

EXPANDING INNOVATION: EXPERIMENTAL DESIGN of CELL-BASED DELIVERY of MATUL CONTENT TO SLUM PASTORS



Background

The MATUL has been an incubator of creative learning processes. (1) Its foundation has been to train slum movement leaders in their context of learning or move them in (residency is the slums). Whoever heard of a masters degree for thinking poor people? (2) Its methodology has included synchronous online delivery (3) to 8 cities. (4) It has multiplied a new urban theology methodology called *Transformational Conversations*. (5) Most classes are action-reflection based beginning with the stories of the week. It has resulted in (6) the development of social entrepreneurs (7) uniquely trained in a theology from among the poor, (8) and in skills sets in all the major aspects of urban poor ministry. (9) The research project and other courses result in action such as forming schools in slums; funding \$1.2 million for toilets in Kibera, Nairobi, so girls can go to high school; expanding HIV/AIDS programs; designing a program for aged-out orphans to adapt to life...



Cellular-Based Delivery of MATUL Content to Slum Pastors

Description

This sense of multiplication of training needed further development and lead to innovation within the MATUL for students to package materials from Masters training to oral learner content level for slum workers in *Slum Learning Networks*. They need to design a reproducible system as part of the degree. Design now includes a new cell-phone accessibility that enables Network Leaders to supplement face-to-face training (computer PowerPoint or paper) with 30 days downloading mp3's to cell-phones.

Original Goal

By the end of this project, implementation of at least one model in reproduction of the course on Community Economics via cell phone delivery to a Grassroots Learning Network. Done.

Evaluation of Desired Outputs

1. A simple reproducible model for students: to model a simple pattern of delivery of content from one of the MATUL Courses to existing slum Learning Networks of grassroots workers. This is a model that our students, graduates at APU and students and 60 faculty in 7 partner institutions should find to be easily reproducible for other courses. *Model Developed*
2. Immediate delivery: training to 20-30 oral learning leaders in one Slum Leaders Learning Network. *Done with two networks.*
3. Trainer of Trainers (Network Leaders) website, manual in a Moodle course style. *Half Done.*
4. Systems setup of program design processes, server and delivery of materials to multiple sites. *Done.*

Creativity and Innovation

1. Systematic use of new cellphone availability: Interfacing MA level training of well educated movement leaders with oral learning urban poor society is a trick in the MATUL for which we are constantly seeking innovative approaches. The creative results of past student attempts has also highlighted the need for *an initial system* they can use with local leaders quickly and easily so as to get started.
2. The disruptive innovation (Sears 2015) currently occurring in education is the explosion of 100 billion cell phones. These have now reached to every slum worker. Every pastor has a cell phone to his ear. With the network leaders having access to computers where they can download materials (notes, videos), these can be used in initial and final face-to-face days of training. In between cellphone delivery of audio mp3's is within the cost and bandwidth capacity of the workers and pastors.

Outcomes: Delivery of Product

1. **Catastrophes: One coordinator in Manila fell off a mountain breaking back and foot. In Uganda, products produced from the training were sent to an area to be sold Intertribal warfare caused them all to be lost.**
2. **Content Development:** 30 podcasts were developed using Garage Band, and are available on a website <http://www.economicdisciple.org>, and downloadable to cell phones. Along with the podcasts are one-page summaries and a **Bible Study series** (this was a great hit) developed by various students, that the pastors can use with their people. Some extra podcasts yet to be added.
3. **Trainers** in two cities set up an initial training, in which I was involved in English and they translated, then they sent the podcasts via cellphone.
4. **Translation: Ultimate bottleneck.** No-one felt adequate to be a translator in Manila. Because we were not paying professional translators, we then had 40 participants, each translating a session, but when the local coordinator broke their foot and back all progress has stopped. How do we get it accurate is their biggest worry? vs how do we add in local stories, proverbs, and style. Conclusion: Translation is best done through face to face SKYPE delivery which is translated on the spot and recorded at that time, then documented. Delivery in Uganda ended up as Synchronous VSee based video dialogue, when the internet worked –30% of the time. They preferred this direct dialogue as a means of converting the materials.
5. The network leaders from several cities joined together in four **trainer of trainers** calls. The website is being modified from that. Not complete.
6. **Evaluations** were to be made online by the students as part of the process of receiving their certificates, but these catastrophes prevented this. The design has been modified step by step as feedback came in step by step.
7. **Technical Conclusions:** Website was laid out then redone using Square Space. The reason being one of bandwidth. We discovered that the original style sheets involve a lot of reconnecting to our US server, whereas Square Space has servers globally. But at the end of the day it is an expensive solution, as we end up paying monthly fees for each course.
8. **Local Variations in Technological Capacity:** In Uganda, as international internet connections are not good, and 80% of pastors don't have smart phones face to face currently works, but some are ready for podcasts. By contrast, face to face + web-based + cellphone works in Manila – though only half the pastors have smart phones. The technology works in Bangkok, but translation needs to be done in a face-to-face context, then recorded.

Outcomes: Anecdotal Measurement of Impact on Students

Outcomes for students who assisted us:	Two students were involved, one for 40 hours before wonderfully becoming pregnant, the other for about 80 hours.
1. Understanding of the formation of learning networks	We expanded this to three cities: with the Ugandans, and setting up delivery to Manila, then attempting with Bangkok (where in the end the trainer got so bogged down in big dreams that nothing happened) many nuances of network building have been discussed.
2. Understanding of digital delivery systems via cell phone and for trainers	Extensive discussions over several weeks based on the technical input from John Edmiston as to the viability of Moodle or web-based delivery to trainers and from them to cell phones, of type of cell phone, of the ways to analyze implementation of assignments etc. resulted in using Garage Band, and Square Space for simplicity, and bandwidth issues.
3. Understanding of the pivotal role of trainers, and the essential elements to facilitate that	Evident in multiple discussions, and communications with the city leaders.
4. Understanding of overall course design processes	The process of simplifying content and delivery has forced this.
5. Understanding of the complexities of getting translation of mp3's and course materials completed.	This became the bottleneck in both countries.
Values	
1. Have a passion to multiply teaching learned in classes	Discussions how this can be done in Bangkok, Mosul and Aleppo
2. Have a commitment to oral learning processes for semi-literate populations	Are committed to a verbal vs. book-based learning. One in the Middle East, one in Bangkok – she can see that though she is now a mother in LA she can keep training people anywhere.

Outcomes: Sustainability Beyond the Project

Network leaders: In 2015, the MATUL Training Commission identified a progression of courses and professors to develop this out to 16 courses. But they have been waiting for a good template, and structure, before launching. Thus, this catalyzes a dozen reflective-practitioner professors globally into reproducing their expertise. *The next step beyond this is to work with them to multiply the style*

Intermediate Outcomes: Three network leaders have been involved in designing delivery. The trainer of trainers site is set to be a wider hub. But the trainees do not have smartphones and every minute costs, so access to podcasts has not proven viable until the internet is expanded and becomes accessible financially to common people.