

Education Quality and Equity: Tensions and Proposals

LACB-3000 (3 Credits)

Chile: Comparative Education and Social Change

This syllabus is representative of a typical semester. Because courses develop and change over time to take advantage of unique learning opportunities, actual course content varies from semester to semester.

Course Description

Coordinated with the Universidad Alberto Hurtado in Chile and Development Social and Economic Institute in Argentina, this thematic seminar looks at the Chilean and Argentinian educational systems in the local, Latin American, and global contexts. Through a post-conflict lens students examine the education systems in relation to the Chilean revolt of October 2019, post-dictatorships, and the Covid-19 pandemic. The course analyzes the differences between the educative policies from a Chilean neoliberal state and an Argentine welfare state related with the impacts on human rights, historic memory, diversity, gender and LGBTQ+, special education, and social change. The seminar studies the relationship between education, society, students' organizations, and social movements, and also analyzes the private and public education and the impacts on the quality, equity, and the educational wellness in Chile and Argentina. It pays particular attention to the neoliberal educational model building from the Augusto Pinochet dictatorship from the Ley Orgánica Constitucional de Enseñanza (LOCE), and the impacts in the current Ley General de Educación (LGE). The seminar explores a number of critical issues, including the construction of new knowledge, the social transformation, the quality paradigm, and equity of education; the teaching process; and initial teacher training, the legitimation and promotion of particular forms of reasoning; and the role of the State in education, and its impact on schools, students, families, teachers, learning and teaching. The seminar classes will take place in Santiago, Valparaíso, Buenos Aires and during rural and urban excursions comparing this knowledge with the school's reality, discussing and analyzing with students and teachers inside of a diversity of selected private and public schools.

Learning Outcomes

By the end of the course, students will be able to:

- Compare and analyze the structure and pedagogic orientation of Chilean and Argentine educational systems from seminars and school experiences.
- Identify the social, cultural, economic, and political relationships existing in educational systems, the State, and social movements related with educational and social change.
- Discuss, compare, and analyze issues of quality, equity, human rights, and social change in the Latin American context.

- Analyze policies and programs about gender and LGBTIQ+ topics in education.
- Explore and describe the identity, culture, and society of Chileans and Argentinians.

Language of Instruction

This course is taught in Spanish, students will be exposed to vocabulary related to the course content, as well as the nuances of social change and the educational system of both Chile and Argentina through lectures by in-country experts and field visits to a wide range of regional locations and venues.

Course Schedule

Please be aware that topics and excursions may vary to take advantage of any emerging events, to accommodate changes in our lectures' availability, and to respect any changes that would affect student safety. Students will be notified if this occurs.

Module 1: Chilean and Argentinian Educational Context

The first module of the seminar analyzes the fundamental aspects of the recent history and current situation of education in Chile and Argentina, the crisis in education, and student demonstrations. Students will discuss human rights in Chile and Argentina during the military dictatorships and the social and educational change in both countries. The sessions included in the module will also consider educational systems and the implications for equity and quality of education, including the implementation of policies and programs about gender and LGBTIQ+ topics and the perspective of social movements in relation to gender issues in education.

Readings:

- Ball, Stephen; Youdell, Deborah (2008). Hidden privatisation in public education.
- Bellei, Cristián (2015). "Evolución de las políticas educacionales en Chile". En *El gran experimento. Mercado y privatización de la educación chilena*. Santiago: LOM.
- Concha, C., & García Huidobro, J. E. (2009). Educación: La revolución que el país requiere. *Universidad Alberto Hurtado Cuaderno de Educación*, 20, 1-6. Retrieved from <http://biblioteca.uahurtado.cl/ujah/reduc/pdf/pdf/txt128276.pdf>
- García Huidobro, J. E. (2011). Segregación en la escuela. *Universidad Alberto Hurtado Cuaderno de Educación*, 33, 1-2. Retrieved from http://mailing.uahurtado.cl/cuaderno_educacion_33/pdf/actualidad33.pdf
- Riesco, M., & Durán del Fierro, F. (2011) Reconstruir el sistema nacional de educación pública. *Docencia*, (45), 4-17. Retrieved from <http://www.revistadocencia.cl/pdf/20111216121622.pdf>
- Slachevsky Aguilera, N. (2015). Una revolución neoliberal: la política educacional en Chile desde la dictadura militar. *Educação E Pesquisa*, 41(spe), 1473-1486
- Rojas, María Teresa at. el. (2019) The Inclusion of LGBTI Students in Chilean Schools: Between Invisibility and Social Recognition *Pensamiento Educativo. Revista de Investigación Educativa Latinoamericana*, 56(1), 1-14
- Muñoz, L., & Thezá, M. (2011). *El movimiento estudiantil universitario: Nuevas y clásicas formas de movilización*. Chile: INJUB.
- Organización de las Naciones Unidas para la Educación, la Ciencia y la Cultura. (2007). *Educación de calidad para todos: Un asunto de derechos humanos*. Santiago:

