

2018 Application Form for ASC Grants for New Service-Learning Course Proposals

Application Deadline: February 5, 2018

You MUST use this form to submit your proposal. Please send submission (form and supplementary materials) to Linda Hood (hood.82@osu.edu), Executive Assistant to Associate Executive Dean Steven Fink.

1. Working Title of Course Proposal

Aldea Global – Fostering Understanding and Engagement with Latin American Languages and Cultures in K-12 Education

2. Applicant Information

- Name: Michelle Wibbelsman
- Title: Assistant Professor
- Department: Spanish and Portuguese
- Address: Hagerty Hall 298
- Phone: 614-292-4958
- E-mail: wibbelsman.1@osu.edu

3. Course Description

- Provide general description of course goals of proposed undergraduate course.

Aldea Global (Global Village)–Fostering Understanding and Engagement with Latin American Languages and Cultures in K-12 Education is an upper division service learning course designed to 1) introduce students to key cultural concepts and epistemologies of Latin America and 2) to equip them as “cultural ambassadors” in K-12 learning communities with activities-based pedagogies that emphasize applied and immediate engagement with Latin American regional expression and aesthetics. This course underscores linguistic and cultural diversity in Latin America with particular attention to lesser taught languages (including Andean Spanish, Quechua, Kichwa, and Portuguese) and cultures of the Andes and Amazonia. The course can be taught by a variety of SPPO faculty, drawing on their expertise in distinct methodological approaches and diverse culture areas.¹ In addition, the course will invite participation from OSU area librarians, curriculum specialists, staff from the Office of Service Learning, and visiting lectures by faculty in other departments at the intersection of language, culture and pedagogy. Given the emphasis on teaching students *how* to teach Andean and Amazonian concepts, we are particularly interested in reaching out to faculty in the School of Education and Human Ecology.

In the first part of the semester, students in this course will gain general knowledge about oral traditions, languages, literatures, ritual practices, myths, religions, art, performance, social relations, politics, and other forms of expressive culture in the particular region of focus as a foundation for their work with K-12 communities in the Central Ohio area. In the context of a service learning environment, students will become familiar with and deploy classroom methods that go beyond teaching *about* language and culture, and instead engage *with* alternative world views; develop knowledge about and appreciation for activities-based and project-based teaching and learning; reflect on issues of cultural representation, alternative pedagogies, classroom implementation, de-colonial practices in education, and community awareness. By way of their involvement with area schools, students will also develop professionalization skills in teaching, communication, cultural translation, and project design and implementation in collaboration with community partners.

¹ Faculty in SPPO who could teach different iterations of the course might include: Michelle Wibbelsman, Ulises Juan Zevallos, Fernando Unzueta, Anna Babel, Scott Schwenter, Terrell Morgan, Lisa Voigt, Lúcia Costigan, Isis Barra Costa.

The course responds to College of Arts and Sciences emphases on providing learning opportunities that develop open-mindedness and life skills, encourage innovative approaches, disseminate knowledge, and provide expertise that is beneficial to the local community. It fulfills departmental goals in teaching and service excellence and aligns with SPPO's unique position to engage with local communities following a tradition of successful SL courses including "Spanish in Ohio" and "Press 1 for English, *Oprima 2 para español*: Translation and Interpreting in the Latino Community."

The primary student population for this course will be Graduate students and Undergraduate juniors and seniors to ensure maturity for responsible collaboration with community partners. Undergraduate students who carry a Spanish Major or Minor, Andean and Amazonian Studies Minor, Portuguese Studies, and students returning from programs abroad such as Bolivia Maymester, Pachaysana Study Abroad Program in the Ecuadorian Amazon, Global May in Brazil, Global and Public Health in Peru, among others, may have a particular interest in this course.

Within the department's curricular map, we would approach the UGSC to consider this three credit-hour 5000-level course for the LALC (Latin American Literatures and Cultures) concentration requirement or Open Elective credit for the SPA Major and possibly the Spanish Minor. We will also consult with Faculty associated with the Andean and Amazonian Studies Minor to request that it serve as a required/elective Core course toward that Minor. At the graduate level we would seek review from the GSC to consider the course as an Elective for the LALC and Portuguese Studies tracks. These are some possible options pending review of a syllabus by the UGSC and GSC. These committees would also advise on pre-requisites for this course consistent with other courses at the same level within the SPPO Curriculum Map and for the Andean and Amazonian Studies Minor.

