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# **EduSpots Online courses – Summer Term 2020**

Thank you to everyone for showing interest in our online courses for the summer term. We have created courses that help to take community service online during the coronavirus outbreak. We hope to bring pupils from across the world together to learn about and discuss community and developmental action during COVID-19.

This document will delve into more details on how the courses will run and hopefully will answer some questions that you may have. Interested schools should sign pupils up [here](https://eduspots.org/online-courses/community-action-online-courses-during-covid-19/course-signup/) **preferably by Monday 27th April, or if not by Friday 1st May** or alternatively send gtunnacliffe@eduspots.org a list of names and home countries. There will be an **introductory welcome post sent out on the 27th April, with the first post sent on the 4th May.**

The course costs £15/pupil for independent schools with schools (rather than pupils) donating the funds to EduSpots (UK registered charity 1166734) directly which will be used to support our education programmes across 40 communities in Ghana during Covid-19. This includes supporting hygiene stations, hygiene education, and text book purchasing and loaning systems. It will also support the salaries of the Ghanaian staff supporting this course full-time.

Our course aims:

1. **Providing pupils with an informed and critical education in community action and global development, which exposes pupils to different perspectives.**
2. **To bring pupils together from different schools in these discussions during the coronavirus outbreak.**

Alongside supporting pupils interested in service and social entrepreneurship, this is **great extension material for pupils interest in: Geography, Philosophy, Politics and Economics.**

Online courses provided:

The courses are written by Cat Davison ([click for bio](https://eduspots.org/changemakers/cat-davison/)) and the EduSpots team, partly based on readings from an MA in Education and International Development at UCL. Course curriculums are on pages 3 & 4. Pupils would opt into one of the four courses, which would run concurrently. We suggest that younger pupils opt for courses A or C which are less complex.

1. **Community and Action - Theory and Practice**
2. **Community and Action – Theory and Practice** (advanced)
3. **Global Development: Theory and Practice**
4. **Global Development: Theory and Practice** (advanced)

**How will the courses work?**

These 4 courses will all run over a **6 week period**. They run in the form of a **blog post** which is sent out directly to pupils or can be sent via teachers.

Pupils complete a task then comment on another students’ post, responding to questions. It should take **60 minutes per week**. A team of 4 educators from Ghana and the UK will offer monitoring of participants and regular feedback.

Pupils will **receive a certificate and a report at the end if they successfully complete the course**, with those offering the most thoughtful responses receiving a distinction, and a few pupils selected for ‘best in cohort’ recognition. We will also run an **essay competition** with a £200 top prize, and pupils have the chance to apply for our **£1000 ‘changemaker’** grant and programme.

**Other core points in relation to safe-guarding:**

* Comments have a word limit and comments will have to be approved by a moderator when sent before 8am or after 6pm to enable tight monitoring.
* The courses will be private (pupils/staff will be given a password to access).
* Pupils should use first names only, with their town and country will be given guidelines for commenting.
* Pupils can either use their emails to sign up or can use a teacher’s. The course would be emailed on a weekly basis each Monday morning.
* It is impossible for participants to contact each other privately through the platform. No email addresses are visible, and there is no private messaging system. Our staff will be monitoring full-time to ensure that personal details are not given out and comments are appropriate.
* Data would be kept for the duration of the course and then deleted.
* A team of four experienced staff from Ghana and the UK will be monitoring (George Tunnacliffe, Claudia Vyvyan, Stephen Tettegah and Ali Eliasu). Read more about [our team](https://eduspots.org/about-us/) here.

**Feedback from our previous courses**

We have run an online course in international development over the last three years and recently began a new Leadership and Action course. We have been proud to see that feedback on our courses has been overwhelmingly positive. In our Leadership and Action course:

* 100% would recommend the course to a friend.
* 100% strongly agreed that the course had improved their understanding of leading impactful projects.
* 100% said that the course would lead to a greater impact in their community through their actions.
* 100% agreed that they were stretched to think deeply by the course content.

Some comments….

*‘This course has really enlightened me on the key things I need to pay attention to in my project planning and execution. The courses on sustainability and project evaluation has helped me to go back to my project idea and to outline clearly the sustainability and evaluation strategies I need to employ to be successful.’*

*‘This course taught me the importance of goal setting ( either long term or short term ), proposing program and policies to get the work done, making decisions and staying committed to project decisions, creativity and flexibility on projects, budgeting for project, Accessing results or solutions and it’s impacts on community.’*

This has also been the case for our development course….

*‘It was an incredible experience. I had the opportunity to share my views on critical social issues with other young people like myself across the globe. I learnt a lot from other perspectives on how social issues can be addressed.’*

*Cedella (aged 18, African Science Academy)*

‘The course has really helped me to consider some of the harmful stereotypes that are so prevalent in the UK. I had not really thought about all the colonial roots of development and the continued exploitation of some countries. I feel that my eyes have been opened to an injustice I hadn’t perceived before. We often hear about children in African countries but rarely do we hear about everyday lives and opinions of teenagers.’

