

EFND 7010 Comparative and International Education

Fall Semester 2007

Call # 27-987

Class Meets: 5:00-7:45pm Tuesdays, in 63 Rivers Crossing

Instructor:

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Social Foundations of Education,

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Purpose of the Course:

The course is an examination of education, education systems in different countries, ideological and theoretical underpinnings for education systems, practical manifestations, and key issues--in global and comparative context. We shall consider education on several levels: macro (national, ideological, policy); meso (intermediate, formal); and micro (local, implementational, school/class/practical). The focus will be on consideration of major features of- and issues impacting- American education relative to education in other systems and countries. Participants will become acquainted with the field of scholarship known as Comparative and International Education, incorporating diverse approaches to inquiry, based on different theoretical and ideological orientations. The course is *not* meant to be merely descriptive, looking at features of system after system. The emphasis in this course will be on open and critical discussions of issues and dilemmas in development and education, and on interaction and sharing of ideas and readings to maximize the amount of information and insight for all participants. *A significant aspect of the course is consideration of how American schools are impacted by internationalism, including the influx of refugees and immigrants and related issues for teachers and schools.*

Outcomes for the course:

- a) Develop a well-grounded conception of universal issues in education and educational reform.
- b) Analyze the characteristics, issues, and status of American education in comparison with these in other major education systems such as Britain, France, and Germany.
- c) Survey the general features of- and issues in other educational systems comparatively, to develop a global and comparative perspective on dominant forms of educational systems.
- d) Consider educational issues in terms of structures, levels, sub-sectors (primary and secondary schooling, higher education, further education and training, informal/formal education, etc.)
- e) Investigate features and issues of education in developing countries as opposed to that in developed countries and superpower states.
- f) Explore the range of processes and interactions involved in the emerging global system of education (including lending and borrowing, export of programs/importation of reforms, collaborations among nations and competitiveness among nations)

- g) Examine the relationships among educational research, policy formulation, and educational practice
- h) Consider alternative ideologies and theoretical approaches to the study of education, education systems, and their place in national development
- i) Critically evaluate issues of educational success/failure, relationships between education and power, and purposes of education in the United States and other countries.
- j) Analyze the implications for schools and teaching/administration of influxes of immigrant/migrant/refugee populations in selected countries (language, curriculum, testing)

Required Texts: (Sign up for selected chapters in # 1, 2, 3)

- 1) Arnove, R.F. & Torres, C.A. (Eds.) (2003, 2nd edition). **Comparative Education: The Dialectic of the Global and the Local.** Rowman & Littlefield. ISBN 074252381-0 paperback.
- 2) Berliner, D.C. & Biddle, B.J. (1995). **The Manufactured Crisis: Myths, Fraud, and the Attack on America's Schools.** N.Y: Addison-Wesley ISBN 0201441969 paperback.
- 3) Baker, D. & Wiseman, A. (Eds)(2005). **Global Trends in Educational Policy.** ISBN 0-7621-1175-4, cloth. Amsterdam: Elsevier

Selected Required Readings: (All to read these; to be distributed in class)

- 4) Reimers, F. & McGinn, N. (1997). **Informed Dialogue: Using Research to Shape Education Policy Around the World.** London/Westport: Praeger (R&McG). ISBN 0275954439 paperback.
- 5) Cummings, W.K. & McGinn, N. F. (Eds.) (1997). **International Handbook of Education and Development: Preparing Schools, Students, and Nations for the Twenty-First Century.** N.Y/Oxford: Elsevier Science, 907pp.
- 6) Chalker, D.M. & Haynes, R.M. (1994). **World Class Schools: New Standards for Education.** Lancaster: Technomic.
- 7) Anderson-Levitt, K. (Ed) (2003). **Local Meanings, Global Schooling. Anthropology and World Culture Theory.** New York: Palgrave/McMillan.

Also consult:

- 8) [Selected articles on key issues, in refereed journals:](#) **Comparative Education Review, Comparative Education, Curriculum Inquiry, Anthropology & Education Quarterly, International Journal of Educational Development, Social Education,** and others.
- 9) [Reference volumes](#) (Main Library Reference Room).
 - a. **International Encyclopedia of National Systems of Education (2nd Edition)**
 - b. **Educational Research Methodology and Measurement: An International Handbook**
 - c. **Europa Yearbook**
 - d. **World Education Encyclopedia: A survey of educational systems worldwide.** R. Marlow-Ferguson, Chris Lopez. 2nd Ed. Detroit: Gale. LB15. W87 2001.
- 10) **ONLINE DATA SOURCES** Use reputable websites for your projects including those for professional organizations, Ministries of Education and other government offices or bodies,

etc. Be sure to reference any of these sources used in your projects. The following are only a few of the links you should access

www.ets.org (Educational Testing Service & many reports on issues)

www.nces.org (National Center for Ed. Statistics) .../ OECD international data

www.census.gov and www.quickfacts.gov (Census data)

www.doe.k12.ga.us (Georgia DOE and many links)

www.ibe.unesco.org (International Bureau of Education)

www.iea.org (International Ed. Association and International AEP)

www.naep.org (National Assessment of Educational Progress)

www.cia.gov/library/publications/the-world-factbook/ (CIA Fact book, profiles and data on most countries)

