GTD 598 Technology and Development in Global Education

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Session B

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Course Overview

After reading this Course overview, you are strongly urged to read the entire syllabus before proceeding in the coursework, as there are helpful hints and significant information in its text. To fail to do so will place you at a participatory disadvantage.

The intent of GTD 598: Technology and Development in Global Education is to provide you with broad knowledge of many global development issues. This class should help you enhance your research and writing skills as well as allow you to become aware of the many differences which exist across the world of development.

You will read and listen to the words of respected international development, technological and educational experts with the hope that you will exit this course well informed and skilled to enter the development arena. As with most things in life you will proportionally get out of this course what you put into it.

You should exit this course with a greater understanding of the development world, competitive proposal development basic structures as well as trends and issues in today’s world. While you will certainly comprehend new information during this class it’s primary aim is to help you develop personal strengths for relevant application, analysis, evaluation and synthesis in authentic situations in addition to enhanced thinking and thoughtful review and feedback of others work.

The course of study uses several different learning modalities. Based in the basic ASU Blackboard program, you are asked to fully participate in Discussion Board questions, written responses to inquiries, written short reports, responding to peer submissions, complete class readings, watch videos and complete three parts of the proposal development process.

Course Goals

Goal 1: Students will demonstrate the skills to research, analyze, evaluate and make recommendations regarding education and technology’s role as enablers for development.

Goal 2: Students will write at a graduate level with an informed sensitivity to current global, regional and local development issues and opportunities.

Goal 3: Students will share their research findings about selected macro and micro-regional development.
Goal 4: Students will develop comprehensive insights as to how societal issues, (social, economic, cultural, etc.) impact education and technologies role in assisting in global, regional, and local development.

Goal 5: Students will make recommendations/judgments regarding the development of a self-selected micro-region.

Goal 6: Students will exit class with opinions and skill regarding international development and proposal design.

You have successfully completed your work for an undergraduate degree. The vast majority of learning that occurred during those studies focused on obtaining information and understanding, clearer meaning and why it was true. For many, in a few more advanced classes, you began to apply what you had learned and in other studies you perhaps develop solutions and tested those solutions. Your development continues.

Required Textbook

1. Education and International Development: theory, practice and issues; Dr. Clive Harber, Symposium Books Ltd, 2014


Dr. Harber has provided both elementary information and thoughtful insight into this text. He has also included, through his and others’ insights, provided students with a wisdom regarding education in international development that only a “boots on the ground” experienced professional could. The suggested schedule of reading is offered as a guide only if you desire you certainly may alter the schedule for your personal pace.

Suggested Reading Schedule and Assignment Due Dates

Read two chapters a week and read the final chapter the last week and you should have a comfortable and timely schedule. If you see a chapter title that is appropriate for you at any time in your development please feel free to read it when you see fit.

This is an excellent text that is current and most students have found very helpful. Remember this is only a suggested schedule. You should consider all that is going on in your life during this course timeframe and then adjust the schedule to meet your needs.
Students are asked to demonstrate their success in meeting the learning objectives by their performance throughout the course of study. The course grading system is as follows.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Dates</th>
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<tbody>
<tr>
<td>Assignments are all due by 12 AM MST on date listed.</td>
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<tr>
<td>Video introduction/picture/resume (See p. 7 below)</td>
<td>March 23</td>
</tr>
<tr>
<td>Topical Question 1</td>
<td>March 20</td>
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<tr>
<td>Topical Question 2</td>
<td>March 27</td>
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<tr>
<td>Topical Question 3</td>
<td>April 3</td>
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<td>Topical Question 4</td>
<td>April 10</td>
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<td>Topical Question 5</td>
<td>April 17</td>
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<td>Topical Question 6</td>
<td>April 24</td>
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<tr>
<td><strong>Discussion Board Questions</strong></td>
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<tr>
<td>Week One</td>
<td>March 20</td>
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<tr>
<td>Two</td>
<td>March 27</td>
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<td>Three</td>
<td>April 3</td>
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<td>Four</td>
<td>April 10</td>
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<td>Five</td>
<td>April 17</td>
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<tr>
<td>Six</td>
<td>April 24</td>
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<tr>
<td><strong>White Papers</strong></td>
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<tr>
<td>White Paper 1</td>
<td>March 27</td>
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</tbody>
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Assignments are due on or before midnight of the deadline date. Only pre-approved, extraordinary circumstances, will receive accommodation for assignment delay. After the fact reported circumstances will at most receive an empathic ear. Late submissions will receive a deduction of 1-5 points for each event.