General Course Goals and Learning Objectives for students include:

Developing an advanced analytical approach to literary, cultural and linguistic objects of inquiry;
Demonstrating an understanding of historical processes related to various literary and cultural moments that have influenced continuity and change in Latin America, including an assessment of attitudes toward lesser taught languages and cultures; Considering distinct subdomains of language; Making connections between concepts and skills learned in an academic setting and community-based work; Fostering independent critical thinking through the SL experience; Developing an ability to engage in interdisciplinary approaches to the study of diverse literatures, cultures and languages; Developing in-depth understanding of languages, linguistics and cultural practices through research and study of diverse cultural productions, literature and language, and in collaboration with SL community partners; Demonstrating an understanding of issues, resources, assets, and cultures of the community in which students are working; Improving oral/aural and written, receptive and expressive linguistic abilities in Andean Spanish, Quechua, Kichwa and/or Portuguese; Evaluating the impacts of the service learning activity.

- Provide general description of content of proposed undergraduate course.

The Program Review Self Study conducted by the Department of Spanish and Portuguese in autumn 2016 points to Andean and Amazonian Studies as "an area that shows enormous promise for extramural engagement" and encourages capitalizing on this obvious departmental strength. This pilot SL course with regional focus on the Andes and Amazonia could eventually serve as a model for other Latin American regions.

The proposed course introduces an essential curricular piece that builds on initiatives underway and either brings them to bear upon K-12 education or provides continuity and broader impact for them under a coherent and ongoing framework within the department's curricular map and objectives. Building blocks and resource support for this course include:

- A growing Andean and Amazonian Studies Interdisciplinary Minor housed in SPPO;
- A growing Portuguese Major and Minor;
- Andean Music Ensemble course (since 2014);
- Andean and Amazonian Cultural Artifact Collection;

- Music and Spanish in the Andes Language Learning Academy (MÁS ALLÁ summer camp for high school students since summer 2017) including language, culture and music workshop interventions in area high schools during the academic year;
- Humanities Institute Working Group “Performance as Pedagogy” (2016-2018)
- CLAS Working Group “Continuity and Change in the Andes and Amazonia” (since 2014)
- Fulbright-Hays Group Projects Abroad for K-12 Teachers “Teaching the Andes” on-site seminar in Ecuador and Peru in summer 2017;
- Mellon Foundation and the Ohio Five Colleges Consortium for Quechua language instruction (since 2016);
- University-nominated Whiting Foundation Public Engagement Fellowship “*Shamupay!* Public Engagement with the Andes and Amazonia through Music, Language and Art” (selection of finalists pending for AY 2018-2019);
- Bolivia Maymester course
- Pachaysana Study Abroad Program in Amazonia
- Global and Public Health in Peru Study Abroad
- Global May Brazil Study Abroad
- Study Abroad in Curitiba, Brazil

The course will be organized around three two-week modules on content and project development at the beginning of the semester followed by project implementation, documentation and assessment in the second half of the semester:

Module 1 – (Weeks 1-2) Preparation for Service:

Overview of Service Learning Philosophies and Challenges; Discussions on Cultural Sensitivity (both in terms of the Latin American region being represented and the culture of the community partner); Reflections on the Ethics of Representation; Overview of Expectations for Time and Effort; Overview of Professionalization Basics; Introduction to Activities-based Alternative Pedagogies; MyCap Cultural Competency Pre-Assessment.