Activities:

- **Class discussions:** sign up for readings, participate in discussions.
- **Visual field trips:** of education in various countries (South Africa, Mexico, Japan, Cuba, Costa Rica, Jordan, etc.). for reflection on issues, argument. Examinations of comparative education research in the field
- **Presentations:** of chapter readings and final project (see below). This is a major learning component of the course. Your, and colleagues' sharing of information and insights on a variety of educational systems will provide you with an enormous amount of data.
- **Music:** manifestations of education, power, and resistance in music.
- **On line data sources:** you can expect to spend time online, obtaining data.

Projects:

1. **Overall participation and contributions, attendance, and sign up for readings** (in A&T before midterm; B&B after midterm). Prepare to lead the class discussion on your chapter/s. Provide a 1 page overview of key points (typed), for distribution to class. Make copies for each member, or I will make copies. **(15%)**
2. Select a **book** on which to write a **critical review**, following the guidelines you are given. Present your main review ideas to the class and provide a one-page overview of these for classmates **(5%)**; **submit the text version (2500 words max) (20%). Due for presentation and submission around midterm**
3. Conduct an **online advanced search** to access literature available on educational reform /issues, as a preliminary exercise in advance of your final project (see #4 below). Around midterm, submit an annotated printout of the search **(10%)**
4. **Select a country/education system (other than the USA); OR develop a specific project with a focus on issues related to your professional field. Develop a report** on the system/topic in which you address: history of development, key philosophical and ideological underpinnings; goals/objectives, key features and organizational structure; data on size (#s); "success" of the system and outcomes; key issues and influences. Include other pertinent information on the historical, social, cultural, and political

context. Include an analysis/conclusion in which you reflect on the system in comparison with American education, for similarities & differences, distinctive features, universal issues. Include a complete bibliography (some primary sources are required), visuals (pictures, diagrams, charts, maps), and tabulated/graphed data.

- a. *Provide a 1 page overview* (due at time of presentation in last week) for distribution to class. *Present to class (10%)*.
- b. *Full text paper 15-20pp + appendices, etc. Due on Final Exam day (20%)*

Examination: Take-Home Final.

This will constitute an "*epilogue*" essay, an addendum to your major project, a reflective essay on your final project topic as well as the experiences in the course as a whole. Specific subtopics will be given by the instructor. Turn this essay in with your major project on Final Exam day (20%)

Final Grade:

• Attendance/participation, presentations	15%
• Book Review presentation & text review	25%
• Online search and annotation	10%
• Final Project Presentation & Report	30%
• Final exam "epilogue" essay	20%
(plus/minus system used) Total:	<u>100%</u>

Miscellaneous

- # Consider yourself and other class members as part of a close-knit group
- # Work alone; "legit" assistance is that from instructor only
- # Working in pairs (on same topic??) is OK: consult the instructor
- # No exam exemptions
- # Due dates to be confirmed in class, by agreement & as feasible
- !! Notify instructor in advance of excusable absences, grade (see %above).
- **Graduate School Grade Policy: plus/minus system will be employed
- PLEASE!** No food, caps or hats in class; Cell phones off/vibrate
- # Laptop use ONLY for taking notes (with permission of the instructor)

UGA Academic Honesty Policy

"I will be academically honest in all of my academic work and will not tolerate academic dishonesty of others." www.uga.edu/ovpi/academic_honesty/culture_honesty.htm

Read and review the stipulations of the Honesty Policy for projects/exam; for your book review you will be asked to pledge that you have not reviewed the book for another course nor have you obtained the review from a website.