**Extra Credit**

The quality of your review of the work of your peers and other coursework will be assessed. If these reviews are considered to be of exceptional you will be awarded from 1 to 3 points. This extra credit may accumulate for up to 10 points and added to your total point accumulation.

**Grade Analysis**

Grade awarded | Point total
---|---
A+ | 105 – 110
A | 95 – 100
A- | 90 – 94
B+ | 86 - 89
B | 83 - 85
B- | 79 - 82
C+ | 75 - 78
C | 70 - 74
C- | 65 - 69
D | 60 - 64
F | 59 or below

**Course Structural Elements**

<table>
<thead>
<tr>
<th>Activities</th>
<th>Percentage of final grade</th>
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</thead>
<tbody>
<tr>
<td>Video introduction/picture/resume</td>
<td>10%</td>
</tr>
<tr>
<td>Discussion Boards</td>
<td>15%</td>
</tr>
<tr>
<td>Peer Reviews</td>
<td>15%</td>
</tr>
<tr>
<td>Topical Questions</td>
<td>10%</td>
</tr>
<tr>
<td>White paper 1</td>
<td>12.5%</td>
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<tr>
<td>White paper 2</td>
<td>12.5%</td>
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Video introduction/picture/resume

During the first two weeks you are asked to post three documents.

1. Brief video containing: (Under 10 minutes)
   a. Describe highlights and lowlights of your early years through high school. Just think about things that influenced you becoming you.
   b. Current college standing and prior higher education
   c. A brief description of your work experience no matter how significant
   d. Any personal information you wish to share
   e. Professional goals
   f. Any personal international interests
2. Current photo (A clear current selfie is ok)
3. Current professional resume (This mean no more than four pages and suitable for presentation for a professional position in your field of interest).

Discussion Boards

Discussions boards are posted in your Blackboard file. A discussion board posting may be as simple as a/an opinion, question/proposition, current article in a journal, question or as detailed as a problem based scenario. You will post your response and then your peers are asked to review.

Peer Reviews

As mentioned, peers will review each other’s discussion board entry and respond, as they feel appropriate. You are encouraged to react to their comments. These reviews are meant to assist you and your peers learning. At least once for each of your peers initial entry’s you are expected to present your thoughtful and beneficial reactions. You are additionally encouraged to react to any comments that you feel might benefit the class.

Topical Questions

You will be presented weekly with a question regarding current, relevant topics. These questions will come from your assigned readings or viewings, assignments or current events and are intended to evoke curiosity, thoughtful reflection and
reaction/response. Your reply should be thoughtful and as you might react during an informal discussion at a local coffee house. The side of an issue that you take is not as relevant as the rationale and approach you use to express your viewpoint.

**Writing Assignments**

This program of study is designed to provide you with the opportunity to personalize much of the course content. You will independently consider the many current assets, challenges and public affairs of small region of today's world.

Development occurs on the local level. Some funding agencies may consider a country as a target for development others a city and yet others a block in a neighborhood or a shoreline of a city on the ocean. For purposes of this class, the narrower the focus of the development challenges the better.

There is no way that an individual could be expected to develop a high quality proposal within the timeframe of this class. Therefore, what you are being asked to do is to address the needs and recommendations section of the proposal. The budget, timelines, personnel and other proposal sections will not be addressed here.

