International Development: Critical Perspectives on Theory and Practice
Education and Literacy Track

COURSE DESIGNATOR MSID 4001
NUMBER OF CREDITS 4 credits
Language of Instruction English
Contact Hours 60 hours

COURSE DESCRIPTION
This track forms a part of the MSID 4001 course. It broadens the students’ knowledge and horizons to allow them become professional and competent; to actively participate and interact with Kenyan culture in Kenyan educational institutions. It begins with letting the students express their perspectives of what education is under five thresholds of access, equity, relevance, quality, efficiency and effectiveness. These thresholds further feature in the exploration of the history and structure of education in Kenya. A critical analysis of the goals of education, curriculum, the examination system, educational service providers and financing frameworks using student’s experiences is given a central position to broaden student’s understanding of these dimensions of education. The features of various classroom interactions are discussed to facilitate understanding of various teaching methodologies. This is climaxed by a study tour of Kenya schools under different environmental contexts. Finally, emerging issues (gender, HIV/AIDS and disaster management concerns) of relevance to the current and future teaching profession are highlighted to stimulate students’ desire to be educational planners, policy makers and action researchers for betterment of best practices in education.

INSTRUCTOR
Dr. Jane Gatumu

COURSE OBJECTIVES
At the end of the course, the student is expected to have:

• Explored the concept of education in the context of thresholds of: access, relevance, equity, quality and efficiency.
• Deepened their understanding of these thresholds in the milestones of the history of education in Kenya, Kenyan goals of education and different structures of various educational levels.
• Fostered a critical examination of the implications emerging from Kenya’s examination systems.
• Explored the roles of different support services to education in Kenya.
• Acquired an understanding of educational financing frameworks in Kenya
• Gained an understanding of different types of classroom interactions in primary and secondary schools.
• Identified areas of interest and concern to current and future debates and researchers of education.

METHODOLOGY
The course is delivered through informal lectures blended with interactive discussions and brainstorming and climaxed by study visits to diversified learning school environments. The class sessions are designed to allow students’ active participation based on their American and Kenyan experiences and readings to deepen their critical and insightful thinking in the area of education.

REQUIRED READING/MATERIALS


**GRADING**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Range</th>
<th>Description</th>
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<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>Achievement that is outstanding relative to the level necessary to meet course requirements.</td>
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<tr>
<td>A-</td>
<td>90-92</td>
<td></td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>Achievement that is significantly above the level necessary to meet course requirements.</td>
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<tr>
<td>B</td>
<td>83-86</td>
<td></td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
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</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>Achievement that meets the course requirements in every respect.</td>
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<tr>
<td>C</td>
<td>73-76</td>
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<tr>
<td>C-</td>
<td>70-72</td>
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</tr>
<tr>
<td>D+</td>
<td>67-69</td>
<td>Achievement that is worthy of credit even though it fails to meet fully the course requirements.</td>
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<tr>
<td>D</td>
<td>60-66</td>
<td></td>
</tr>
<tr>
<td>F</td>
<td>0-59</td>
<td>Represents failure (or no credit) and signifies that the work was either (1) completed but at a level of achievement that is not worthy of credit or (2) was not completed and there was no agreement between the instructor and the student that the student would be awarded an I.</td>
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Summary of how grades are weighted:

<table>
<thead>
<tr>
<th>Component</th>
<th>Percentage</th>
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<tr>
<td>Attendance/Class participation</td>
<td>%</td>
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<tr>
<td>Term paper</td>
<td>%</td>
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<td>End term examination</td>
<td>%</td>
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<tr>
<td>Overall grade</td>
<td>100%</td>
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**CLASS SCHEDULE**
WEEK 1
• INTRODUCTION
  o Meaning of education
  o Milestones in the history of education in Kenya

WEEK 2
• Goals of Education
• Structure of Education in Kenya: Preschool, Primary School, Secondary and University

WEEK 3
• Structure of education in Kenya: University, technical education, special education and adult education, formal and informal

WEEK 4
• Examination systems: Purpose of Evaluation
• KCPE and KCSE

WEEK 5
• The curriculum
• Classroom interactions: Transmission methods, Liberation methods, individual differences and Discipline

WEEK 6
• Support services to education in Kenya: The government, local communities and NGOs
• Financial concerns

WEEK 7
• Educational concerns: Gender, Disaster Management and HIV/AIDS

ATTENDANCE POLICY
Regular attendance and punctuality are mandatory in order to earn full marks. The final grade will take into consideration preparation required for class (i.e. readings) and participation in class discussions. If you miss any meetings without an excused absence from the on-site director, your final grade will be dropped accordingly or you may be dismissed from the program. In the case of absences, it is the student’s responsibility to find out what information was given in class including any announcements made.

UNIVERSITY OF MINNESOTA POLICIES AND PROCEDURES
Academic integrity is essential to a positive teaching and learning environment. All students enrolled in University courses are expected to complete coursework responsibilities with fairness and honesty. Failure to do so by seeking unfair advantage over others or misrepresenting someone else’s work as your own, can result in disciplinary action. The University Student Conduct Code defines scholastic dishonesty as follows:
SCHOLASTIC DISHONESTY:
Scholastic dishonesty means plagiarizing; cheating on assignments or examinations; engaging in unauthorized collaboration on academic work; taking, acquiring, or using test materials without faculty permission; submitting false or incomplete records of academic achievement; acting alone or in cooperation with another to falsify records or to obtain dishonestly grades, honors, awards, or professional endorsement; altering forging, or misusing a University academic record; or fabricating or falsifying data, research procedures, or data analysis.
Within this course, a student responsible for scholastic dishonesty can be assigned a penalty up to and including an “F” or “N” for the course. If you have any questions regarding the expectations for a specific assignment or exam, ask.

STUDENT CONDUCT
The University of Minnesota has specific policies concerning student conduct and student needs. This information can be found on the Learning Abroad Center website.