TheChicagoSchool®
of Professional Psychology

Online Course Syllabus
Course Name and Number: IS610 Exploring organizational systems, culture, socioeconomics, global mental health, and education
Credit Hours 3
Term/Term Section/Year Summer II 2022

Course Introduction	

Instructor:	
Office and Hours:	
Phone:	This information will be included in the first week announcement.
E-mail:	
Course Website:	

Official Course Description
This course is designed to provide students an understanding of the South African cultural, educational, economic, health, legal and political structures, practices, and beliefs. Through the course content and participation in planned activities, students will gain knowledge in a broad range of topics including group and organizational dynamics, global mental health, and program/intervention design and evaluation. The travel component of this course will include active engagement in workshops with South African educators and students, cultural excursions, and an exploration of the economic, tourism, educational, political, and social-health sectors.

Institutional Learning Competencies and Outcomes	

Institutional Learning Outcomes

Diversity
Graduates will respect the value and dignity of individuals and groups across all cultural contexts, and advocate for inclusion and equity. They will demonstrate intercultural competence in domestic and international contexts with people who have ideas, beliefs, worldviews, experiences, and behaviors that are different from their own.

   By the end of this course, students will be able to…
- CLO1: Demonstrate knowledge of the worldview of the local culture within the context of psychology.
     - MLO1a: Evaluate how learning theories and technology are perceived and utilized in different contexts.
     - MLO1b: Demonstrate the ability to develop and deliver culturally responsive and competent interventions to diverse populations across a variety of settings.
     - MLO1c: Develop program design and evaluation while preserving communities, individual, and cultural tradition.
- CLO2: Analyze differences between host culture and own culture.
     - MLO2a: Compare and contrast the cultural, educational, and social differences between the United States and South Africa.
     - MLO2b: Interact with others in a respectful, culturally sensitive manner by demonstrating knowledge of individual and group differences.
     - MLO2c: Analyze external factors that may impact students' academic outcomes.
- CLO3: Examine global perspective in relation to their professional and academic goals.
     - MLO3a: Integrate ethical and professional codes, standards, and regulations into addressing international situations with cultural competence and sensitivity.
- CLO4: Explain personal, professional and academic impact of their experience abroad.
     - MLO4a: Articulate how changes in perceptions have occurred throughout the course.
     - MLO4b: Describe the importance of developing cultural sensitivity in educational and

organizational workplace settings.

Professional Behavior
Graduates will be able to demonstrate by their values, beliefs and behaviors adherence to the highest ethical and professional standards in their personal and professional lives.

By the end of this course, students will be able to…
- CLO5: Recognize value of interacting with individuals with backgrounds and/or perspectives different from their own.
  - MLO5a: Discuss changes in cultural, educational, and social perspectives in course content and in-country activities.
  - MLO5b: Describe own educational experiences and how education differs in other contexts.
  - MLO5c: Explain how educational technology is perceived differently in diverse learning environments.
- CLO6: Demonstrate ability to tolerate ambiguity in complicated environments where clear cut answers or standard operating procedures are absent.
  - MLO6a: Examine cultural differences between own country and host countries and how they may impact feelings of comfort and discomfort.
  - MLO6b: Discuss how cultural differences impact societal views.
- CLO7: Practice responsibility and accountability by making appropriate decisions on behavior and accepting the consequences of their actions.
  - MLO7a: Attend all pre-orientation trainings to prepare for travel and in-country activities.
  - MLO7b: Engage and actively participate throughout all online class activities to develop an understanding of how to act and react appropriately while in-country.
  - MLO7c: Actively participate in all in-country activities and events.
  - MLO7d: Communicate respectfully and use culturally sensitive approaches with all individuals while in-country.
- CLO8: Demonstrate ability to be self-reliant in non-classroom environment.
  - MLO8a: Complete all course readings and assignments.
  - MLO8b: Participate professionally in all in-country activities.
  - MLO8c: Explain how one will need to modify and evaluate their own cultural behavior while abroad.

Required and Optional Texts and Electronic Reserves

Required Texts
There is not a required textbook for this course.

Required Readings

Burger, R., van der Berg, S., van der Wal, S., & Yu, D. (2017). The long walk: Considering the enduring spatial and racial dimensions of deprivation two decades after the fall of apartheid. *Social Indicators Research, 130*(3), 1101-1123. https://doi.org/10.1007/s11205-016-1237-1

Chisango, G., & Marongwe, N. (2021). The digital divide at three disadvantaged secondary schools in Gauteng, South Africa. *Journal of Education (University of KwaZulu-Natal), 82.* http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2520-98682021000100010

Culver, L., Shenderovich, Y., Meinck, F., Berezin, M. N., Doubt, J., Ward, C. L., Parra-Cardona, J., Lachmand, J. M., Wittesaele, C., Wessels, I., Gardner, F., & Steinert, J. I. (2020). Parenting, mental health and economic pathways to prevention of violence against children in South Africa. *Social Science & Medicine, 262.* https://doi.org/10.1016/j.socscimed.2020.113194

Govender, K., Cowden, R. G., Nyamaruze, P., Armstrong, R. M., & Hatane, L. (2020). Beyond the disease: Contextualized implications of the COVID-19 pandemic for children and young people living in Eastern and Southern Africa. *Frontiers.* https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7604346/

Greene-Moton, E., & Minkler, M. (2019). Cultural competence or cultural humility? Moving beyond the debate. *Health Promotion Practice, 21*(1), 142-145. https://doi.org/10.1177%2F1524839919884912

Mashaphu, S., Talatala, M., Seape, S., Eriksson, L., & Chiliza, B. (2021). Mental health, culture, and resilience: Approaching the COVID-19 pandemic from a South African perspective. *Frontiers.* https://www.frontiersin.org/articles/10.3389/fpsyt.2021.611108/full

McKeever, M., Byrne, D., Lucas, S. R. (2017). Educational inequality in Apartheid South Africa. *American Behavioral Scientist, 61*(1), 114-131. https://doi.org/10.1177%2F0002764216682988