For purposes of this class you should assume that all necessary funding, personnel, planning, etc., is to be done by other when you are done later. Your thinking and recommendations have no boundaries placed on them. So you are asked to think big and creatively when envisioning your development solution(s).

**Tasks**

**White Paper 1: Selecting the Macro-region**

This program of study is designed to provide you with the opportunity to personalize much of the course content. You will independently consider the many current assets, challenges and public affairs of the world today. From that research and your own personal preferences then please identify a macro-region of the world that you would like to learn more about.

As a key initial part of your proposal and one of your first challenges, you must demonstrate a comprehensive understanding of the greater region around your specific development area; this will be your designated macro-region.

You should provide a clear insight into the environment, culture, issues, overall development needs, etc. of this region. You are asked to do this succinctly in no more than three pages plus any supportive material i.e. photos, videos, maps, charts etc. that will assist in demonstrating your clear understanding of this macro-region.
Succinctness is critical; remind yourself, that you are not writing for a literature class but more as a technical report. Write at a graduate level, always acknowledging the work of others in your proposal.

Note on References

Be sure that in all your writing your reviewers will be able to directly access referenced material. Submit all writing professionally following Arizona State University guidelines.

The White Paper 1 could include a written description of the identified macro-region. Your reviewer would appreciate seeing an informative map that clearly presents your selected boundaries, as well as they would appreciate viewing visual support such as charts and graphs that assist in describing the area demographics and other issues and challenges.

White Paper 2: Selecting the Micro-region

From your analysis of the macro-region, you are asked to identify some very specific small area upon which you will focus your continued research efforts.

You are asked to identify the boundaries of this smaller area, describe the development needs of this targeted and much smaller micro-region. Here you are asked to do much of the same investigation and analysis as done in White Paper 1, however on a more finely focused target. In White Paper 2 you are to provide a clear description of the micro-area. The resultant must be that any person reading this White Paper 2 should clearly understand the physical challenges and boundaries of the micro-region. Further they should know the cultural, social, demographic and other dynamics of the micro-area.

This detailed investigation must be current and focused on what the clearly identified needs are or are projected to be within the region. Within this analysis close attention should be paid to existing educational systems, modernization of current technology, community and the micro-region inhabitants and their attitudes toward change and development.

You are asked to do this in no more than four pages plus any supportive material i.e. photos, videos, maps, charts etc. that will assist in demonstrating your clear understanding of this micro-region.

White Paper 3

The third White Paper is a stand-alone document. It is the text and support material that would be included in a “Needs and Recommendations” section of a proposal.
You should assume that the reviewer has not seen White Papers 1 & 2 and therefore know that you should write this document as such, feeling free to include parts or all of your writing from White Papers 1&2.

This White Paper 3 is the final document that includes your specific recommendations and a descriptive presentation regarding the micro-regions developmental needs. For some it might be as targeted as developing a way to provide clean water sources for an isolated village. For others the recommended developmental action might be to connect regional schools through technology to reduce duplicated course offerings. You see the recommended solutions may vary widely depending upon the needs of the region.

**Understanding Regional Human Needs - Maslow’s Hierarchy**

Depending on the regions current status, developers should consider the implications of Maslow’s Hierarchy of Human Needs. While this may seem, on the surface, yet another academic exercise, it is far from that. Developers may not say “Now let’s consider Maslow’s Hierarchy”, yet they know that to initiate a development project they must be sensitive to the regions human condition. Are the residents basic needs being met? If not, what is getting in the way of that happening?

Maslow in his 1943 paper "A Theory of Human Motivation" identified a Hierarchy of Human Needs (See Below). This hierarchy begins with the basic human physiological needs and ascends through human self–actualization. Consider the relevance of this theory when you are identifying the development priorities of your micro-region. As you investigate the regions potential for development you will quickly recognize the significance of implementing the principles of Dr. Maslow's work.

