

Field Placements with Social Sector Organizations in Tanzania

Academic Components: Introduction

The following document provides a general overview of the Field Programs model with a focus on the academic components.

Academic credit will be conferred in two areas:

Professional Field Experience: (POL 491; 3-12 credits) The professional field experience placements will be offered at various community-based organizations in partnership with the AGSLC. In addition to those internship experiences provided by professional field experiences offered in a domestic context, AGSLC field placements include the added components of extended international travel, home stays, and supervised intercultural immersion that enables the students to participate actively in the cultural lives of the host communities.

- As detailed more comprehensively below, Field Programs hinge on dialogue between the Amizade local site director, the appropriate instructor (For Americas Programs, Dr. Eric Hartman, and for Africa and the Caribbean, Mr. Brandon Cohen), and the student.
- Field programs are designed to maximize community benefit and student learning by connecting students with placements and areas of study of clear interest to them. Students play an active role in this process.

Global Service-Learning: (POL 499; 3 credits (separate, but complementary syllabus; this document is to serve as the syllabus for POL 491) The GSL course provides a reflective component for the programs that enables students to leverage their experiential learning in their professional field experiences toward larger academic objectives. GSL provides an added reflective component that considers tactics for heightened experiential learning through travel and service and consideration of civic engagement and citizenship in a global context.

Amizade programs address students as serious intellectual subjects who are capable of active, independent learning through experiences in a variety of contexts. Coursework is designed as a rigorous academic sequence that balances the requirements of experiential learning, knowledge acquisition and critical reflection against the added experiential opportunities provided by study abroad. The overarching goal of the Field Program model is to increase students' reflexivity in learning and to assist them in leveraging the various learning experiences of the programs toward advanced applications in the coursework and/or professional training at their home institutions.

Program Length and Credits

The Field Placements program offers students the opportunity to serve with development organizations abroad. It is designed in a manner following WVU's Standard Field Placements

system, the primary difference being that this Field Placements Model allows for placements in communities in which Amizade has long-standing community partnerships. The structural model regarding Field Placement length and credit reward (assuming completion of all associated academic requirements) is as follows:

- 98 days (Full Semester) = 12 Field Experience, 3 GSL
- 73 days = 9 Field Experience, 3 GSL
- 49 days = 6 Field Experience, 3 GSL
- 24 days = 3 Field Experience, 3 GSL
- 16 days = 2 Field Experience, 3 GSL

Professional Field Experiences: A General Overview

Individual field programs are designed through a collaboration of the student, the Field Program Director who will implement the academic components of the program, the AGSLC Site Director responsible for the health, safety and security of the student, the Placement Director in a leadership position in the community-based organization, and the appropriate academic advisor serving through the Amizade-WVU partnership.

Professional Field Experiences are offered with community development organizations in the social sector. As a general guideline, professional field experiences include:

1. Relevant work in the focus area that directly addresses the student's coursework and/or professional goals. Placement responsibilities are established in writing as a component of the field experience.
2. Meaningful professional responsibilities under the supervision of the Placement Director. Placement responsibilities enable the student to apply and develop his/her knowledge and/or professional skills to meet the needs of the community-based organization in meaningful and measurable ways.
3. Measurement and evaluation of the student's performance in fulfilling his/her placement responsibilities.

Credit for Professional Field Experiences is conferred according to a formula that measures hourly work per week over a presumed 14-week term. 10 hours of on-site work per week is considered toward a 3-credit Professional Field Experience course unit, not to exceed 40 hours (12 credits over the term) per week. Assessment of Professional Field Experiences is offered on a pass/fail basis or for a letter grade. Assessment on individual programs is determined by the Field Program Director based on the student's fulfillment of the terms of the Learning Agreement as documented in:

1. A standardized Field Experience Log kept by the student and submitted at the end of the placement.

2. Reports and evaluations submitted by the Placement Director.
3. A comprehensive Field Program Report submitted by the student upon completion of the program.

Global Service-Learning: Detailed Overview

This adaptation of the Global Service-Learning curriculum is designed to provide the reflective component for the Field Program. The global service-learning syllabus, POLS 499, stands separately. It concerns conceptual work in four major course areas:

1. Experiential learning through travel and intercultural immersion.
2. Learning through service.
3. Civic engagement and citizenship in a global context.
4. A self-designed module that addresses a specific area of the student's academic interest.