Muthukrishna, N., & Engelbrecht, P. (2018). Decolonising inclusive educaon in lower income, Southern African educational contexts. *South African Journal of Education, 38*(4), 1-11. https://doi.org/10.15700/saje.v38n4a1701

Reygan, F., & Steyn, M. (2017). Diversity in basic education in South Africa: Intersectionality and critical diversity literacy. *Africa Education Review, 14*(2), 68-81. https://doi.org/10.1080/18146627.2017.1280374

Rüth, R. & Netzer, T. (2019). The key elements of cultural intelligence as a driver for digital leadership for success. *Leadership, Education, Personality: An Interdisciplinary Journal,* 2(2), 1-6. https://link.springer.com/content/pdf/10.1365/s42681-019-00005-x.pdf

Smith, W. C., Fraswer, P., Chykina, V., Ikoma, S., Levitan, J., Liu, J., Mahfouz, J. *Global citizenship and the importance of education in a globally integrated world. Globalisation, Societies, and Education*, *15*(5), 648-665. https://doi.org/10.1080/14767724.2016.1222896

Stoner, K., Tarrant, M., Perry, L., Stoner, L., Wearing, S., & Lyons, K. (2014). Global citizenship as a learning outcome of educational travel. *Journal of Teaching in Travel and Tourism, 14*(2), 149-163. https://doi-org.tcsedsystem.idm.oclc.org/10.1080/15313220.2014.907956

Umugiraneza, O., Bansilal, S., & North, D. (2018). Exploring teachers' use of technology in teaching and learning in KwaZulu-Natal schools. *Sabinet African Journals.* https://hdl.handle.net/10520/EJC-1375e68eef

Weblinks/Videos

The Chicago School of Professional Psychology

- Know Before You Go- Pre-Departure Guide to International Programs.
- Pre-Departure Orientation – Health & Safety
- TCSPP - International Travel Registration

BBC (2019). *South Africa country profile*. http://www.bbc.com/news/world-africa-14094760

Britannica (2021). *Zulu people.* https://www.britannica.com/topic/Zulu

Centers for Disease Control and Prevention (n.d.). *Global health – South Africa.* https://www.cdc.gov/globalhealth/countries/southafrica/

Community Toolbox (n.d.). *Conducting a workshop.* https://ctb.ku.edu/en/table-of-contents/structure/training-and-technical-assistance/workshops/main

Edutopia (n.d.). *K-12 videos.* https://www.edutopia.org/videos

FTD Facts (2019, December 6). *10 surprising facts about South Africa.* [Video File]. YouTube. https://www.youtube.com/watch?v=Jyn5VoXPyss

Georgetown University (n.d.). *Curricula enhancement module series.* https://nccc.georgetown.edu/curricula/culturalcompetence.html

Global News (2019, April 25). *Apartheid: The rise and fall of South Africa's 'apartness' laws.* [Video File]. YouTube. https://www.youtube.com/watch?v=kJOU9YYMzpw

Global News (2019, April 27). Indian South Africans: Post-apartheid. [Video File]. YouTube. https://www.youtube.com/watch?v=3pMXacjPoB8

Kwiatkowski, M. (2018). *Good professional development is R.A.R.E.* https://blog.acsi.org/good-professional-development-is-rare

MindTools (n.d.), *Planning a workshop: Organizing and running a successful event.*
      https://www.mindtools.com/pages/article/PlanningAWorkshop.htm

National Income Dynamics Study (2017). Education in South Africa: What's working and what's not. [Video File]. Retrieved from
      https://www.youtube.com/watch?v=O3caU8Ju3Q4

Nxumalo, L. (2017). South African schools need to introduce technology in the classrooms. *Huffpost.* https://www.huffingtonpost.co.za/lethabo-nxumalo/south-african-schools-need-to-introduce-technology-in-the-classr_a_23002195/

PBS News Hour (2019). *How to improve education and economic opportunity for Black South Africans.*
      https://www.pbs.org/newshour/show/how-to-improve-education-and-economic-opportunity-for-black-south-africans

TeacherVision (n.d.). *Behavior management strategies.* https://www.teachervision.com/teaching-strategies/behavior-management

Ted (2019, October 7). *The danger of a single story – Chimamanda Ngozi Adichie.* [Video File]. YouTube.
      https://www.youtube.com/watch?v=D9Ihs241zeg

The Learning and Teaching Office. (n.d.). *Running a successful workshop.*
      https://www.ryerson.ca/content/dam/lt/resources/handouts/TeachingWorkshops.pdf

United Nations (n.d.). *Sustainable development goals*. http://www.un.org/sustainabledevelopment/sustainable-development-goals/

USIP (n.d.). *Truth commission: South Africa*. http://www.usip.org/publications/truth-commission-south-africa

VACorps (n.d.). *South Africa: A brief introduction.* https://www.vacorps.com/knowledge-base/a-brief-introduction-to-south-africa/