![Maslow's Hierarchy Diagram](Abraham_Maslow_-_Wikipedia)

**Describing Your Macro and Micro regions:**
As you have seen you are being asked to identify a region of the world's geography that for purposes of this class named a macro-region. Additionally, within that large region you are charged with identifying a portion that you would like to focus upon more intensely.

What do we mean by macro and micro regions in this class and how do we select them for our research?

To assist you in defining what a macro region is and to guide you in making your choice let's explore the concept of "point of view" through this quick reading exercise.

When looking down on earth we could choose any altitude. If you were outside on your front porch what you see is your point of view. However if you move to standing on the rooftop or even the top floor of a skyscraper you would have a much different point of view and see all around you much differently.

So, imagine for a moment that you are located on a hot air balloon high above the city. From here you can see a fifty-mile radius from the center of the city. You can see a part of Missouri and Illinois, SL Gateway Arch, SL Cardinals ballpark, SL International Airport, Mississippi River, many other smaller cities as well as lots of farmlands surrounding the city. This viewpoint includes lots of detail spreading over a large "macro" regional area.

OK now the balloon has been lowered to less than 1,000 feet above the city. You can see kids playing outside in neighborhood yards, the rooflines of many homes and cars parked in their driveway. You can point out specific businesses and even the billboards on the highways. Your point of view now permits you to see the glimmer of the city and also the depressed fringe neighborhoods. At this point of view you can speculate on some of the development needs of the city. In general, this is quite a detailed area and yet to know the actual development needs you need to even get a more intimate view of a region.

So you need to be close enough to really know the area. Your point of view must be close enough to determine if there is a drought or if the water is poisoned with lead. You need to have a position that allows you to see cracks in the bridges; lack of cleanliness, the lack of food on grocery store shelves and clear understanding of other local issues. This is truly a micro-regional viewpoint.

Course Application

Your macro-region selection can be larger than the 50-mile radius used in the preceding example. However, it should be selected knowing that some part of the region needs development assistance. The 50-mile radius was selected for the example because the micro-region was to be the depressed area of East St Louis, Illinois.

Elective Reference Materials and Blogs to Follow
1. **NORRAG** (Network for International Policies and Cooperation in Education and Training) is an internationally recognized, multi-stakeholder network which has been seeking to inform, challenge and influence international education and training policies and cooperation for almost 30 years.

2. Wilson Center; [http://www.wilsoncenter.org/publication-series/occasional-paper-series](http://www.wilsoncenter.org/publication-series/occasional-paper-series) This could be a very valuable reference. It should be one of your first viewings. (You may need to cut and paste this url)


   1818 H Street N.W. Washington, D.C. 20433 U.S.A.

   INTERNATIONAL BANK FOR RECONSTRUCTION AND DEVELOPMENT
   INTERNATIONAL DEVELOPMENT ASSOCIATION

   The World Bank Blog contains a significant amount of helpful and relevant information. It includes good linkages to the multitude of resources of the WB. Spend 15-30 minutes just searching the variety of WB resources

   CGD is a resource rich reference for this class.

6. United Nations Development Programme

   The following citations below might be relevant to your research. Read the citation title and self-determine its relevance to your study.

   *Annual Status of Education Report (ASER), Pakistan, 2014*

   *Education in Situations of Urban Violence: Examples from Latin America*
   Posted on **January 30, 2015**
Getting to Grips with Institutional Culture to Improve TVET (Stet; Technical Vocational Education and Training) in Developing Countries: Lessons from the UK

Posted on January 27, 2015


Worldwide Meta Sites

http://sociology.emory.edu/faculty/globalization/index.html


http://blogs.worldbank.org/education/

A quick skimming of the material below will serve you well in this class. Several of the references are meant to help you become better aware of the concept of “globalization”. Other references will help in your regional selections and/or research. The scholarly papers should be reviewed carefully to build a strong knowledge base and deepens your comprehension of issues, concerns and thoughts about the topic of international development.