Global Service-Learning will be conducted by the Field Placement Director as an electronic distance-learning course. Where possible, in instances of multiple placements in different communities, the course will be conducted collaboratively in this electronic format. Course activities include orientation and preparatory work prior to travel, directed study on-site, and substantive reflective work upon return.

Course Goals and Objectives

1. To provide students with multiple opportunities for experiential learning in a variety of contexts. Contexts include professional environments of the Professional Field Experience, domestic environments of the home-stay, and those exchange opportunities offered by extended participation in the cultural life of the host community. The Global Service-Learning components are designed to activate student learning, to develop learning skills in these contexts, and to transfer these skills to students' work in their home schools and communities. Amizade-WVU programming works to achieve this goal through:
 - a. on-site direction that provides opportunities for participation in the host community in a variety of contexts and encourages active inquiry throughout this participation.
 - b. regular dialogue with the Field Program Director.
 - c. course activities that require regular and sustained documentation of program experiences and emphasize reflection on program activities through this documentation.
2. To present course materials and activities designed to model and direct critical reflection on course experiences. Students are encouraged to view the program experiences within an

academic structure that is carefully sequenced to provide opportunities to reflect on the program experiences in increasingly critical ways. The Global Service-Learning components are designed to help students develop their skills in critical thinking and problem solving through awareness and understanding of these models. Amizade-WVU programming works to achieve this goal through:

- a. a directed sequence of critical readings that model recognition, selection, description and analysis of experiences associated with travel, intercultural immersion and service.
 - b. the use of a regular reading journal in which the student responds directly to course readings by selecting, interpreting and responding to specific passages that speak to course experiences.
 - c. a sequence of writing assignments that direct the informal, low-stakes activities of the coursework toward increasingly formal academic responses.
3. To apply the experiential and critical reflection activities toward a concentrated and self-directed study in a specific area of interest within political science and development studies. Students may work with appropriate instructors to select a general concentration for experiential and academic study. This component enables the students to apply and synthesize the learning experiences in ways that are relevant to their coursework and/or professional training. Amizade-WVU programming works to achieve this goal through:
- a. a transparent explanation of the course activities that enables the student to understand the procedures, goals and expected learning outcomes of the program.
 - b. a sequence of assignments that direct the student to consult with an academic advisor, the Field Program Director and on-site personnel to propose a self-directed module of readings, general assignments and associated learning outcomes within a self-designed course rationale.
 - c. integration and execution of the self-designed module within the Global Service-Learning framework.
4. To invite students to analyze, synthesize and evaluate program experiences in a variety of discursive contexts. Throughout the program experiences, students are encouraged to imagine their critical reflections as meaningful beyond their private applications in specific courses. To enable this transfer, the Global Service-Learning component of the programs encourages students to present accounts of their program experiences for a public audience. This component directs the students to assess their program experiences in light of critical models that consider social responsibility, civic engagement and citizenship. Amizade-WVU programming works to achieve this goal through:
- a. a final sequence of assignments that direct the students to reflect on their experiences and assess them in dialogue with critical models of “global citizenship.”

- b. instruction in various forms of communication that enable participation in written public discourse.
- c. a capstone assignment that requires students to contribute knowledge gleaned from their experiences to ongoing dialogue between students, instructors, community partners and clients within the Amizade Global Service-Learning Consortium.

AGSLC Field Programs Overview

Phase One: Registration, Orientation and Preparation (Begins 8 weeks prior to travel)

1. Students review the AGSLC Field Programs Handbook and associated materials to acquire a thorough familiarity with the procedures and policies.
2. Student cooperates with instructor to develop syllabus in context of specific individual placement, academic, and professional interests.
3. Student consults with the instructor and the Field Program Director to complete a Professional Field Experience Learning Agreement, self-directed module and Course Rationale statement. This course rationale includes a description of the self-designed module and expected learning outcomes.

Phase Two: Preparation (Begins 4 weeks prior to travel)

1. Student begins a series of preparatory readings to become familiar with the procedures of the program as they relate to learning from travel and service. Students complete a brief formal reflection that also serves as a diagnostic writing sample.
2. Student completes a general sequence of readings concerned with the history, culture and social context of the host community.