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	Course Schedule, Assignments, and Grading				
Module	**Module Readings**	**Unit/ Topic/ Outcomes**	**Learning Outcomes**	**Assignments**	**Points / Assessment**
Module 1	**Student Information** The Chicago School of Professional Psychology • "What to Know Before You Go" TCSPP Study Abroad Pre-Departure Handbook • Pre-Departure Orientation – Health & Safety **Weblinks:** • BBC (2019). *South Africa country profile.* http://www.bbc.com/news/world-africa-14094760 • Britannica (2021). *Zulu people.* https://www.britannica.com/topic/Zulu • VACorps (n.d.). *South Africa: A brief introduction.* https://www.vacorps.com/knowledge-base/a-brief-introduction-to-south-africa/ **Videos:** • FTD Facts (2019, December 6). *10 surprising facts about South Africa.* [Video File]. YouTube. https://www.youtube.com/watch?v=Jyn5VoXPyss	**UNIT 1** Global Perspectives	**CLO's Addressed:** CLO2, CLO5, CLO7, & CLO8 **MLO's Addressed:** MLO2a, MLO5a, MLO7a, & MLO8a	**Introductions & Expectations (posting required for attendance purposes)** **Initial Post Due Wednesday, 11:59pm, CST** **Final post due no later than Sunday, 11:59pm, CST** For your introduction post, you will need to provide a brief overview of the below areas. • Briefly introduce yourself to your colleagues. • What has been the extent of your contact with South Africa? • How do you anticipate this experience will impact your personal and professional life? In what ways? (Be specific about your expectations).	**Required for First Day Attendance**
		UNIT 2 Global Perspectives	**CLO's Addressed:** CLO2, CLO5, CLO7, & CLO8 **MLO's Addressed:** MLO2a, MLO5a, MLO7a, & MLO8a	**Unit 2 Discussion:** **Initial Post Due Wednesday, 11:59pm, CST** **Final post due no later than Sunday, 11:59pm, CST** You will use Canvas Studio to respond to the below questions in a 4-minute video. • What did you learn about yourself from completing the Global Perspectives Inventory? • How do you anticipate your perspective will change after your international experience? • Why is it important to be globally minded? How do you think your study abroad experiences will enhance your levels of global mindedness? **Complete the Global Perspectives Inventory Pre-Test (Pre-GPI): log information will be sent to you via email.** **Due Sunday, 11:59pm CST** **MLO's Addressed: MLO2a, MLO5a, MLO7a, & MLO8a**	**Discussion Grading Rubric** (20 pts total) **Pre-Survey** (2 pts total)
Module 2	**Travel Registration**	**UNIT 3**	**CLO's Addressed:**	**International Travel Registration** **Due Sunday, 11:59pm CST**	**Registration** (4 pts total)

• Students are required to complete the International Travel Registration one month prior to travel: https://my.thechicagoschool.edu/community/studentresources/ie/Pages/Travel-Database.aspx **Readings:** • Burger, R., van der Berg, S., van der Wal, S., & Yu, D. (2017). The long walk: Considering the enduring spatial and racial dimensions of deprivation two decades after the fall of apartheid. *Social Indicators Research, 130*(3), 1101-1123. https://doi.org/10.1007/s11205-016-1237-1 **Weblinks:** • United Nations (n.d.). *Sustainable development goals*. http://www.un.org/sustainabledevelopment/sustainable-development-goals/ • USIP (n.d.). *Truth commission: South Africa*. http://www.usip.org/publications/truth-commission-south-africa **Videos:** • Global News (2019, April 25). *Apartheid: The rise and fall of South Africa's 'apartness' laws.* [Video File]. YouTube. https://www.youtube.com/watch?v=kJOU9YYMzpw • Global News (2019, April 27). Indian South Africans: Post-apartheid. [Video File]. YouTube. https://www.youtube.com/watch?v=3pMXacjPoB8	Preparing for In-Country Travel and Activities	CLO2, CLO5, CLO6, & CLO8 **MLO's Addressed:** MLO2a, MLO5a, MLO6a, MLO7a, & MLO8a	**Pre-Departure Orientation 1: REQUIRED ATTENDANCE** Zoom information will be provided via a course announcement and email. This meeting will focus on the course expectations and an overview of our in-country activities. **MLO's Addressed: MLO2a, MLO5a, MLO6a, MLO7a, & MLO8a**	**Pre-Departure Orientation Meeting** (20 pts total)
	UNIT 4 South Africa History	**CLO's Addressed:** CLO2, CLO5, & CL08 **MLO's Addressed:** MLO2a, MLO5a, MLO6a, & MLO8a	**Unit 4 Presentation: Transitioning to Democratic Rule** **Due Sunday, 11:59pm CST** Based on what you have read and reviewed thus far about South Africa's history, prepare a brief presentation sharing what you learned about the history, people, political structures, educational systems, etc. of each country. Also, you will need to share what you found most interesting about South Africa. You will share your learnings in a presentation that includes a minimum of five slides. You can use a presentation tool such as Sway, Prezi, VoiceThread, or Canva. The length of your presentation should be approximately 10-15 slides including references. • Your initial post will need to include your presentation file (use the "attach" feature). • Embedded images and videos are encouraged—be creative and have fun! • This assignment is structured as a discussion but will not follow the discussion rubric. Please reply to others as you see necessary. **Technology Requirements** *Note*: All TCSPP students have access to Office 365 products including Sway. • How to get started with Sway: Sway tutorial. • Learn Microsoft Sway. • How to get started with Canva. • An easy guide to creating a presentation in Canva. • Presentation Templates using Canva. This will follow the Presentation Rubric for grading.	**Presentation Grading Rubric** (20 pts total)

