class Policies

1. **Attendance & Participation:** All students are expected to attend class in a timely manner and carefully read and prepare assigned material **prior** to class.
2. **Assignments:** All assignments should be typed, double-spaced with 12-point font.
3. **Freedom in learning:** Students are responsible for learning the content of any course of study in which they are enrolled. Under Board of Regents and University policy, student academic performance shall be evaluated solely on an academic basis and students should be free to take reasoned exception to the data or views offered in any course of study. Students who believe that an academic evaluation is unrelated to academic standards but is related instead to judgment of their personal opinion or conduct should contact the dean of the college which offers the class to initiate a review of the evaluation.
4. **Academic Honesty:** No credit can be given for a dishonest assignment. For information regarding the definition, scope and consequences of academic dishonesty, please see the student handbook. This handbook is available in an online version at: <http://www.usd.edu/infodesk/studenthandbook.pdf> At the discretion of the instructor, a student engaging in any form of academic dishonesty may be:
 - a. Given a zero for that assignment.
 - b. Allowed to rewrite and resubmit the assignment for credit.
 - c. Assigned a reduced grade for the course.
 - d. Dropped from the course.
 - e. Failed in the course.
5. **Disability Services:** If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and the Director of the Office of Disability Services, (Service Center North, Room 119B; 677-6389; <http://www.usd.edu/ds/>) as early as possible in the semester.