COURSE DESCRIPTION

This course provides an overview of the field of Comparative Education. Although a great deal of educational research engages in comparison, comparative education scholars utilize diverse observation techniques to extend our ability in explaining educational activities and their effects within and across nations. By studying education comparatively, educators are able to identify divergent and convergent trends in policies, performances, strategies, and programs. Comparative education: (a) engages various intellectual tools to understand who and what affects current educational issues; (b) is a cross-system approach that explores why educational systems and processes vary and; (c) focuses on how education relates to global social factors and forces. Thus, comparative research facilitates the enhancement of education at different levels and in diverse contexts. As we will explore in this course, comparative education can be pursued methodologically, conceptually, historically, and philosophically or through the social sciences disciplines (such as sociology, anthropology, political science, or economics). Thus, this course will help students to develop the essential research and writing skills needed for scholarly work in comparative and international education.

Harold J. Noah (1985), states that comparative education has four purposes: (i) to describe educational systems, processes, or outcomes; (ii) to assist in the development of educational institutions and practices; (iii) to highlight the relationships between education and society; and (iv) to establish generalized statements about education that are valid in more than one country. Thus, this class will explore “What does it means to compare?” and “What are the different types of comparisons that exist in education?” In exploring these themes, this course will explore how comparativists have engaged in some of the theoretical, methodological, and ideological debates that characterize this type of research.

Course Objective: In keeping with the School of Education’s conceptual framework of advancing “professionalism in the service of social justice”:

- This seminar aims at helping students comprehend the contributions of Comparative Education to the general field of education;
- It allows students to grasp why we should compare educational programs, performances, policies, and processes within and across countries, along with an understanding of the current issues surrounding social justice and inequity within the context of education;
- Students will be able to demonstrate an understanding of the current body of literature and will be able to critically evaluate new practices and research in the field;
- The major assessment tool for this class is the student’s ability to compare, measured through their ability to write a clear, logical, and concise literature review;
- This course equips students with the necessary critical skills needed to undertake research projects in the field of comparative and international education;
- Students in the course will be assessed via LiveText in relation to the following SOE Conceptual Framework Standards:

- CF1: Candidates demonstrate an understanding of a current body of literature and are able to critically evaluate new practices and research in their field.
- CF3: Candidates demonstrate an understanding of issues of social justice and inequity.

The course will rely on Twitter (@elps455) and Sakai as part of the students' learning objectives:
- Students are expected to tweet a minimum of 6 times per week.
- Tweet content can take the form of non-class articles, comments, photos, or news stories that relate to the readings.
- Tweets in the form of excerpts from the readings will count as additional tweets and not as part of 6 required tweets.
- Students are expected to tweet during class sessions.

The course's delivery methods and student assignments are enriched with the aid of additional technological tools to enhance the overall learning experiences; and
- This seminar is committed to creating a multi-cultural classroom environment that respects issues of diversity including but not limited to disability, race, gender, sexual orientation, social class, and ethnicity.

Upon successfully completing this course, students should be able to:

- Gain factual knowledge (terminology, classifications, methods, trends);
- Learn fundamental principles, generalizations, or theories; and
- Analyze and critically evaluate ideas, arguments, and points of view.

**Student Dispositions:** Each course in the School of Education focuses on one or more professional dispositions. Students are offered opportunities to receive feedback on their dispositional growth in the areas of professionalism, fairness and/or the belief that all students can learn. The specific disposition(s) for this course are listed in the syllabus and the descriptions for the expected behaviors for the disposition(s) can be found on the rubric posted in LiveText.

**Academic Honesty:** Academic honesty is an expression of interpersonal justice, responsibility and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. A student’s failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of “F” on the assignment to expulsion from the university. For specific policies and procedures see:

(i) [http://www.luc.edu/education/pdfs/academics_policies_grad.pdf](http://www.luc.edu/education/pdfs/academics_policies_grad.pdf) (M.Ed and Ed.D students) or
(ii) [http://www.luc.edu/gradschool/academics_policies.shtml#academic_integrity](http://www.luc.edu/gradschool/academics_policies.shtml#academic_integrity) (M.A. and Ph.D students).