Module 2 – (Weeks 3 & 4) Foundations in Andean and Amazonian Epistemologies and Cultural Understanding:

Orientation Vis-à-vis Key Concepts, Cultural Practices, Regional Histories based on targeted readings and class discussion; Considering the Effects of De-centering the Western Cannon and Implications of De-colonizing Knowledge Practices. Approach to foundations may vary depending on faculty member teaching the course (ie: ethnographic, historical, linguistic, literary)

Module 3 – (Weeks 5 & 6) Exploring Activities-based Pedagogies for Language and Culture Teaching and Learning:

“Sandbox” Learning-by-Doing Approach based on six Fulbright-Hays GPA teachers’ curricular projects on Teaching the Andes (Inka Road Board Game, Andean Cypher Breakout Box, Andean Concepts Coloring Book, Andean and Amazonian Art History Posters, Andean Miniatures and Community Empowerment Project, Andean Technologies); Music-based Teaching of Phonetics and Pragmatics of Andean Spanish (Modeled on MÁS ALLÁ and Andean Music Ensemble); Cross-curricular Approaches to Andean and Amazonian Material Culture; Andean Storytelling and Children’s Literacy; Project and Lesson Plan Development in Collaboration with Community Partners with Attention to Project Scalability and Level-appropriate Content and Approach. Activities may vary depending on faculty member teaching the course.

Weeks 7-12 Service Learning Implementation with Community Partners:

Project Implementation followed by weekly Reflection, Feedback, Assessment, Alignment.

Week 13-15 Documentation and Final Assessment

Project Documentation; Final Reflection with Community Partners; Integration into CLAS K-12 Open Access Resources Webpage; Incorporation into Knowledge Repository OSU Libraries; MyCap Cultural Competency Post-SL Experience Assessment.

- Provide general description of service-learning component of the course.

In Modules 1-3, students consider theoretical implications of SL, ethics of collaboration and cultural representation, emerging SL methods and proposed approaches, rigor and responsibility of SL mutual experience and benefit, maintaining an anticipatory mind frame for issues, questions and insights that could emerge in SL context. Throughout the semester, students develop professionalization, collaboration, and joint-project design and implementation skills working with community partners. During weeks 7-12 students continuously reflect on their experiences of activities-based approaches to fostering understanding and engagement with the target language and culture in a school district setting. Based on this reflection and teacher feedback, students will periodically assess and re-align their SL projects with community partner needs, interests and circumstances. While students will maintain an ongoing dialogue with designated teachers, at least once during the semester the class will organize a group session with community partners for mutual feedback and collective reflection. In the final stretch of the course students will reflect on the efficacy and fit of the teaching/learning approach, propose best practices in their interaction with community partners, assess the community's ability to carry on the work after the SL experience, and collect and organize project documentation as sharable resources for K-12.

Timing of SL implementation might vary depending on community partner schedules and needs. Students will be introduced to their SL context in Week 3 or 4 to begin building rapport with community partners including teachers, parents, administrators and students.

- Provide general explanation of how service-learning activities will contribute to the course goals.

SL activities for this class are essential in meeting course goals of reflecting upon SL philosophies and challenges, considering the ethics of representation, and assessing activities-based models for effective engagement with Andean and Amazonian languages and cultures. It is only in the SL environment that students will be able to bridge the distance between theory and practice, facing controversial questions, oppositional views, resistance to cultural or linguistic engagement, tendencies toward tokenizing culture, elements of implicit and explicit bias, cultural misunderstandings and stereotyping, but also positive feedback and insights emergent in the classroom. In addition to raising these issues, the SL environment provides a forum for creatively and actively overcoming impediments and building on strengths.

- Optional: Should you happen to already have a tentative syllabus (with course number), please provide it.

1. Community Focus and Reciprocity

- Identify and provide a brief profile of the intended community partner(s). (If a specific partnership has not yet been confirmed at the time of the grant proposal, provide a clear explanation of the kind of community partner(s) being sought and provide some examples of appropriate candidates for community partner(s).) *Community partners must be tax-exempt nonprofits or organizations with an easily identified public service component to their mission.*

The ideal community partner for this project would be a local school district with aperture to/interest in cultural programming that reaches across the curriculum to develop a generation of students who demonstrate awareness of world cultures, empathetic understanding, and a social commitment. **Bexley City School District** stands out as compatible choice for various reasons:

- District with IB profile and commitment to fostering knowledge and understanding of other parts of the world;
- Existing relationship with High School Spanish teachers for Andean language, music and culture workshops;
- Art History teacher at the High School was one of the 2017 Fulbright-Hays GPA teachers committed to teaching the Andes in her classroom and the district. Her curricular project revolves around Art History educational posters on the Andes. She has proposed a partnership with CLAS-OSU for a Bexley Educational Foundation grant to bring an Andean artisan-in-residence to the district;