				MLO's Addressed: MLO2a, MLO5a, MLO6a, & MLO8a	
Module 3	**Readings** • McKeever, M., Byrne, D., Lucas, S. R. (2017). Educational inequality in Apartheid South Africa. *American Behavioral Scientist, 61*(1), 114-131. https://doi.org/10.1177%2F0002764216682988 • Muthukrishna, N., & Engelbrecht, P. (2018). Decolonising inclusive education in lower income, Southern African educational contexts. *South African Journal of Education, 38*(4), 1-11. https://doi.org/10.15700/saje.v38n4a1701 • Reygan, F., & Steyn, M. (2017). Diversity in basic education in South Africa: Intersectionality and critical diversity literacy. *Africa Education Review, 14*(2), 68-81. https://doi.org/10.1080/18146627.2017.1280374 **Weblinks:** • PBS News Hour (2019). *How to improve education and economic opportunity for Black South Africans.* https://www.pbs.org/newshour/show/how-to-improve-education-and-economic-opportunity-for-black-south-africans • TeacherVision (n.d.). *Behavior management strategies.* https://www.teachervision.com/teaching-strategies/behavior-management	**UNIT 5** South Africa Educational Settings	**CLO's Addressed:** CLO1, CLO3, CLO6, CLO7, & CLO8 **MLO's Addressed:** MLO1b, MLO3a, MLO6b, MLO7b, & MLO8a	**Unit 7 Group Discussion: Managing Discipline Issues in the Classroom** **Initial post is due Wednesday by 11:59 pm, CST.** (1 member of the group should submit the group's post). **Response Posts are due Friday by 11:59 pm, CST.** Teachers are reporting that they would like to find better ways to manage discipline issues in the classroom. A typical class size may range from 35 to 45 students with one teacher. Some of the classroom discipline issues that they experience include disruptive talking, poor attendance, failure to complete homework, tardiness, sleeping in class, inaudible responses, and fighting or hurting other learners. Using Sway or Canva, your group will need to develop 5-8 strategies that you would recommend for managing discipline issues in the classroom. While developing your recommended strategies, your group will need to consider the context and culture of South African classrooms. Your group will need to include at least two sources addressing discipline issues in the South African context. Refer to the below questions as your group is completing this assignment. • What would you suggest as strategies to use in the classroom? • What resources would you recommend for educators? • How would you demonstrate the strategies to the educators? **MLO's Addressed: MLO2c, MLO5a, MLO6b, MLO7b, & MLO8a**	**Discussion Grading Rubric** (20 pts total)
		UNIT 6 Submission of Strategies	**CLO's Addressed:** CLO1, CLO3, CLO6, CLO7, & CLO8 **MLO's Addressed:** MLO1b, MLO3a, MLO6b, MLO7b, & MLO8a	**Unit 6 Assignment: Required Synchronous Discussion** This week we will meet with educators from South Africa to develop a more in-depth understanding of their educational structures. Prior to attending this synchronous meeting, please carefully review the assigned resources and conduct your own research about South Africa educational settings. During the virtual session, you will have the opportunity to ask questions to better prepare for our in-country activities. The synchronous meeting link, date, and time will be posted in the course announcements.	**20 points attended/0 points did not attend**

Module 4	**Readings:** • Culver, L., Shenderovich, Y., Meinck, F., Berezin, M. N., Doubt, J., Ward, C. L., Parra-Cardona, J., Lachmand, J. M., Wittesaele, C., Wessels, I., Gardner, F., & Steinert, J. I. (2020). Parenting, mental health and economic pathways to prevention of violence against children in South Africa. *Social Science & Medicine, 262.* https://doi.org/10.1016/j.socscimed.2020.113194 • Govender, K., Cowden, R. G., Nyamaruze, P., Armstrong, R. M., & Hatane, L. (2020). Beyond the disease: Contextualized implications of the COVID-19 pandemic for children and young people living in Eastern and Southern Africa. *Frontiers.* https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7604346/ • Mashaphu, S., Talatala, M., Seape, S., Eriksson, L., & Chiliza, B. (2021). Mental health, culture, and resilience: Approaching the COVID-19 pandemic from a South African perspective. *Frontiers.* https://www.frontiersin.org/articles/10.3389/fpsyt.2021.611108/full • **Weblinks:** • Centers for Disease Control and Prevention (n.d.). *Global health – South Africa.* https://www.cdc.gov/globalhealth/countries/southafrica/	**UNIT 7** Emerging and Current Heath Concerns in Southern Africa	**CLO's Addressed:** CLO2, CLO5, CLO6, CLO7, & CLO8 **MLO's Addressed:** MLO2c, MLO5a, MLO6b, MLO7b, & MLO8a	**Unit 7 Discussion: Current Health and Mental Health Concerns** For this discussion, you will need to research current health and mental health trends, focuses, and concerns in South Africa. In your post, you will describe if your examples are more recent areas impacting South Africa or if they have been long-term focuses for the country. Also, you will describe why these areas are important and their potential impact on healthcare and mental health professionals and communities. Your post should be informative and supported by resources. Additionally, you will need to include appropriate hyperlinks, images, and other artifacts to support your post.	**Discussion Grading Rubric** (20 pts total)
		UNIT 8 Mental Health and Wellness	**CLO's Addressed:** CLO1, CLO2, CLO5, CLO6, CLO7, & CLO8 **MLO's Addressed:** MLO1a, MLO2c, MLO5a, MLO6a, MLO6b, MLO7b, & MLO8a	**Unit 8 Assignment: Gender-based Violence** **Due Sunday, 11:59pm CST** After reading the assigned resources and conducting your own online research, you will write a paper focused on gender-based violence in South Africa. In your paper, you will compare and contrast how this issue is addressed and the cultural variables that perpetuate this issue. Your paper will need to be three pages, double-spaced, and include appropriate APA formatting guidelines.	**Project Rubric** (40 pts total)
Module 5	**Readings:** • Chisango, G., & Marongwe, N. (2021). The digital divide at three disadvantaged secondary schools in Gauteng, South Africa. *Journal of Education (University of KwaZulu-Natal), 82.* http://www.scielo.org.za/scielo.php?script=sci_arttext&pid=S2520-98682021000100010 • Umugiraneza, O., Bansilal, S., & North, D. (2018). Exploring teachers' use of technology in	**UNIT 9** Educational Technology	**CLO's Addressed:** CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, & CLO8 **MLO's Addressed:** MLO1a,	**Unit 9 Small Group Discussion: Integrating Technology in the Classroom** **Initial post is due Wednesday by 11:59 pm** (1 member of the group should submit the group's post) **Response Posts are due Friday by 11:59 pm** (Each student should reflect on what they have learned from their group and the other group's post, including any feedback or suggestions). Educators across rural and township schools report that it is often difficult to integrate technology in their classrooms and lessons. In the	**Discussion Grading Rubric** (20 pts total)