To plagiarize is to present someone else’s writing or ideas as your own and will not be tolerated. There are several good “How not to plagiarize” guides available on the web, such as [http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize](http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize). In class we will discuss how to cite and include the work of others in your own writing. Please also note that submitting the same paper or pieces of the same papers to meet the course requirements for two or more LUC courses is also academic dishonesty and will not be tolerated.

**Accessibility:** Students who have disabilities, which they believe entitle them to accommodations under the Americans with Disabilities Act, should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is [available at](http://www.luc.edu/sswd).

**EthicsLine Reporting Hotline:** Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. **You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)**

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member’s ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. [www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)
**Electronic Communication Policies and Guidelines:** The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:

(i) [www.luc.edu/media/ucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/ucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)
(ii) [www.luc.edu/media/ucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf](http://www.luc.edu/media/ucedu/education/pdfs/SOE_Netiquette_Guidelines.pdf)
(iii) [www.luc.edu/its/itspoliciesguidelines/index.shtml](http://www.luc.edu/its/itspoliciesguidelines/index.shtml)

**How I teach:** In the classroom, I utilize “Poll-Calling”, that is I will call on a student by name and ask them a question.

**COURSE RULES**

1) I will respond to all emails within 24 hours of receiving them Monday through Friday (9 AM to 6 PM CST).

2) All recommended readings are for your own edification and can be used as part of your final assignment. Readings listed under the "recommended sections" can be found using the library’s search engine [http://libraries.luc.edu/](http://libraries.luc.edu/).

3) Familiarize yourself with the library facilities at LUC. The assigned librarian for this course is Tracy Ruppman <truppman@luc.edu>.

4) This class uses the American Psychological Association (APA) 6th Edition citation guide. Please familiarize yourself with this. All assignments should follow APA citation guidelines.

5) **THIS IS IMPORTANT:**
You will be assigned around a minimum of 4 required readings (articles or chapters) per week. Note that the recommended readings are just that, recommended. However, I have assigned them in case you are having trouble with a required reading; sometimes the recommended readings help tremendously.

- Please pace your reading and do not do them all the night before, this does not work.
- Before you begin to read for the week, skim all the readings (read the abstracts), then give them numbers with “1” being the most important in your mind. Subsequently, read from number 1 onwards. Some weeks you may find it easier to start with one of the recommended readings.
- Take notes of what you are readings as it will help you to link concepts and arguments together.
- Figure out what time, position, and place works best for you to read and always read there.
- Like everything else, academic reading is a skill that you have to train yourself to be confident and comfortable doing.
- Try to relate the readings to current events/education issues. This helps you to understanding the reading and also makes the readings more practical.

10 Tips for Academic Reading:

1) Know your purpose: Though you may read instructions word-by-word, you really should not read a complex journal article one word at a time. Understanding the purpose of your reading is critical to the development of effective reading strategies.

2) Develop sound note-taking skills: Taking notes as you read a text improves your understanding of the material. Keep the purpose of the reading in mind and use a note-taking style that works for you.

3) Concentrate on what’s being done, and not only on what’s being said: Pay attention to both the author’s purpose for writing (which is often different than your purpose for reading) and the organizational structure of the writing. For example, is the author making an argument or comparing two things? If arguing, what are the sub-arguments and supporting points?

4) Get to know the genre: Understanding the type of text you’re reading gives you a better idea of where the key information is located, which will save you time by speeding up the reading process.

5) Read actively: Engage with the text by asking yourself questions as you read and by trying to figure out what’s coming up next. Is information missing or are your questions unanswered? Do you understand the key points? Do you feel the author’s ideas are clear and well supported?

6) Keep a dictionary on hand: Avoid simply guessing at a word’s meaning if you’ve never come across it before or are unsure of its meaning in a new context. Look it up in a dictionary!

---

7) Set aside blocks of reading time: It takes a considerable amount of time to read an academic text. Give yourself enough time to complete your weekly readings and be realistic about how long it usually takes.

8) Read material before class, not after: Reading assigned articles or chapters before class puts you ahead of the game.

9) Summarize your readings: Many textbooks have chapter summaries and most journal articles have abstracts that detail their contents. Look for a synopsis in your reading and review it closely to make sure that you’ve understood the central points. Jotting down a summary of your own will improve your chances of remembering key ideas.