Phase Three: On-Site Placement (16-98 days)

1. After a brief initial period to allow for recovery from travel, acclimation and settling in to the home stay, the students begin work in their Professional Field Experience placements.
2. The students consult with on-site personnel and directors at their placements to review and revise their course rationale statement.
3. They begin the Global Service-Learning course sequence. This sequence is organized on four units. Each unit is based on four tiers of course activity:
 - a. activity related to the Professional Field Experience and keeping of weekly internship logs.
 - b. weekly readings and keeping of reading journals. Readings include a set of core readings and a set of customized readings comprising the self-designed module.
 - c. weekly reports on experiences and readings on a secure weblog site.
 - d. completion of formal written assignments at the end of each unit. These assignments are standardized across all Field Program syllabi. They are sequenced to leverage work in informal writing and revision toward increasingly reflective essays and a final essay published by the AGSLC.

Phase Four: Post-Placement Capstone Requirements

1. Upon return, the students submit Field Program Reports describing how they achieved the learning objectives of the program along with their internship logs and Placement Director Evaluations.
2. They submit reading journals for evaluation.
3. They revise their weekly weblog to present a focused narrative of their experiences. The students are strongly encouraged to make this weblog available for public reading.
4. They revise their final essay assignment for publication in the Amizade Global Forum, a website that concerns issues and responses related to the challenges of Amizade worldwide community partners.

AMIZADE FIELD PROGRAMS
EXAMPLE PROGRAM

Explanatory Note: This course description is offered as a sample Global Service-Learning syllabus with a focus on education. It has been finalized prior to travel. This course imagines a student who has elected to serve in a Professional Field Experience in the Ceoli School, an organization associated with Pastoral Do Menor, a center for disadvantaged children in Santarem, Brazil and one of the AGSLC's flagship community partners. The student will serve as a teacher's assistant, working for approximately 30 hours per week assisting a professional teacher while being supervised by the school's principal who has agreed to act as the Placement Director. Additionally, through the guidance of the AGSLC Site Director, the student will have the opportunity to learn about various formal and informal educational environments at schools and community-based organizations in Santarem.

During the orientation activities, the student has expressed an interest in the ideas of Brazilian educational theorist Paulo Freire, to whom the student was introduced through regular university coursework. The student has consulted with the Field Program Director and an academic advisor to design a module that includes primary and secondary readings on Freire as part of the regular course sequence.

GLOBAL SERVICE-LEARNING "RE-READING PAULO FREIRE IN CONTEXT"
Course Description

This Field Program offers you the exciting and challenging opportunity to live, work, and study in the small town of Santarem in Brazil. This course in Global Service-Learning will help you to make the most of your experiences by working through a sequence of assignments to help you reflect on what happens throughout the program. In this course you will be reading and thinking about four broad questions:

How can you learn the most from traveling to Santarem, living there for a semester, and serving as a teacher's assistant?

What insights can you gain into the ideas of Paulo Freire by providing service as a teacher's assistant in Santarem?

What can your experiences teach you about a future career in education?
What can they show you about citizenship?

To help you to develop some answers to these questions, however provisional, this course is organized around four units. They will help you to learn about the mission and function of the Ceoli School and to reflect on your teaching. In addition to weekly readings, you will be required to do other weekly activities outlined below. These activities form a progressive sequence that will culminate in a final essay on the promises and challenges of pedagogy in contemporary Brazil. You will submit this essay for publication to the Amizade Global Forum.

Course Goals and Learning Outcomes

1. This course will provide you with many opportunities to experience new things and learn from these experiences. In order to make the most of these experiences, you will have to be an active participant in this learning process. At the end of this course, you should be able to:
 - a. demonstrate how you participated in the various activities offered at the Ceoli School and other sites where you provided service.
 - b. demonstrate how you sought out other associated opportunities to learn from the cultural life of Santarem.
 - c. describe how you understand what it means to be an active learner and how you would apply that understanding to your future coursework, career and community life back home in the United States.
2. The readings and writing in the course will help you to think critically about your experiences and to understand them both in the context of Santarem and in the context of your home in the United States. At the end of this course, you should be better able to:
 - a. read a essay and respond to its critical project through an interpretation of selected quotations.
 - b. select and describe your experiences in the program as a way of thinking about what these experiences mean to you.
 - c. apply the ideas that you have read about by bringing the course readings into dialogue with your descriptions of program experiences.
3. This course focuses on some selected writings from Paulo Freire, offering you the chance not only to re-read some essays you have already studied but also to think about what these

writings mean for Brazil and the United States today. Hopefully, you will be able to use this time to develop your insights on Freire and bring them back to your coursework in the School of Education. At the end of this course, you should be able to:

- a. demonstrate a basic understanding of Paulo Freire's ideas of problem-based pedagogy, its history in the Brazilian context, and its implications for education and educational theory in Brazil and the United States.
 - b. examine how Freire's theories might help you to understand your experiences while working in the Ceoli School and reflect on how you might apply these experiences to your student teaching next term.
 - c. evaluate how Paulo Freire's ideas help us to think about educating students, especially under-privileged students in inner-city schools, toward a more active engagement in the democratic process.
4. This course asks you to write about your experiences. As you proceed through its sequence, you will be asked to write in increasingly formal ways for a public audience who may not be as familiar as you are with the course readings or the places you have traveled. At the end of this course, you should be better able to:
- a. present your ideas in grammatically correct and stylistically interesting ways that will be accessible to a general audience.
 - b. narrate your experiences throughout the course as a way to describe them and explain what they have meant to you.
 - c. contribute knowledge based on your experiences and readings to an audience concerned about citizenship and community development in local and global contexts.

Major Course Components

Readings: You should understand from the outset that this program involves serious academic work. While it is assumed that you should be doing everything you can to make the most of your time in Santarem, you will also have to set aside time to read and reflect on your experiences in light of these readings. You will be required to complete some of these readings on a schedule prior to your departure for Brazil. While in Santarem, you will be expected to read on a fairly directed schedule, completing roughly one hundred pages of reading, more or less, per week. These readings are taken from a variety of subjects, combining a general curriculum on global service-learning with your interest in the writings of Paulo Freire.

Reading Journal: To help you in this work, you will keep a reading journal. In this journal you will be expected to respond directly to what you are reading by selecting and discussing specific

quotations and responding informally to specific assignment prompts. You should expect to do some writing in your reading journal at least once a week.

Weblog: You will keep a weekly weblog throughout the course. This log will be housed on a secure server and will not be open to anyone except your Field Program Director and anyone to whom you give the site password. In this weblog you will do two kinds of writing. First, you will write about your experiences, telling what has happened over the course of your week. Second, you will do some provisional reflection on these experiences, quoting and discussing your readings as a way to draw some conclusions. At the end of the course, you will revise your weblog, selecting from your entries in order to tell the story of your time in Brazil. You will be strongly encouraged, but not required, to publish your final revised weblog on the Amizade site.

Formal Writing Sequence: Each unit has a sequence of informal writing concluding in a formal essay. Easy essay assignment will help you to develop your skills in formal writing and critical reflection. You should use this sequencing to revise writing you have already done by re-crafting language you have used to respond to previous assignments. At the end of the course, you will submit a final essay that will be published the Amizade Global Forum. This essay should help readers from around the world to gain an insight into education and community development in Brazil through a description of your experiences and reflections on the readings of the course.

Course Policies

Independent Learning: To reiterate, in this course, you will have to take the initiative as an active and independent learner. You will be challenged throughout the program, both in the experiences you will have as well as in the readings you will complete. This course is designed to help you to become a stronger, sovereign person who can think for yourself and evaluate the ideas you encounter. Therefore, nothing in this course is intended to direct you into a particular way of thinking or lead you to draw any particular conclusions. You should be prepared to “read against the grain” throughout the course, to test your ideas, develop supporting arguments, and come to your own conclusions based on your own experience and reflections.

Public Discourse: This course assumes that public democratic discourse is an appropriate outcome of education. For this reason, you will be required to submit work that contributes to knowledge for a variety of readers. To help you to contribute your ideas in this public way, the course is sequenced to include a component of writing instruction. Based on your work on an initial diagnostic writing sample, additional exercises will be included to help you to develop your writing skills to a minimal standard of competence by the end of the course.

Grades: Grades on this course will be assigned on the following scale:

C: “Adequate.” A “C”-range grade designates that you completed all of the work for the course in every major instructional area, but you still have major challenges in some area of the course work that you will have to address in order to be successful in future courses.

B: “Meritorious.” A “B”-range grade designates that your work shows insight and progress over the course of the term. It usually designates that while you have attempted to do insightful work as directed by assignments, you are having some difficulty manipulating the skills and aptitudes of the course to fully develop and elaborate your ideas.