	teaching and learning in KwaZulu-Natal schools. *Sabinet African Journals.* https://hdl.handle.net/10520/EJC-1375e68eef **Weblinks:** • Community Toolbox (n.d.). *Conducting a workshop.* https://ctb.ku.edu/en/table-of-contents/structure/training-and-technical-assistance/workshops/main • Edutopia (n.d.). *K-12 videos.* https://www.edutopia.org/videos • Kwiatkowski, M. (2018). *Good professional development is R.A.R.E.* https://blog.acsi.org/good-professional-development-is-rare • MindTools (n.d.), *Planning a workshop: Organizing and running a successful event.* https://www.mindtools.com/pages/article/PlanningAWorkshop.htm • Nxumalo, L. (2017). South African schools need to introduce technology in the classrooms. *Huffpost*. https://www.huffingtonpost.co.za/lethabo-nxumalo/south-african-schools-need-to-introduce-technology-in-the-classr_a_23002195/ • The Learning and Teaching Office. (n.d.). *Running a successful workshop.* https://www.ryerson.ca/content/dam/lt/resources/handouts/TeachingWorkshops.pdf		MLO1b, MLO2b, MLO2c, MLO3a, MLO4b, MLO5a, MLO5b, MLO6b, MLO7b, & MLO8a	past, we have discussed with some South African educators' different strategies, tools, and techniques that they can use to develop technology-enhanced lessons. However, there are challenges and barriers that you should be aware of before making recommendations for technology integration. The lack of resources in the classroom such as computers, projectors, internet and Wi-Fi are a major barrier to technology integration. Lack of technology skills and training for educators is also a challenge. There is interest and support for workshops and training opportunities to help educators find meaningful and context-relevant ideas for technology integration. For example, in the past, we have conducted some workshops on the basic use of Microsoft Word, Excel, and PowerPoint. For the purpose of this assignment, technology topics can include specific ideas for teaching lessons or managing classroom behaviors. For this assignment, your group will need to research and recommend 5-8 specific technology ideas appropriate for a secondary school setting. Consider the following factors: • The culture and history of South African classrooms. • In what subject or content and grade level would the technology be used (e.g., math, science, English, etc.)? • How would the suggested technology enhance learning outcomes? • How is the technology used in a classroom context? Your group will need to consider the resource barriers mentioned above. • What are the needed tools and materials needed to make the idea successful? • What are some of the resources that you would recommend for the educators? • How would you demonstrate the technology ideas? **MLO's Addressed: MLO1a, MLO1b, MLO2b, MLO2c, MLO3a, MLO4b, MLO5a, MLO5b, MLO6b, MLO7b, & MLO8a**	
		UNIT 10 Submission of Strategies	**CLO's Addressed:** CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, & CLO8 **MLO's Addressed:** MLO1a,	**Unit 10 Group Activity: Integrating Technology into the Classroom Due Sunday by 11:59pm** Submit your group's recommended strategies and recommendations. Only one group member will need to submit the file. **MLO's Addressed: MLO1a, MLO1b, MLO1c, MLO2b, MLO2c, MLO3a, MLO4a, MLO4b, MLO5a, MLO5b, MLO6b, MLO7b, MLO7d, MLO8a & MLO8b**	**Written Assignment** (40 pts total)

			MLO1b, MLO1c, MLO2b, MLO2c, MLO3a, MLO4a, MLO4b, MLO5a, MLO5b, MLO6b, MLO7b, MLO7d, MLO8a & MLO8b		
Module 6	**Web-Sharing Platforms to explore:** • Wix: www.Wix.com • Canva: https://designschool.canva.com • Live Journal: http://www.livejournal.com/ • Tackk: https://tackk.com/education • Themeefy: http://themeefy.com/ • Blogger: https://www.blogger.com/about/	**UNIT 11** Pre-Travel Preparation	**CLO's Addressed:** CLO1, CLO2, CLO3, CLO4, CLO5, CLO7, & CLO8 **MLO's Addressed:** MLO1a, MLO1b, MLO1c, MLO2a, MLO2b, MLO2c, MLO3a, MLO4a, MLO4b, MLO5a, MLO5b, MLO6b, MLO7b, MLO7d, & MLO8a	**Pre-Departure Orientation 2 – REQUIRED ATTENDANCE** Zoom information will be provided via a course announcement and email. This meeting will include an overview of health and safety information. **MLO's Addressed: MLO1a, MLO1b, MLO1c, MLO2a, MLO2b, MLO2c, MLO3a, MLO4a, MLO4b, MLO5a, MLO5b, MLO6b, MLO7b, MLO7d, & MLO8a**	**Pre-Departure Orientation Meeting** (20 pts total)
		UNIT 12	**CLO's Addressed:** CLO1, CLO2,	**Unit 12 Activity – Web-Sharing Platforms** **Initial Post Due Wednesday by 11:59pm, CST** **Final post due no later than Sunday, 11:59pm, CST**	**Discussion Grading Rubric**

		Showcasing In-Country Experiences	CLO3, CLO4, CLO5, CLO7, & CLO8 **MLO's Addressed:** MLO1a, MLO1b, MLO1c, MLO2a, MLO2b, MLO2c, MLO3a, MLO4a, MLO4b, MLO5a, MLO5b, MLO6b, MLO7b, MLO7d, & MLO8a	Search for web-sharing platforms that you can use to showcase your in-county experiences. Provide a link to your preferred platform. Provide a rationale for selecting this platform and how you plan to use it to showcase your travel and workshop activities. Two weeks post travel, you must submit your blog or web page. The blog should be culturally responsive and should include reflections and photos. **MLO's Addressed: MLO1a, MLO1b, MLO1c, MLO2a, MLO2b, MLO2c, MLO3a, MLO4a, MLO4b, MLO5a, MLO5b, MLO6b, MLO7b, MLO7d, & MLO8a**	(20 pts total).
Module 7 **Begin Travel**	**Readings:** • Greene-Moton, E., & Minkler, M. (2019). Cultural competence or cultural humility? Moving beyond the debate. *Health Promotion Practice, 21*(1), 142-145. https://doi.org/10.1177%2F1524839919884912 • Rüth, R. & Netzer, T. (2019). The key elements of cultural intelligence as a driver for digital leadership for success. *Leadership, Education, Personality: An Interdisciplinary Journal,* 2(2), 1-6. https://link.springer.com/content/pdf/10.1365/s42681-019-00005-x.pdf • Smith, W. C., Fraswer, P., Chykina, V., Ikoma, S., Levitan, J., Liu, J., Mahfouz, J. *Global citizenship and the importance of education in a globally integrated world. Globalisation, Societies, and Education*, 15(5), 648-665. https://doi.org/10.1080/14767724.2016.1222896	**UNIT 13** Cultural Competence and Global Citizenship	**CLO's Addressed:** CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, & CLO8 **MLO's Addressed:** MLO1a, MLO1b, MLO1c, MLO2a, MLO2b, MLO2c, MLO3a, MLO4a, MLO4b, MLO5a, MLO5b, MLO6a,	**Unit 13 Discussion: Cultural Competence** ***This discussion will take place during in-country debriefing sessions.*** How have you become a more culturally competent practitioner throughout the course? Why is it important for practitioners to develop cultural competence and how might this goal be accomplished? How might you interact in situations in which there is cultural dissonance? How will you use your newfound knowledge in your future academic and professional goals? **MLO's Addressed: MLO1a, MLO1b, MLO1c, MLO2a, MLO2b, MLO2c, MLO3a, MLO4a, MLO4b, MLO5a, MLO5b, MLO6a, MLO6b, MLO7b, MLO7c, MLO7d, MLO8a, & MLO8b**	**Cultural Awareness and Competency Grading Rubric** (50 pts total)