Session 1: Social and educational history in Chile and Argentina

This session includes an overview of “Education and history in Chile and Argentina” with classes in Santiago and Buenos Aires during orientation journeys, where analyze aspects related with demographic, geographic, natural resources, economic activities, social culture, educational history and current context.

Session 2: Quality and educational equity in Chile and Argentina

This session is composed of the following seminar: Tensions and Challenges of Education in the new political scenario in Chile, complemented by the excursion to Población La Victoria, La Victoria School, and Señal 3. The population of La Victoria was born from a historic land seizure more than half a century ago, the oldest in Latin America. One year after the taking of the land, the "La Victoria School" was founded, which is to this day one of the greatest prides of the population where, in addition, the students teach a class to the children of the school. Señal 3 TV is a community initiative that seeks to promote integration and information from a local space. For the comparative perspective this session will be related to seminars and school visits during the excursion to Argentina.

Session 3: Social change and social movements in education

This session is composed of the seminar Social Movement for Education, includes a trip to a university and a meeting and discussion with university students about educational policies in higher education and academic reality with leaders of the student, high school and university movements, plus representatives of the teachers. This session is complemented by discussions with high school students in Chile and Argentina, with whom reflection groups on mobilizations and militant culture are held.

Session 4: Human rights in Chile and Argentina

Students will participate in Human Rights Day, with a seminar at the Association of Relatives of Disappeared Detainees AFDD and excursions to Villa Grimaldi, a center of detention and disappeared people. Session 4 will also include visits to Museo de la Memoria, Cementerio General, Patio 29, and Memorial de Salvador Allende, places that are a testimony to the violation of human rights during dictatorship in Chile. There will be an opportunity for group reflection in the Spanish course. For the comparative perspective this session will be related to seminars and visits during the excursion to Argentina.

Session 5: Discussions on education in Chile and Argentina; The social participants in education: From the Penguin movement to social revolt of October 18, 2019 and the feminist movement

Students will have the opportunity to meet and interact with high school students from different public high schools in Santiago and Valparaíso in spaces of conversation and group reflection where they will be able to share the topics covered in the seminars and discuss their ideas, opinions, and thoughts. For the comparative perspective this session will be related to seminars and school visits during the excursion to Argentina.

Module 2: Perspectives on Education and their Contribution to Equity, Inclusion and Quality Education

The second module of the seminar reflects on educational discourse and the current debate, examines education policies, the role of the state and the implications for basic, secondary, and higher education. The comparative study between neoliberal education and educational welfare is included. This module will also explore the contrasts between the educational discourse, policies, laws, programs, and their implementation through a deep and close contact with public and private schools where students can analyze subjectivity from the social partners, researchers, students, and teachers.

Readings:

- Palacios. J. (1999). *La cuestión escolar*. Buenos Aires: Fontamara.
- Fernández, E. (2009). Proceedings from Internationales Symposion im Rahmen der Fakultätspartnerschaft der Universidad de Chile und der Universität Potsdam: *Desafíos de futuro de la educación superior en Chile*. Potsdam: University of Potsdam.
- Ministerio de Planificación. (2000). *Educación técnica superior en Chile. Reflexiones sobre nuevas políticas*. Santiago: Gobierno de Chile.
 - Read *Capítulo III: Modalidades de financiamiento de la educación superior en Chile*.

Session 1: Higher education in Chile and Argentina

This session is composed of part of the seminar module Social Movement for Education in Santiago. The seminar explores and address the structure, demographics, financing, free education, forms of admission, and current tensions and proposals for quality and equity. This is complemented by discussions with students in Chile, daily life inside the Alberto Hurtado University and for the comparative perspective this session will be related to seminars and school visits during the excursion to Argentina.