- Bexley's Minority PTO has been active in organizing talks on racial, social and cultural differences and relational dynamics within the district and workshops on implicit bias in connection with Kirwan Institute at OSU. They are eager for interventions in the classroom that provoke community reflection on these broader issues;
- Existing relationship with administrators, music and art teachers in district elementary schools for public engagement initiatives including Andean Music and Spanish afterschool club (SP 2017) and Andean Storytelling and Children's Literacy in Spanish afterschool club (SP 2018);
- Bexley Public Library is an active partner in the city's K-12 learning community.

Logistically, Bexley City School District is small and only 13 minutes away from the OSU campus. It is a good pilot location for SL programming that can be expanded to other schools. The proposed SL partnership, moreover, provides engaging cultural curriculum on Latin America in a district that reflects a growing demographic of Latino students. We would also be interested in exploring opportunities through the Office of Service Learning ongoing partnership with the Columbus Metropolitan Library.

- Describe the community partners' participation in the development of the service project.

The community partner will play a critical role in the development of this SL course. The course creates classroom projects and curriculum in an energetic, focused manner primarily by collaborating with teachers themselves to ensure acceptance of the program and school support, and in turn supporting teacher-initiated curriculum development and K-12 student-driven projects on the Andes.

The community partner will weigh in on appropriate timing of the SL participation and help to identify suitable classrooms for intervention. Teachers will be integral to pairing activities with district standards and learning objectives, providing feedback on program effectiveness, and informing evaluation tools. Once the SL semester is over, we will rely on teachers to carry projects forward on their own and to provide occasional updates on this progress.

Beyond the classroom, the PTO and Public Library will be integral to extending the experience to the broader community and inviting collective reflection on the value of engaging world languages and cultures, and humanities programming more generally.

- How does the service project reflect priorities and stated goals/needs of community partners and collaborative planning by all partners?

The proposed SL course responds to requests from Central Ohio schools that are currently going unmet. Early successes based on initiatives underway (MÁS ALLÁ and Public Outreach) indicate a wide interest on the part of the K-12 community.

Schools that have requested Andean Music Ensemble performances and workshops include Bexley City Elementary Schools (three total), Columbus Bilingual Academy, Stiles Elementary School in Southwestern City School District, Clinton Elementary, Emerson Elementary Magnet School in Westerville, and the Columbus Schools for Girls. Additional requests have come from College Mentors for Kids, a student-run volunteer organization that matches college students with little buddies from low-resourced schools in Columbus, and beyond Columbus, the J. Franklin White Academy in Knoxville, Tennessee.

Requests for workshops on Andean music, language and culture at the high school level in 2017 and 2018 include Bexley, Upper Arlington, Dublin Jerome, and Dublin Scioto High Schools.

Bexley Minority PTO has an express interest in developing community awareness of implicit bias and fostering open-mindedness regarding cultural diversity.

Bexley City Schools follow an IB profile invested in developing cultural competency among students and fostering principles and skills of global citizenship. The district recently created a position for a Multicultural Community Outreach Specialist and Liaison signaling concerted effort and interest in integrating diverse populations in the district, holding community conversations on diversity, and reflecting on multicultural experiences.

- Describe the anticipated community benefit and impact of the service project.

While Latin American K-12 resources do exist, the diversity of the region is severely underrepresented within K-12 curricula in Ohio. Materials in lesser taught languages and cultures are more scarce, leading to barriers of entry within the global information landscape.

This SL course fills current gaps in Latin American studies materials by highlighting cultural and linguistic diversity in the region through sustained examples from different Latin American culture areas (with focus on the Andean and Amazonian area for the pilot and replicable model). The SL collaboration delivers succinct strategies and creative approaches for engaging K-12 teachers, students, parents, and the public, placing the humanities in productive dialogue with arts and sciences in the classroom, and contributing to greater cultural competency and internationalization of the curriculum.