Weblinks: • Georgetown University (n.d.). *Curricula enhancement module series.* https://nccc.georgetown.edu/curricula/culturalcompetence.html		MLO6b, MLO7b, MLO7c, MLO7d, MLO8a, & MLO8b		

Videos:
• Ted (2019, October 7). *The danger of a single story – Chimamanda Ngozi Adichie.* [Video File]. YouTube. https://www.youtube.com/watch?v=D9Ihs241z eg
	UNIT 14
	Travel Abroad Schedule and Expected Activities
		CLO's Addressed:
		CLO1, CLO2, CLO3, CLO4, CLO5, CLO6, CLO7, & CLO8
		
		MLO's Addressed:
		MLO1a, MLO1b, MLO1c, MLO2a, MLO2b, MLO2c, MLO3a, MLO4a, MLO4b, MLO5a, MLO5b, MLO6a, MLO6b, MLO7b, MLO7c, MLO7d, MLO8a, & MLO8b
			Unit 14 Activities
			• **Unit 14 Discussion: Blog Assignment**
			  Due two weeks post travel
			
			  Refer back to the Unit 12 Discussion on web-sharing platforms. For this discussion, you will need to submit your blog or web page and reflect on other's posts as well. Please make sure that your posts are culturally responsible.
			
			• **Complete Global Perspectives Inventory Post-Survey (Post-GPI: log information will be sent to you via email.**
			  Due one-week post travel.
			
			• **In-Country Attendance & Engagement (200 points)**
			
			• **Professional and Behavioral Comportment (80 points)**
			
			• **Signature Assignment Project (160 points).**
			  Due two weeks post travel.
			
			• **In-country Service-Learning**
			
			  Students will conduct professional development workshops in South Africa. The workshops will be planned and developed while in South Africa and will be based on the needs of the stakeholders. Students will be given opportunities to develop potential workshops prior to traveling to South Africa. The idea is to prepare students but not necessarily have them submit the same workshop unless it is appropriate for the context and needs. Potential professional development workshops may focus on the following topics:
			  • Classroom management issues/concerns: how to address issues that may arise.
			  • ADHD: better understanding of ADHD and assessments and how to address students who might be displaying tendencies.
				Complete/ Incomplete (20 points)
				
				Post-Survey (2 pts total)
				
				Signature Assignment Rubric (160 pts total)

			• Best instructional approaches to use in order to teach a particular subject area. • Training on using basic computer skills, Word, PPT, and Video (basic educational technology topics). The workshops will be assessed by faculty and stakeholders while in-country. **MLO's Addressed: MLO1a, MLO1b, MLO1c, MLO2a, MLO2b, MLO2c, MLO3a, MLO4a, MLO4b, MLO5a, MLO5b, MLO6a, MLO6b, MLO7b, MLO7c, MLO7d, MLO8a, & MLO8b**.	

Appendix A – Tentative Itinerary

Days of in-country must be no less than 8 and no greater than 12 excluding travel time.
Travel dates and days in country must occur during official school breaks.

Students who need ADA assistance should review the information and resources at Accessibility Accommodations Please fill out the ADA Abroad Form and email it to accommodations@thechicagoschool.edu

Date	Activity / Note for Exertion Level	Location
Students Must Arrive no later than: August 17, 2022 12 pm	• Arrive in Durban at King Shaka International Airport in Durban • Check into hotel • Welcome dinner **Exertion Level 1:** After their flight, students will commute by bus to the hotel and then the Durban waterfront for a welcome dinner. Students will walk along the beachfront for approximately one hour.	Durban, South Africa
Day 2 August 18, 2022	• Indian primary school visit • Durban Chamber of Commerce **Exertion Level 2:** Students will commute to each activity via a bus. Tours and visits will include various intervals of walking. There may be slight hills, stairs, and unpaved paths in some areas.	Durban, South Africa
Day 3 August 19, 2022	• Tour of Durban and surrounding areas to learn about the South African history • Zulu dancing at Phezula and lunch **Exertion Level 2:** Students will commute to each activity via a bus. Tours and visits will include various intervals of walking. There may be slight hills, stairs, and unpaved paths in some areas.	Durban, South Africa
Day 4 August 20, 2022	• Hluhluwe Game Reserve and lunch **Exertion Level 2:** Students will commute to the game drive via a bus. There may be slight hills, stairs, and unpaved paths in some areas during the game drive.	Umhlanga, South Africa
Day 5 August 21, 2022	• St. Johns tour (private school) • Lunch at Tatham Art Gallery • Free time **Exertion Level 2:** Students will commute to the daily activities via a bus. There may be slight hills, stairs, and unpaved paths in some areas.	Pietermaritzburg, South Africa