Session 2: Educational reforms in Chilean context and its relation to inclusion and gender topics and impacts on LGBTIQ+ populations

This session is composed of the following seminar: Education and Gender in Santiago. We discussed how reforms contribute to the ideas and culture of diversity and inclusion and how communities and the States promote safety spaces and resources to generate relationships of acceptance and respect. This session is related with experiences and discussion with students in segregated schools only per men or women, mixture schools and transgender schools as Amaranta Gomez in Chile and for the comparative perspective this session will be related to seminars and visits during the excursion to Argentina. For those interested in special education there is the possibility to visit a special school for a week during the mini ISP period.

Session 3 and Session 4: Excursions

Sessions 3 and 4 will include a number of excursions. The program will observe and participate in two different types of schools, a high school in a low-income suburb and six sessions of participant observation in municipal schools in Santiago. This activity is in relation to the Research Method and Ethics course, where students can practice different methods of field research. The program will also go on an excursion to Valparaíso, participating in two types of public schools, a rural and an urban school, where observation will take place in

classrooms and students will engage in dialogue with the school director and the council of teachers. In addition, members of the Valparaíso Province's Colegio de Profesores (Regional Teacher Federation) will present their view of the current situation and process of change in Chilean education and the chances for reforms of the law of neoliberal education that is still governing the educational system. Finally, the group will meet with secondary students in an urban public school in Valparaíso. During this excursion the students can discuss educational matters and gender topics. This session of school visits is complemented during the excursion to Buenos Aires with visits to three public schools, where the same methodology is used so that students can interact with teachers and students within the schools.

Session 5: Experiences workshop: Pedagogical debate on Chilean education

In this session, students will meet with Colegio de Profesoras y Profesores de Chile, the National Teacher Federation. There will be a space for conversation and reflection with teachers, on issues related to equity and quality in education, also there will be an opportunity for group reflection in the Spanish course and practicing the methodologies learned at the Research Method and Ethics course.

Session 6: Workshop for the elaboration of an essay on education

In this session, the topics to be chosen by the students to write an essay in Spanish on one of the topics seen in the seminars or other cases analyzed during the visits to the schools in Chile are defined. The academic director, the program coordinator and the seminar coordinator deliver and discuss work guidelines and advice as a group, as well as individual counseling for each of the topics chosen by the students.

Session 7: Closing session; Workshop summary

In this session, the topics to be chosen by the students to write an essay in Spanish on one of the topics seen in the seminars or other cases analyzed during the visits to the schools in Argentina are defined. The academic director, the program coordinator and the school visit coordinator deliver and discuss guidelines and advice as a group, and individual counseling is provided for each of the topics chosen by the students. This written work includes a comparative component with the Chilean educational system and is related to the final work of LACB 3005.

Assignments and Evaluation

Assignment Descriptions and Grading Criteria

1) Delivery of a Draft of the Written Essay (15%)

The evaluation of this component consists of the delivery of a first version of your final essay, regarding some of the central themes of the program. The objective of this delivery is to have a tutoring session in which your work will be given feedback.

2) Written Essay (45%)

The evaluation of this component consists of writing an essay, in which students must select a topic related to the central axes of the program, pose a central question, propose a thesis about it and develop an argument using some experiences in the field that are related to the proposed thesis. The important thing is to achieve a consistent analysis that articulates different arguments and reflections, supported by relevant references to the central question of

the essay, including relevant texts of the required bibliography. Additional bibliography searched by the students themselves can also be included.

The following evaluation criteria will be considered:

- A central question and thesis are presented and supported by a consistent argument
- An understanding of the content covered in the seminars is demonstrated, linked to the topic of the essay and to the lived experiences related to the topic
- The essay has a coherent structure; ideas are presented clearly and there is a functional use of language
- Compliance with formal aspects
- Bibliographic texts with relevant citations are used

3) Oral Presentation (30%)

The evaluation of this component consists of the oral presentation of the final written essay. The following evaluation criteria will be considered: presentation and justification of the topic; synthesis; coherence and depth of reflection.