Lee (aged 16, Brighton College)

**About us**

Alongside running these courses, EduSpots also works to connect, train and equip educational leaders across the world who believe in the power of education as a tool for community-led change. We are a collaborative project between Ghanaian community members, pupils and teachers, and UK schools. We help to create learning spaces known as ‘SPOTS’. For more information about the charity itself please visit <https://eduspots.org/about-us/> or follow us on **@eduspots.** If you have any questions about the courses or the charity please do not hesitate to contact us at [info@eduspots.org](mailto:info@eduspots.org).

We look forward to working with you! ***The EduSpots Team***

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**Course curriculum**

**Development and Action: Theory and Practice** (draft, tasks may change)

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|  | **Topic** | **Learning Objectives** | **Task** |
| **1** | **The role of perspective**  (Sent 04/05/2020) | * Understanding how your experiences act as a filter upon your view of the world. * Encouraging openness to different perspectives and the possible validity of alternative perspectives. | * Watch Heineken advert – pupils to identify and critically examine the argument they are giving about resolving differences. |
| **2** | **Perspectives on poverty**  **(**Sent 11/05/2020) | * Pupils understand different definitions of poverty. * Pupils consider different ways to measure poverty. * Pupils critically reflect on the above concepts. | * Innocent Smoothie video – what perspective of ‘poverty’ is shown here? Are there any issues with the portrayal? |
| **3** | **Postcolonial theory**  (Sent 18/05/2020) | * Pupils understand the concept of postcolonial theory and thinking, and can use it as a tool to evaluate development practice. | * Pupils are asked to give their input into a debate about signage, using postcolonial theory. |
| **4** | **Theories of development**  (Sent 01/06/2020) | * Pupils understand the concept of a ‘theory’ of development. * Pupils understand 4 theories: human development approach, modernisation, dependency theory and post development theories   **Extension post: Sustainability and climate change** | * Pupils return to the ‘Innocent’ smoothie ‘Chain of Good’ video, and identify which theory of development is used or suggest how the video would look when using different theories. |
| **5** | **Perspectives on charity**  (Sent 08/06/2020) | * Pupils explore some issues with charitable work, and ways to overcome these issues.   **Extension post: Our moral obligations (looking at Peter Singer)** | * Pupils watch the Radioaid ‘Africa for Norway’ and reflect on the arguments being made. What do they agree/disagree with? |
| **6** | **Theories of change**  (Sent 15/06/2020) | * Pupils look at how different charitable organisations and political groups identify needs. * Pupils understand the concept of a ‘theory of change’ and can identify assumptions in various approaches. | * Pupils research a charity and explain their theory of change (and any difficult assumptions in it), or complete a problem analysis, or give the theory of change for Barefoot College, in India . |

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**Community Action: Theory and Practice** (draft version – tasks may change)

Note that this course will relate some of content to ongoing community action during Covid-19. We will also give pupils the chance to share their work online with us through the @eduspots tag.

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|  | **Topic** | **Learning objectives** | **Task** |
| **1** | **Understanding the problem**  (Sent 04/05/2020) | * How to identify specific problems that need to be addressed or are being solved. * Exploring ways to build your understanding of community needs and desires. | Pupils refer to specific service tasks they have engaged in or hope to engage in, identifying the problem and explaining how they might or have identified needs or look at the work of Crisis UK and analyse the problem of homelessness. |
| **2** | **Building a theory of change**  (Sent 11/05/2020) | * Basic explanation of a ‘theory of change’ looking at examples. * Identifying and exploring assumptions. * Explaining the impact that you hope to see | Pupils create their own theories of change in relation to their own work, or build one from a given example (Barefoot College in India) |
| **3** | **Communications**  (Sent 18/05/2020) | * Understanding of building communication strategy. * Simple advice on advocating for a cause. | Elevator pitch for their organisation/cause or looking at Water:Charity’s communication strategy. |
| **4** | **Fundraising strategies**  (Sent 01/06/2020) | * Pupils consider a range of effective fundraising strategies and reflect on various elements that lead to types of success. * Pupils look at examples and critically evaluate.   **Extension: Brief intro to social enterprise** | Schools share effective strategies within their own schools OR pupils look at global fundraising campaigns, looking at the ‘Radiaid – Africa for Norway’ campaign. |
| **5** | **Ensuring your project is sustainable**  (Sent 08/06/2020) | * Understanding environmental, economic and social sustainability. * How to embed a sustainability policy into your work.   **Extension: financial planning** | Students creating their own sustainability plan for their own project, or consider lessons learnt from Covid-19 that relate to climate action. |
| **6** | **Project evaluation and impact measurement**  (Sent 15/06/2020) | * Students offered basic introduction to evaluating their projects and understand different types of simple impact measurement. | Students come up with an impact measurement strategy for their own project or consider the indicators that might be given by Oxfams ‘Bicycles beating Poverty’ intiative. |