Tentative List of Topics and Related Readings/Activities:

- **Introduction and Overview of the field of comparative education**
 - History of the professional field of comparative/international education
 - Key questions and considerations of essential knowledge; background information on approaches to studying education
 - Elements and factors impacting educational development and change, theoretical and ideological orientations, historical and national development contexts.
 - **Cummings & McGinn:** *historical overview of dominant modes of education, four types of teachers, education and development, new conceptions of education.*
- **Major trends and issues in education worldwide in globalization context:** lending and borrowing; north-south export of reforms and systems; south-south collaborations; global standards, testing, accountability/evaluation systems.
- **Cases:** Cuba - South Africa/Namibia/Botswana (south-south collaborations)
- United Arab Emirates and Jordan: borrowing from Britain and the USA
- **Global education system competition:**
 - Comparisons across countries; indicators of performance and educational quality
 - Report cards & evaluation systems for schools and systems, for countries
 - "apples & oranges" considerations
 - **Cases:** NAEP and IAEP, TIMMS, IEA Civic Education studies, Georgia system
- **Education and Power:**
 - Considerations of education's purposes & uses; and abuses of education
 - Education as hegemonic instrument
 - Education for national development: policy/practice issues
 - Education for social transformation and liberation
 - Education, training, and skills development
 - **Cases:** South African deracialisation and transformation of education
 - Cuban literacy campaign and educational successes
 - Japanese education as a "model for emulation"
 - Montessori schools
 - Education in Mussolini's Italy
- **American and other education systems** including Britain, Germany, France, Japan, Taiwan, Australia/New Zealand, Switzerland, Singapore, other.
- **Regional education systems:** European Community and Gulf Cooperation Council (Arab states), NAFTA?
- **Developing world/post-communist states education systems:** Imported/imposed systems versus indigenous systems. Precolonial - Colonial - Post-colonial education systems (see A & T, KAL, B&W)
- **Cases:** Mexico, Costa Rica, Haiti, Ukraine, Russia, South Africa, UAE, Jordan
- **Global - Local Continuum:** universal issues, reform components, and education ingredients at global, supranational, national, regional, local levels; issues of language, curriculum, culture, policy-practice, teachers/students, etc. (see A & T, KAL, B & W).
 - **Case:** South African educational reform: school-based research 1990-2007; new programs (skills development, innovative curricula, environmental education)

Final Project Topics: Examples, Suggestions

- **Country report:** Italy, Russia, Estonia, Switzerland, Singapore, New Zealand, Iceland, Philippines, Haiti, Iran, Jamaica
- **Country as source country for immigrant students in USA/GA schools:** Laos (Hmong), Peru, Mexico, Nigeria, Ecuador, Brazil
- **New democracy, influenced by USA/West:** Ukraine, South Africa, Russia, Poland
- **Country/Subject area focus:** Japan and mathematics, S. Korea and science curriculum, Germany/UK and school-to-work programs
- **Multiple countries, comparisons:** USA, New Zealand, Australia and science ed.
- **Education within separatist movement/country:** Basques in Spain, French in Quebec/Canada, Scotland in UK
- **Subject area focus, issues:** Health/PE in various countries; revisionist history in Japan, Germany, USA; Ireland & special ed. programs; China and English
- **Language issues:** within/across countries, bi/multilingualism, language rights, language and literacy, etc.
- **Teacher issues and teacher education:** UAE teacher education, teacher issues in various countries (universal T. issues)
- **Administration/leadership/counseling focus:** within/across countries, diversity challenges (immigrants/ language/etc), legal issues, counseling approaches/issues
- **Education Policy focus:** NCLB, equivalents in other countries, democratisation
- **Reading/literacy/language issues:** USA, Japan, France, Cuba
- **Religion and education:** Mutawaa in UAE, Egypt; Koranic/Muslim schools in USA; madrasas in Mali, Chad; private Christian academies in USA
- **Indigenous education focus:** Aborigines in Australia, Maori in New Zealand, Native American education in USA, Hawaiian indigenous education
- **Girl's/women's education:** various countries or focusing on subject areas (science, mathematics, health, literacy, skills)
- **Refugee education:** schooling/education in war-torn areas, refugee camps, relocation centers (Bosnia, Darfur, Palestinian authority, Ghana, Rwanda)
- **Community focus:** school-community links, global to local continuum examples.
- **Skills development:** programs designed to develop specific skills (technical, reading, basic survival skills, etc.) and country/community illustrations
- **Portrait focus:** Maria Montessori, John Dewey, Nelson Mandela
- **Portrait/country focus:** Education in Mussolini's Italy, in Hitler's Germany
- **Physical plant/school buildings, regularities of schooling:** various settings, levels, or countries.
- **Colonial education focus:** British education in India, Kenya, Zimbabwe, Egypt
- **Islands and small states:** unique education issues: Guam, Trinidad/Tobago, Philippines, Fiji, Hawaii; Bhutan, Luxembourg, Lesotho
- **Geography and education/development issues (linear/large states):** Russia, Canada, Chile, Australia, Brazil, Democratic Republic of Congo
- **Environmental ed focus:** Costa Rica environmental ed, conservation, ecotourism