A: “Superior.” An “A-Range” grade designates that your work has become consistently insightful and that you are able to manipulate the skills and aptitudes of the course to fully develop and elaborate your ideas. An A-range grade is hard won and well earned. Breakdown:

Reading Journal: 20%

Weblog: 20%

Formal Essays 30%

Revised Weblog 10%

Final Published Essay 20%

Example Reading List:

Prior to Departure:

- Amizade Field Study Guide, Amizade Global Service-Learning Consortium(2007). (To be adapted from the Amizade Volunteer Handbook (2006).)
- Howard A. Berry and Linda A. Chisholm, How to Serve and Learn Abroad Effectively: Students Tell Students, (The Partnership for Service-Learning, 1992).
- Pico Iyer, “Why We Travel”(2000), Salon.com.
- Robert Coles, “Method, ”The Call of Service: A Witness to Idealism, (New York: Houghton Mifflin, 1993), 1-30.
- Volker Poeizi, Culture Shock Brazil: A Guide to Culture and Etiquette, (New York: Graphic Arts Publishing Company, 2002).
- Joseph A. Page, The Brazilians, (Reading, MA: Perseus, 1995), 1-31,121-200, 259-318.
- Stephen Alexander, Santarem Riverboat Town, (Published Privately, 2000).
- Core Readings: David Barthomomae and Anthony Petrosky, “Introduction: Ways of Reading,” Ways of Reading: An Anthology for Writers(Third Edition), (New York: Bedford, 1994), 1-20.
- Walker Percy, “The Loss of the Creature,” Ways of Reading, 423-441.
- Paulo Freire, “The ‘Banking’ Concept of Education,” Ways of Reading, 207-223.
- Mike Alison and Jude Kaye, “Characteristics of Non-Profit Organizations: Implications for Consultation.” Henry Giroux, “Border Pedagogy in the Age of Post-Modernism,” Critical issues in Education, Ed. By Eugene Provenzo, London: Sage Publications, 2006), 210-227.
- Margaret Ledwith, “Doing Community Development,” Community Development: A Critical Approach, (Bristol, UK: The Policy press, 2005) , 58-70.
- Jerry Adler, et. al.. “The Giving Back Awards: 15 People Who Make America Great,” Newsweek, (July 3, 2006), 55-86.

- Stephen R. Covey, “Discover Your Voice—Unopened Birth Gifts,” The 8th Habit: From Effectiveness to Greatness, (New York: Free Press, 2004), 39-63.
- Kwame Appiah, “The Case for Contamination,” New York Times, (Jan 1, 2006). Citizenship in a Modern Society: Report of a Public Debate Organized by Springfield Community Development Project, (Newtownabbey, NI: Island Publications, 2002).
- David Open Shi, “The Searchers After the Simple Life,” The Post-Development Reader, Ed. by Majid Rahnema and Victoria Bawtree, (New York: Palgrave, 1997).
- Gustavo Esteva and Madhu Suri Prakash, “From Global Thinking to Local Thinking,” The Post-Development Reader.

Customized Readings on Paulo Freire:

- Antonia Darder, “Introduction: Education in the age of ‘Globalization’ and ‘Difference,’” Reinventing Paulo Freire: A Pedagogy of Love, (Boulder: Westview Press, 2002), 1-32.
- Moacir Gadotti, Reading Paulo Freire: His Life and Work, Trans. By John Milton, (New York: SUNY UP, 1994), 1-31.
- Paulo Freire, Pedagogy of the Oppressed, Trans. By Myra Bergman Ramos, (New York: herder and Herder, 1970).
- ---, Teachers as Cultural Workers: letters to those who dare to teach, Trans. By Donaldo Macedo, Dale Koike, and Alexander Oliviera, (Boulder: Westview, 2005).
- Carlos Alberto Torres, “Paulo Freire,” Education, Power and Personal Biography: Dialogues with Critical Educators, (New York: Routledge, 1998), 89-106.

Assignment Sequence: An Example overview

Prior to Travel		
	Readings	Assignments
Week One Registration and Orientation	Amizade Field Programs Guide Howard A. Berry and Linda Chisholm, <u>How to Serve and Learn Abroad Effectively</u>	In consultation with the Field Program Director, begin to think about the design of the self-directed module. Submit Learning Agreement for approval.
Week Two Preparatory Sequence	Pico Iyer, "Why We Travel" Robert Coles, The Call of Service	Diagnostic Writing Assignment: Travel and Service as Experiential Learning
Weeks Three & Four Course Rationale Sequence	Volker Poeizi, Culture Shock: Brazil Joseph A. Page The Brazilians Stephen Alexander, Santarem: River Boat Town	Provisional Course Rationale due. Complete final syllabus.