10) Use the academic support available to you: Effective reading strategies for university-level texts aren’t always self-evident. Drop by Learning Support Services for more information on reading techniques that can save you time and help you retain content. Loyola’s writing center information can be found at: http://www.luc.edu/writing/home/

ASSIGNMENTS

This course primarily uses lectures; however, depending on the number of students enrolled, student-led discussions and presentations will be done. All assignments will be graded for: (i) the clearness, logic, and succinctness of your writing; (ii) your command of the intellectual content; (iii) your use of comparative method for analysis; and (iv) your ability to propose a way forward.

1) **Participation (10 points)**. Active weekly participation of all students is a core requirement of this class. This includes: coming to all sessions, reading the weekly assignments before class, and being ready to discuss all of the readings. Moreover, class participation entails speaking in an informed manner about the texts based on your analysis of them. I will be assessing the extent to which your participation in class discussions demonstrates that you have read the assignments and reflected on them and not the absolute amount of time you speak in class. In other words, it is the quality of your comments, informed by the readings, and not the quantity of words uttered in class that matters most. To help facilitate a discussion of the readings, you should come to class each week with a key quotation — several sentences or an entire paragraph — highlighted from each required reading and be prepared to explain to the class why this quotation was meaningful to you. You might explain how the quotation helped you to understand the author’s major argument, to reflect on your own education, or to develop your own opinion on the topic because you agree or disagree with the sentiments conveyed in the quotation. I will randomly call on people to share their key quotations, so you should be prepared every week to participate in this way.

2) **Participation (15 points Due 6 Times Weekly)**. A total of 5 possible points will be awarded each week. The course will rely on Twitter (@elps455) and Sakai as part of students’ learning objectives. Students should subscribe to the Twitter account (https://twitter.com/elps455) and are expected to tweet 6 times a week. Tweets should be done across two or more days. If a student tweets all five on one day, he/she will not earn points. Students are expected to link tweets to any of the readings for that week with a relevant article, newspaper clipping, video, or social media posting that is relevant to the weeks reading. Students will lose points for tweeting random information that does not show a clear link between any of the readings.

3) **Literature Review (20 points, 3000 words double-spaced)**: For your final assignment, you are expected to write a literature review in which you discuss and review two of the current intellectual debates in the field of CIE. Please relate all discussions back to education. The role here is for students to understand how various theoretical debates have impacted educational developments globally. Some common comparisons that students have done include but are not limited to:

- Assimilative Colonialism and Adoptive Colonialism
- Structuralism and Functionalism
- Dependency and World system
- Colonialism and Neocolonialism
- World System and World Society
- Colonialism and Post-colonialism
- Post-colonialism v. neo-colonialism
- Policy Borrowing and Lending / Externalization and World Society / World Culture/ Neo-institutionalism
Modernization and Postmodernism or Post-structuralism / Feminist theories (Women in Development, Women and Development, and Gender and Development)

There are three ways to organize a literature review, chronologically, thematically, or methodologically. Chronological literature reviews discuss materials based on when they were published (either by publication date or the rise of a specific trend). Thematic literature reviews focus on organizing a topic around an issue rather than the progression of time. Methodological literature reviews only focus on the methods used by the author(s) to conduct their studies.

Your literature review should:

(i) Include a Problem Statement that presents the research question as well as explains why this question is relevant for the study or practice of comparative and international education research;
(ii) Select and compare two theoretical debates within the field in the form of a literature review (e.g., functionalism versus structuralism);
(iii) Discuss your hypothesis;
(iv) Draw conclusions based on your problem statement; and
(v) Provide an agenda for further research.

A literature review can be written in numerous ways, however, for this class, students’ literature reviews must use a comparative perspective where you need to choose two theoretical perspectives and compare and contrast them. Students are encouraged to read: http://www.unc.edu/depts/wcweb/handouts/literature_review.html in addition to the list of texts that will be provided to the class.

Students are expected to use a minimum of 12 refereed primary sources (book chapters, articles or books) for their literature review and are expected to consult the list of refereed journals provided at the end of the syllabus. In many instances, theoretical pieces may use case studies to explain various theoretical paradigms; therefore, in some instances you may need to engage in extensive research. Additional details on how to write a literature review can be found in the Ridley (2010) book.

3) Oral Presentations (15 points, 10-12 minutes): From Module 4 through Module 13. Depending on the number of students in the class, individual, pairs or groups of students will be responsible for preparing a short presentation on the readings of a specific week for the class. You should prepare brief handouts for fellow students and set the stage for the class discussion. Further details about the presentation will be discussed in class.

