Assignment Descriptions – Honduras Maymester 2015

Field Experience in Bilingual School (pass/fail)
The field experience at Alison Bixby Stone School is the main piece for the course assignments. The time spent in classrooms working with a classroom teacher impacts your participation grade and the written assignments.

• Engage with individual teacher in classroom
• Engage with individual child and family of child (if possible)

Required texts:
Books:

Articles (program website: www.edci.purdue.edu/honduras/academic_info.html)
4) Avilés pages 143-150:
10) Zinn chapter 16 (pp. 25-28) & chapter 21 (pp. 4-5, 18-20):

General Assignment Guidelines:

• Assignments are for both EDCI 205 and EDCI 285.
• Ensure your name is on each assignment.
• Written assignments are double spaced, 12-point Times New Roman font, with 1 inch margins on all sides.
• Citations and references are APA format - http://owl.english.purdue.edu/owl/resource/560/01/
• Number pages for written assignments.

Assignments* - Due June 26th, 2015:
1. Journals (see below)
2. Ethnographic Reflection (see below)
3. Digital Storytelling (see below)
*All written assignments will be submitted via email to JoAnn Phillion (phillion@purdue.edu) and Jubin Rahatzad (jrahatza@purdue.edu) and uploaded to Taskstream for e-portfolio requirements. The digital story will be uploaded to Dropbox (or a similar service) and shared with Jubin Rahatzad.
Journals
- 10 journal entries (2-3 pages each)
The topics within journal entries must be different from the topics covered in the Ethnographic Reflection. Journals are an exploration of your feelings and thoughts around your experiences.

Ethnographic Reflection
- 6 parts (Complete your Expectations of Honduras prior to departure. Autobiography may also be done prior to departure.)
- Reference 5 course texts minimum.
- 14-18 pages total (not including reference page)
1) Autobiographical Reflection: How have your life experiences influenced your beliefs about teaching? Write a reflection on your prior educational experiences, how they have shaped your interest in becoming a teacher, and what you believe about teaching and learning. Reflect on your position in society in terms of race/ethnicity, socioeconomic status, gender, sexuality, religion, (dis)ability, nationality, and how they have impacted your experience. Refer to https://collaborate.education.purdue.edu/edci/phillion/classes/Docs/EDCI205/Project1.aspx for guidelines. (3 pages)
2) Expectations of Honduras and First Impressions of Honduras: (Complete Expectations prior to departure.) Write a reflection on why you chose the program, what you expected to find in Honduras, and expectations of children, teachers, and the school in Honduras. Reflect on what you expect to encounter in terms race/ethnicity, socioeconomic status, gender, sexuality, religion, (dis)ability, nationality, and how they will impact your experience. Describe in detail your arrival in Honduras and compare this to your prior expectations. (1-2 pages)
3) Reflection on School, Teacher, and Students: Create a life-like physical description of the school and grounds, classrooms and other areas of the school where you did your field experience. Include any information on the history, director, teachers and students you are able to obtain. You will also contextualize the school portrait within the broader context of Honduran education from information you obtain from before departure seminars, on-site, and from Internet sources. Describe in detail the teacher you worked with during your field experience. Include information on her/his educational background, experiences teaching prior to Honduras, and experiences in Honduras. Reflect on the teacher's race, class and gender and how they have impacted her/his experience in Honduras. Discuss the teacher's philosophy of education in particular in regards to bilingual education. Describe a student (or students) you worked closely with during the field experience. If you have the opportunity to visit the family, include information on the visit(s). Also include details on any activities you engaged in with the student. Discuss your developing understanding of the local community. (3-4 pages)
4) Rural School Experiences: Reflect on the two trips to rural schools. Compare and contrast with the school where you are doing your field experience. Reflect on the service learning projects done in the school: art, literacy and health/nutrition projects. What is to be gained from engaging in service learning in terms of your understanding of teaching? (2-3 pages)
5) Cultural Experience: Reflect on your visits to villages, Copan, and other cultural and historical sites and experiences. What is the influence of European colonialism (Spanish) and U.S. foreign policy on pre-European Central American society and culture? (2-3 pages)
6) Educational Philosophy: Discuss your developing educational philosophy based on your experiences in Honduras. Address how your social identities may relate to future students with different identities. Critically think about how social identity impacts educational opportunities and experiences. As a future educator, reflect on your experiences in Honduras and their possible influence on future teaching practice. How has the trip impacted your view of yourself as a teacher? How has it impacted your career goals and where/who you would like to teach in the future? Write on your overall feelings about the trip. (3 pages)
Digital Storytelling: Critical Postglobal Perspectives
- Any combination of photo and video, 2-3 minutes minimum
- Audio narration of digital story, or written narrative (3 pages)
- Reference 1 course text minimum.

Postglobal Digital Story: Identify an issue of concern around the unfair impact of neoliberal economic globalization on local communities in Honduras. Document the issue of concern with photos and video. Audio narration or the written narrative should take a social justice perspective by identifying unfair social relations globally and locally. In other words, address what is unfair internationally and in a nation-state or smaller community. By addressing what is unfair about social relations at all levels you will think critically about why there are differences in power and the root causes of oppression.

Based on course topics, readings, and your experiences during the program, you will be able to critically analyze the following relationships in terms of unfair power dynamics:
- between the Honduran government and other nation-state governments
- between local Honduran communities and the Honduran government
- between local Honduran communities and the US government
- between local Honduran communities and multinational corporations,
- the social class structure in the US
- the social class structure in Honduras
- any topic that critically addresses oppressive social relationships by taking into consideration the impact of neoliberal economic globalization

Taskstream Portfolio: When you return to campus create an electronic portfolio. In this project you will reflect on what you have learned in the light of the standards. See https://collaborate.education.purdue.edu/edci/phillion/classes/Docs/EDCI205/Project4.aspx for requirements. Include two files: 1) a file with all your journals clearly indicating your name, day and date; and, 2) a file with all of the above eight written components. Please note these files must be approved by the course instructor before posting. (Please send as two attachments.) Course Assignments EDCI 590/EDCI 684 (negotiate with instructor).