Day 6 August 22, 202	• Alexandra High School service-learning activity **Exertion Level 2:** Students will commute to the daily activities via a bus. There may be slight hills, stairs, and unpaved paths in some areas.	Pietermaritzburg, South Africa
Day 7 August 23, 2022	• Nelson Mandela Capture Site • Lunch in Champagne Valley • Drakensburg Boys Choir concert **Exertion Level 2:** Students will commute to the daily activities via a bus. There may be slight hills, stairs, and unpaved paths in some areas.	Pietermaritzburg, South Africa
Day 8 August 24, 2022	• Afrikaans school visit • Service-learning activity at Zulu school **Exertion Level 2:** Students will commute to the daily activities via a bus. There may be slight hills, stairs, and unpaved paths in some areas.	Pietermaritzburg, South Africa
Day 9 August 25, 2022	• Midlands Meander • Funda Nenja Organization • Farewell dinner **Exertion Level 2:** Students will commute to the daily activities via a bus. There may be slight hills, stairs, and unpaved paths in some areas.	Pietermaritzburg, South Africa
Day 10 August 26, 2022	• Transfer to airport for travel home **Exertion Level 1:** There is only a short commute to the airport. Flights back to students' home countries will vary.	Pietermaritzburg, South Africa

Appendix B - Assignment Rubric- In Country Attendance & Engagement

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Attendance	Unexcused absences from required in-country activities. More than several occasions are not punctual. Requires many prompts or reminders and creates inexcusable delays for program. 0-60 points	Attends all required in-country activities. One occasion is not punctual. Requires some prompts or reminders. 60-79 points	Punctual and completely attends all required in-country activities without few prompts or reminders. 80-99 points	Punctual and completely attends all required in-country activities without any prompts or reminders- exhibits complete self-reliance. 100 points
Participation & Engagement	Does not prepare in advance for activities; does not actively listen, is distracted during program; does not contribute or advance knowledge of activity; does not engage with faculty and in-country partners. 0-60 points	Prepares in advance for a few activities; occasionally listens actively; during activities is present and occasionally engages and participates. 60-79 points	Prepares in advance for most activities; actively listens for most of program; contributes some knowledge to activity; professionally engages with faculty and in-country partners. 80-99 points	Fully prepares in advance for activities; actively listens throughout duration of program; contributes and advances knowledge of activity in respectful and appropriate manner; professionally engages with faculty and in-country partners. 100 points
			Total	200 total points

Appendix C - Assignment Rubric- Professional Behavior & Comportment

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Professional Behavior and Comportment	Demonstrates unprofessional behavior or comportment during program and/or in more than one interaction with students, faculty, administrators or any in-country partners. 0-19 points	Demonstrates expected professional behavior and comportment for most of program and in almost all interactions with students, faculty, administrators and all in-country partners. 20-49 points	Demonstrates expected professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 50-79 points	Demonstrates exemplary and model professional behavior and comportment for entire duration of program and in all interactions with students, faculty, administrators and all in-country partners. 80 points
			Total	80 total points

Appendix D - Assignment Rubric- Discussion Forum

Criteria	Performance				Points
	Needs Improvement	Adequate	Good	Exemplary	
Initial Post: **Demonstration of quality content and integration of course material**	The initial discussion post exhibits a statement that is partially or fully incorrect or doesn't answer the main discussion question(s). The post is not backed by the assigned readings or another source and does not stimulate further discussion as evidenced by responses from colleagues. 0-2 points	The initial discussion post exhibits a statement which answers or partially answers the main discussion question(s). However, the answer doesn't demonstrate two of the following: • A substantive statement including citations from the assigned readings • At least 1 additional scholarly source • Stimulates further discussion as evidenced by responses from colleagues 3-4 points	The initial discussion post exhibits a statement which answers the main discussion question(s). However, the answer doesn't demonstrate one of the following: • A substantive statement including citations from the assigned readings • At least 1 additional scholarly source • Stimulates further discussion as evidenced by responses from colleagues 5 points	The initial discussion post exhibits a strong statement which answers the main discussion question(s), and demonstrates all of the following: • A substantive statement including citations from the assigned readings • At least 1 additional scholarly source • Stimulates further discussion as evidenced by responses from colleagues 6 points	6 points maximum
Participation: **Feedback to class colleagues throughout the week**	The student did not give feedback to a minimum of two class colleagues' initial posts, or the feedback given constitutes simple agreement, or was posted late Saturday and/or Sunday – too late in the week to have an impact. 0-2 points	The student's feedback to two or three class colleagues' initial posts do not address the posts adequately, rely mostly on sharing personal opinion, are not supported by readings or other facts, or do not challenge/invite other participants to further explore the topic. 3-4 points	The student provides feedback to three class colleagues' initial posts. The feedback posts exhibit solid answers that include citations from the assigned readings and/or other scholarly source(s), and challenge/invite other participants to further explore the topic. 5 points	The student provides detailed feedback to three or more class colleagues' initial posts. The feedback addresses the class colleagues' initial posts, include citations from the assigned readings and/or other scholarly source(s), and challenges/invites other participants to further explore the topic. 6 points	6 points maximum
Participation: **In one's own initial post in the discussion thread**	Student does not adequately provide evidence of participating in their initial post discussion thread throughout the week. 0-2 points	Student responses show attention to feedback received but are not substantive. In addition, most replies were posted late in the week (Saturday night or Sunday). 3-4 points	Student responds to all feedback received on student's initial post and responds to instructor's feedback to initial post. Responses are proficient but not as robust or substantive. 5 points	Student participates in their initial post discussion thread at least (3) separate days of the week. Student writes substantial responses to all feedback received on student's initial post and responds to instructor's feedback to initial post. 6 points	6 points maximum

Appendix E - Assignment Rubric- Cultural Awareness & Competency

Grading Area	Demonstration Level 1 (unacceptable)	Demonstration Level 2 (minimal)	Demonstration Level 3 (expected)	Demonstration Level 4 (advanced)
Cultural Awareness and Competency	Does not adequately identify the significant beliefs, values, views, and practices of the cultures examined and experiences difficulties in explaining cultural differences and similarities between home and host countries. 0-29 points	Begins to identify the significant beliefs, values, views, and practices of the cultures examined and is somewhat able to explain the cultural differences and similarities between home and host countries. 30-39 points	Identifies the significant beliefs, values, views, and practices of the cultures examined using adequate evidence and examples and explains obvious cultural differences and similarities between home and host countries. 40-49 points	Identifies the significant beliefs, values, views, and practices of the cultures examined using substantial evidence and examples and explains complex cultural differences and similarities between home and host countries. 50 points
			Total	50 total points