4) Participation (10%)

This includes active involvement in lectures, readings, discussions, and excursions using the following criteria:

- Attendance - promptness to class and positive presence in class.
- Active Listening - paying attention in class and during field excursions, asking appropriate questions, showing interest and enthusiasm (this includes body language), entertaining contradictory perspectives, taking notes.
- Involvement in Class Discussions - either in small or large groups, sharing knowledge. This means challenging yourself to speak up if you usually don't, and also means allowing others to speak if you are a person who tends to dominate class discussions.
- Group Accountability – positive participation in the group during field excursions and classes; not keeping others waiting.
- Displaying Respect – culturally appropriate interaction with hosts, SIT program staff, SIT lecturers and communities
- Respect and compliance with Human Subject Review.

Assessment:

- Draft Paper – 15%
- Written Assignment – 45%
- Oral Presentation – 30%
- Participation – 10%

Attendance and Participation

Due to the nature of SIT Study Abroad programs, and the importance of student and instructor contributions in each and every class session, attendance at all classes and for all program excursions is required. Criteria for evaluation of student performance include attendance and participation in program activities. Students must fully participate in all program components and courses. Students may not voluntarily opt out of required program activities. Valid reasons for absence – such as illness – must be discussed with the academic director or other designated staff person. Absences impact academic performance, may impact grades, and could result in dismissal from the program.

Late Assignments

SIT Study Abroad programs integrate traditional classroom lectures and discussion with field-based experiences, site visits and debriefs. The curriculum is designed to build on itself and progress to the culmination (projects, ISP, case studies, internship, etc.). It is critical that students' complete assignments in a timely manner to continue to benefit from the sequences in assignments, reflections and experiences throughout the program.

Example: Students may request a justified extension for one paper/assignment during the semester. Requests must be made in writing and at least 12 hours before the posted due date and time. If reason for request is accepted, an extension of up to one week may be granted at that time. Any further requests for extensions will not be granted. Students who fail to submit the assignment within the extension period will receive an 'F' for the assignment.

Grading Scale

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|----------|----|
| 94-100% | A |
| 90-93% | A- |
| 87-89% | B+ |
| 84-86% | B |
| 80-83% | B- |
| 77-79% | C+ |
| 74-76% | C |
| 70-73% | C- |
| 67-69% | D+ |
| 64-66% | D |
| below 64 | F |

Program Expectations

- Show up prepared. Be on time, have your readings completed and points in mind for discussion or clarification. Complying with these elements raises the level of class discussion for everyone.
- Have assignments completed on schedule, printed or electronic, and done according to the specified requirements. This will help ensure that your assignments are returned in a timely manner.
- Ask questions in class. Engage the lecturer. These are often very busy professionals who are doing us an honor by coming to speak.
- Comply with academic integrity policies (no plagiarism or cheating, nothing unethical).
- Respect differences of opinion (classmates', lecturers, local constituents engaged with on the visits). You are not expected to agree with everything you hear, but you are expected to listen across differences and consider other perspectives with respect.
- Storing Your Work: Keep several copies of your work as back up and keep one copy accessible to you through an online forum, such as an attachment in your email, the course learning management system, or cloud-based storage. This way your work will always be available despite technical issues. Lost files, deleted drives, or computer crashes are not excuses for late, missing work.
- Personal Technology Use: Cell phones and other personal electronics can be used for taking notes and other class activities. Off-task usage is not acceptable. You may be marked as absent for habitually using them for something other than classroom activities.

- Content Considerations: Some texts and activities you will encounter in this course delve into sensitive topics that may be emotionally and intellectually challenging. Our classroom is a space where we can engage with challenging ideas, question assumptions, and navigate difficult topics with respect and maturity. As possible, I will flag content and activities that are especially graphic or intense, so we are prepared to address them soberly and sensitively. If you are struggling to keep up with the work or participate in the course because of the nature of the content and activities, you should speak with me and/or seek help from counseling services.
- Classroom recording policy: To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion and/or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

SIT Policies and Resources

Please refer to the [SIT Study Abroad Handbook](#) and the [Policies](#) section of the SIT website for all academic and student affairs policies. Students are accountable for complying with all published policies. Of particular relevance to this course are the policies regarding: academic integrity, Family Educational Rights and Privacy Act (FERPA), research and ethics in field study and internships, late assignments, academic status, academic appeals, diversity and disability, sexual harassment and misconduct, and the student code of conduct.

Please refer to the SIT Study Abroad Handbook and SIT website for information on important resources and services provided through our central administration in Vermont, such as [Library resources and research support](#), [Disability Services](#), [Counseling Services](#), [Title IX information](#), and [Equity, Diversity, and Inclusion](#) resources.