- **Tourism and education links:** Bermuda, Bahamas, Jamaica education for tourism employment, crime reduction
- **Health: HIV/AIDS & Malaria education:** South Africa, Botswana, Zambia, Uganda

Assignment 2: Advanced online search for sources for Final Project:

Due at midterm, June 21-23.*

*** In selecting your topic, do some preliminary searching to ascertain whether or not you can access sufficient information and visuals to develop the topic, please bring your topic to class on Monday June 19th to share with the class. Select a topic that addresses the course objectives, matches your content area or research focus in your field, and/or allows you to learn and explore issues related to a topic with personal meaning for you.**

- For your topic (see Assginment 3, below and in syllabus), conduct an advanced online data search in EBSCO-Host, Academic Search Premier, or other data bases pertinent to your topic and field of interest (do a Google search for appropriate websites too, but this assignment requires an academic search of published sources accessed via Galileo. The remote access code this term is "**OVERCAST**").
- **For credit on this assignment (15% of your final grade), complete the following steps:**
 - a. Submit a statement/paragraph in which the **Project Topic/Title is clearly stated, as well as your assumptions** and thoughts regarding how you wish to focus and limit/bound the topic.
 - b. Print **and turn in the full list of sources** found for appropriate descriptors for your Project, using EBSCO-Host or other appropriate data bases that will give you a range of references in scholarly journals, conference proceedings, books, etc.
 - c. **highlight or mark at least 20 sources** that look promising to use
 - d. select the **top 10 potential best sources, print off the abstracts for these, and mark on these what you anticipate their usefulness to be (policy? Historical background? Case in point? Specific issues? Etc.)**
 - e. Identify online sources (websites) AS WELL AS sources in professional journals, and books, you need a variety of sources for the final project, not just websites.
 - f. Write a memo/note in which you comment on any gaps in sources, or concerns on which I can assist you
 - g. **Turn in the full printout of sources, with TOP 20 sources marked, and with TOP 10 sources + abstracts and your brief comments included. HARD COPY!**



3. FINAL PROJECT:

Note: The Final Project has two parts: a written report and a concise presentation + one-page overview for class.

Select a *country/education system (other than the USA), OR an issue or topic that you wish to examine in comparative context (USA & selected other contexts). Develop a critical and reflective report in which you address a range of factors, as appropriate to your topic:*

- * General overview, context for the country/system/education type, or the issue/topic
- * Brief overview of the history of development, links to other systems/borrowings
- * philosophical and ideological underpinnings, policy aspects;
- * goals/objectives, key individuals who shaped the system
- * key features and organizational structure;
- * data on size or participation rates (#s of students, teachers, schools, etc);
- * "success" of the system/approach: outcomes and indicators; RESEARCH results
- * key issues and dilemmas related to national development, etc.
- * contextual factors (history, geography, etc.): unique or peculiar features
- * other pertinent information on universal issues/dilemmas related to equity, justice, race, etc.
- ** GAPS in the data you find, and QUESTIONS that arise for you

****Include an analysis/conclusion in which you reflect on the issues and dilemmas; offer your own personal reflections on the most compelling issues and questions, and incorporate your own personal experience as appropriate to the topic you chose. Do NOT just reproduce information from sources. Check your conclusion for consideration of the KEY issues and the course objectives.**

*** Include a complete bibliography**, of primary and secondary sources, visuals (pictures, diagrams, charts, maps), and tabulated/graphed data. Use ex. APA or Chicago Manual style for referencing, be consistent. Also list **online sources** (website addresses) as references and submit homepages/downloads from these as appended material.

*** Report Length:** May vary according to topic, style, font etc., but 15-30 pp. length is the norm (12 point, double spaced, Times New Roman). Include maps, diagrams, pictures, etc. in report as extra pages. Incorporate data from online sources into your text; downloaded material from online sources can be appended. Cite interviews or conversations with individuals as "personal communications" with complete date.

****Provide a 1 page overview of your report** (due at time of presentation) for distribution to class (31 copies). You may elect to distribute the screens to your Power Point presentation if you use one, or cut and paste information into a one-pager.. Use visuals (overheads OR power-point, maps/posters, etc. to facilitate your **CONCISE** overview.

****7 Minute Presentation to class (10%) on July 3/5, last two class sessions. Final written report (30%) due on exam day July 6th**

NOTE: Sign and submit Honesty Pledge for your project and final exam essay: see Final Exam Essay handout (to be distributed in last meeting of class).

Final Projects due on Exam Day, July 6th, along with Final Exam Essay with Cover Sheet.