The district would receive well-prepared, talented students from OSU that can energize the classroom with ethnographic, historical, linguistic, literary information to give depth to classroom exercises. Students will also be able to distill key points from readings for implementation in age appropriate lesson plans and teacher curriculum guides. In turn, the community partner would contribute in valuable ways to the professional development, experiential knowledge, and service-mindedness of OSU students.

Content developed in consultation with curriculum specialists (thereby ensuring relevancy for intended audiences), district educators, parent and administrator input, and OSU faculty and students along with models for reflection and periodic assessment of the experience ensure a path for effective implementation, dissemination and continuation. Impact of the service project will also be measured based on dissemination of curriculum development projects shareable beyond the district via K-12 resources webpages and the connection this enables among broader networks of educators. Sustainability of both the course within the OSU class offerings and the community collaboration is ensured through the range of faculty who can teach this SL course regularly based on their expertise of different Latin American culture areas, and clear course placement within the department's curricular map.

2. Letter of Support from Department Chair

- Letter should provide departmental support for offering the service-learning course on a continuing basis once approved.
- Letter should also address how the course plays into the department's curriculum. For example, will course be an elective that will count toward the minor? Will it request General Education status?²

² Fernando Unzueta suggests exploring GE status for this course.



February 3, 2018

Dear Associate Dean Fink:

As chair of the Department of Spanish and Portuguese, I am writing to confirm the department's support for Dr. Wibbelsman's course proposal for "*Aldea Global* – Fostering Understanding and Engagement with Latin American Languages and Cultures in K-12 Education."

There are several potential benefits of the course for our department, OSU students and community partners. As noted in our departmental vision/mission statement, we see community engagement (as well as citizenship and advocacy) as central to our department's goals. To do so, we offer undergraduates opportunities to bridge Spanish classroom learning with the needs of Ohio's Spanish-speaking population through curricular offerings –most notably, SPAN 4689S: Translation and Interpreting in the Latino Community; and SPAN 5689S: Spanish in Ohio— and extracurricular activities (our "Day of the Dead" activities in November and the department's robust participation in the Latino Festival every August).

As outlined in Dr. Wibbelsman's application, her proposed service-learning course would complement those offerings, while also building on other departmental and cross-departmental initiatives involving the Andean and Amazonian regions of South America –from undergraduate courses and degree programs, to study abroad opportunities, a material artifacts collection (acquired through a generous donation), and two faculty working-groups (one centered on alternative pedagogies). Several of those existing initiatives involve community engagement –most notably, the MÁS ALLÁ summer camp for local high school students (est. 2017) and the Fulbright-Hays program to Ecuador and Peru (Summer 2017), itargeting local K-12 teachers—both of which were conceived and supervised by Dr. Wibbelsman with the support of the Center for Latin American Studies (CLAS). In sum, the proposed service-learning course is well-situated to leverage existing resources and partnerships while "densify-ing" the department's engagement with local community members (e.g. the K-12 teachers who developed activities-based projects on the Andes and Amazonia as a result of the Fulbright-Hayes program).

Through the course "*Aldea Global*," students will deepen their knowledge of Andean and Amazonian cultures and gain familiarity with alternative pedagogies. Particularly notable is the course's focus on exposing students to decolonial practices in education drawn, in part, from Andean and Amazonian communities. As noted in Dr. Wibbelsman's statement, the course will provide local schools with resources –that currently do not exist within the public school system— to expand *their* students' engagement with Latin American languages and cultures and, more particularly, with sub-regions that are less familiar to the general US population. Indeed, there is already evidence of the interest of community partners for such resources given on-going requests from local schools for workshops on Andean language, music and culture.

Given this backdrop, the department will commit to offering the proposed course on a continuing basis, were it to be approved at all levels. The department's Undergraduate Studies Committee (UGSC) has received Dr. Wibbelsman's grant proposal and several colleagues from the Latin American section have offered supportive feedback. There are several possibilities about how the course might fit into our



THE OHIO STATE UNIVERSITY

undergraduate curriculum –e.g. as part of the core of the Andean and Amazonian Studies minor; as part of the Latin American Literary and Cultural Studies track within the Spanish major; or as an elective. A more targeted discussion with a specific recommendation depends upon review of a fully-developed syllabus.

Sincerely,

Laura Podalsky
Chair and Professor