Appendix F – Blog Rubric

	Above Expectations	Meets Expectations	Approaching Expectations	Below Expectations	Points
Layout and Use of Multimedia	Includes high quality images and multimedia when appropriate to enhance the content's visual appeal. 5 points	Includes somewhat quality images and multimedia when appropriate to enhance the content's visual appeal. 4 points	Includes low quality images and multimedia when appropriate to enhance the content's visual appeal. 2-3 points	Does not include images and multimedia when appropriate to enhance the content's visual appeal. 1 point	5 points maximum
Content and Creativity	Blog provides comprehensive insight and reflection focused on course content and travel experiences. Personal educational experiences are examined thoughtfully and critically to identify the significance of the various and specific learning experiences encountered during the in-country activities. Reflections are fully supported by relevant examples, reference to theory, and important course readings. 10 points	Blog provides somewhat of a comprehensive insight and reflection focused on course content and travel experiences. Personal educational experiences are examined thoughtfully and critically to identify the significance of some of the learning experiences encountered during the in-country activities. Reflections are supported by some readings and examples. 7-9 points	Blog provides limited insight and reflection focused on course content and travel experiences. Personal educational experiences are examined, but not in a way that reflects deeper level of understanding of the external factors shaping the learning experience. Reflections are supported by a few examples and citations. 4-6 points	Blog does not provide a comprehensive insight and reflection focused on course content and travel experiences. Personal educational experiences are mentioned, but in a perfunctory way. Reflections are supported by some citations. 0-3 points	10 points maximum
Cultural Awareness and Competency	Identifies the significant beliefs, values, views, and practices of the cultures examined using substantial evidence and examples and explains complex cultural differences and similarities between home and host countries. Reflections are presented in a culturally responsive manner. 5 points	Identifies the significant beliefs, values, views, and practices of the cultures examined using adequate evidence and examples and explains obvious cultural differences and similarities between home and host countries. Reflections are presented in a culturally responsive manner. 4 points	Begins to identify the significant beliefs, values, views, and practices of the cultures examined and is somewhat able to explain the cultural differences and similarities between home and host countries. Some of the reflections could be presented in culturally responsive manner. 2-3 points	Does not adequately identify the significant beliefs, values, views, and practices of the cultures examined and experiences difficulties in explaining cultural differences and similarities between home and host countries. Reflections are not presented in a culturally responsive manner. 1 point	5 points maximum
				Total	20 points

> **Please refer to "Syllabus Part 2: Policies" for additional important information. Click the link below to access.**
>
> **CLICK HERE FOR SYLLABUS PART 2: POLICIES**

Student Academic Supports and Resources

STUDENT PORTAL FOR UNIVERSITY RESOURCES

my.thechicagoschool.edu

The student portal is a place where you can find quick links to the below resources in one place.

ACADEMIC CATALOG AND STUDENT HANDBOOK

http://catalog.thechicagoschool.edu/

BOOKSTORE

Access to the bookstore is found at: http://thechicagoschool.textbookx.com.

CANVAS SUPPORT

If you need help accessing your course and materials in the Canvas system, the following resources may be of assistance:

1) Search the Canvas Guides which have a plethora of detailed videos, step-by-step instructions, and links: http://guides.instructure.com/
2) Access the community user boards and discussions.
3) Ask HelpDesk:
   a. Submit a ticket with your question or issue by filling out the form provided in the course.
   b. Contact the Help Desk by phone: 855-745-8169
   c. Have a live IM chat with a HelpDesk representative.

IT SUPPORT

Students may contact HelpDesk by:

Phone: (800) 747-8367
Email: helpdesk@tcsedsystem.edu
Website: http://helpdesk.tcsedsystem.edu

Hours

	Pacific time	Central time	Eastern time
Weekdays	5:00 am to 7:00 pm	7:00 am to 9:00 pm	8:00 am to 10:00 pm
Weekend	7:00 am to 3:00 pm	9:00 am to 5:00 pm	10:00 am to 6:00 pm

If you submit an email or leave a voicemail afterhours, the Help Desk will reply the next day. The Canvas Help Desk and the self-service password reset portal are available 24 hours a day.

LIBRARY RESOURCES

Access to The Chicago School Library and additional resources is found at each of the homepages for the Campus libraries:

- Chicago (and Online campus): http://chi.librarypass.org/
- Southern California (and Online campus): http://la.librarypass.org/
- Washington DC (and Online campus): http://dc.librarypass.org/

Online campus students may use any of these resources. Patrons can access articles via the Search our Databases portal or search for books, test kits, and videos via the Search our Catalog portal.

WRITING CENTER

A. **MA and Doctoral students:**
Please submit your paper for feedback via the Graduate Student Success Program (GSSP), our resource hub in Canvas. The process is described in Module 3 of the GSSP. All new students are automatically enrolled in the GSSP, but if for some reason you don't have access to the site, please contact writing@thechicagoschool.edu for assistance.

B. **BA students:**
 Please submit your paper for feedback to writing@thechicagoschool.edu. Specify that you are a BA student. Email us all relevant instructions provided by your teacher.

C. **APA Style Hotline:**
Email your question to writing@thechicagoschool.edu and expect a reply within several hours.

ONLINE RESOURCES

- The Ultimate Academic Writing Guide (Inspired by 37 Top Universities)
- Harvard's Writing Center
- Purdue OWL's General Writing Resources
- University of Northern Iowa's Dr. Grammar
- Hamilton College's Seven Deadly Sins of Writing
- TCSPP's CAE Academic and Professional Writing Resources
- Dartmouth's Institute for Writing Rhetoric
- The Elements of Style
- Oxford Dictionaries' Better Writing
- Plagiarism on Campus
- Grammar Girl
- Guide to Grammar & Writing