- About.com; Geography < http://geography.about.com/od/globalproblemsandissues/
- Global issues references may be found at http://www.globalissues.org/
- Global Transform actions website (maintained by David Held, Political Science, London School of Economics, and Anthony McGrew, International Relations, Southampton University)

• [The Globalization Website](http://www.wilsoncenter.org/regions), maintained by Frank Lechner (Emory University)


• Wilson Center: Regional Focus: [http://www.wilsoncenter.org/regions](http://www.wilsoncenter.org/regions)

  **NOTE:** While the Wilson Center: Regional Focus is the last listed reference it may be the first reference you should review. This Center provides a “goldmine” of information. The Wilson Center includes among other things, regional analysis and many occasional papers that should be of significant interest in your research now and in the future.

**Global Issues**


• Global issues references may be found at [http://www.globalissues.org/](http://www.globalissues.org/)


• Communication technology as material culture: Internet and autonomy building in the network society

**USCAnnenberg**
As a graduate student, each of you is considered to be a mature learner. While you are not expected to know everything about the course topics, you are expected to have some skills in organizing research and finding information that you need to know. During this course of study you are encouraged to further develop those skills. As a result many of the listed readings are quite beneficial. You are strongly encouraged to familiarize yourself with the essence of the material so that you can refer to it for your writing. In some cases you will already know and comprehend the material and in others the material may enlighten you to the views of others.

- OECD Better Life Index: (http://www.oecdbetterlifeindex.org/)
- Stanford Center for International Development working paper archives http://scid.stanford.edu/pubsarchiveorg/3/wpa
- Stanford University occasional papers on Massive Open On Line Courses (MOOCS) http://edf.stanford.edu/tags/moocs

Additional Course Assignments

1. Your Video Introduction

During the first week of class each of you are asked to post a video introduction of yourself. The presentation should be between 3-5 minutes long. The video may include all or some of the following.

Personal Background

a) Your name, and if different, the name you would like to be referred to for this class.
b) Your current location (City and country) and year in school
c) Current major focus of study
d) Undergraduate major: From what university/college?
e) What is your current professional ambition?
f) Where did you grow up?
g) Tell us something that is special about your life so far.
h) Any other information that you think will help us know you better. I.e. pets, hobbies, famous friends or relatives, etc.
2. **Video (25 minutes)**
   You should watch this video in one sitting. Relax and listen, no notes are necessary, however it should serve as part of your foundational awareness of one aspect of global development.
   [https://www.youtube.com/watch?v=bB1hRNMGdbQ&list=TLH066HVbvEF0ozoyTXpRQ5POqCFxPFJxqf](https://www.youtube.com/watch?v=bB1hRNMGdbQ&list=TLH066HVbvEF0ozoyTXpRQ5POqCFxPFJxqf)

**ASU Writing Centers**

A leader of the ASU writing centers sent this note in response to a request asking about the writing centers services.

“Getting feedback: It’s what writers do. ASU writing centers offer in-person and online feedback at any stage of the writing process. Trained tutors can help writers with the following, and more:

- Brainstorm
- Plan papers
- Organize content
- Use and document sources
- Revise for clarity, correctness, and consistency

While tutor staff won’t do your writing for you, they will work with you to improve and hone your skills. Be sure to bring any assignment instructions, source materials, and printed drafts of your work you to your appointment in order to get the most out of your experience. I encourage you to not only take advantage of this free service, but to utilize it frequently.

Please call 480-965-9072 to schedule an in-person or online appointment or visit our website [www.studentsuccess.asu.edu/writingcenters](http://www.studentsuccess.asu.edu/writingcenters).”

*None of us are perfect writers and you are in school to continue to develop your skills and knowledge. All it costs is a little effort on your part and the future rewards could be quite beneficial. It could be one of your best time investments. This is a great service so your Professor would like each of you to take advantage of the Writing Center services.*