4) Reflection Papers (5 points each, 500 words each paper): Due at the beginning of Module 3 and Module 14. Two reflective papers are due during the semester. These papers should not merely summarize what different authors say, but develop and present a critical synthesis and reaction to a particular issue, position, or argument arising from the literature.

5) Research Project: (40 points, 7000 words): Due at the beginning of Module 13/ A one page single-spaced outline of the Research Paper and a reference list is due at the beginning of Module 8. For the final paper, students will select a cross-national comparative study that we have read and discussed in class or a study discussed with me during office hours. Once the comparison has been selected, you will present the research design as well as the main findings and arguments, discuss ten additional texts that address the topic of your selected study and compare the findings of your selected study with those of the other authors/texts and draw conclusions and identify an agenda for further research. The paper should employ the following structure: (i) Problem Statement / Introduction; (ii) description of the cross-national study selected; (iii) literature review; (iv) findings and conclusions; and (v) agenda for further research.

PLEASE NOTE:

- If a student misses a class, they are required to write a 1000 word summary of that week’s reading and submit it to me within 48 hours by 5 PM. I understand that in instances that you may be traveling, or you may lose Internet connection; however, please make the necessary provisions in advance.

- If you miss more than two weekly posts (in whatever format) this will automatically result in a grade point reduction.

- All written assignments should use 1-inch margins, Times New Roman 12pt, include references in APA style, and place the student’s name in top margin. Include in your bibliography all the literature that you have referenced in your written assignments and final project. For more information on APA style, see: http://owl.english.purdue.edu/owl/resource/560/01/.
Basic APA Format

1. for Books
   Author, A. A. (Year of publication). Title of work: Capital letter also for subtitle. Location: Publisher.

2. for Articles

- All assignments are due on the dates listed in the syllabus. Late assignments will be penalized one point for each day that they are late. Late assignments due to medical or family emergencies will be exempted from penalties on a case-by-case basis, but there will be no exception made as the result of poor planning.

TEXTBOOKS

The library has made all of the books for this class available electronically. However, you have to read the books online and you can highlight books online. However, if you download a book, your notes and highlights will NOT WORK once the book has expired. The average book can only be on loan for seven days. Visit here for more information: [http://libraries.luc.edu/books/ebooks](http://libraries.luc.edu/books/ebooks)

REQUIRED


MODULE 1: WHAT IS COMPARATIVE EDUCATION? (August 27)

**View: DVD Comparatively Speaking: 50 Years of CIES (2006)** [WEB] [https://www.youtube.com/watch?v=RZXKr7I50nY](https://www.youtube.com/watch?v=RZXKr7I50nY)

Learning outcomes for this Module: students should be able to:

1. Elucidate the history of the Comparative and International Education
2. Determine whether or not CIE is a discipline or a field and why?
3. Identify why social scientists undertake CIE.
4. Understand the historical foundations of CIE.

Discussion Questions:

1. From the video, what was the most salient point that stuck with you?
2. In light of the rise of the development project, how would you describe comparative education and what do you feel is its purpose?
3. What is the purpose of comparative education?
REQUIRED READINGS

- Carnoy, M. (2006). Rethinking the comparative - and the international. *Comparative Education Review, 50*(4), 551-570. (Please also read the commentaries to Carnoy’s address written by Arnove, Stromquist, Fox, Levin, Masemann, & Epstein, which are published in the same issue, pp. 551-570.)

RECOMMENDED


MODULE 2: WHY COMPARE? (September 3)

Learning outcomes for this Module: students should be able to:

1. Explain the purpose of comparison.
2. Recognize when and why we compare educational systems?
3. Ascertain when comparison is necessary.

Discussion Questions:

1. Why do we compare?
2. When is comparison warranted?
3. How does comparison differ today from its original inception?
4. How did classical and neo-classical economic theory contribute to CIE?

REQUIRED READINGS (NOTE THIS IS A HEAVY WEEK OF READING)


RECOMMENDED

- Bu, L. (1997). International activism and comparative education: Pioneering efforts of the International Institute of Teachers College,


**MODULE 3: FOUNDA TIONAL DEBATES – FUNCTIONALISM AND STRUCTURALISM (September 10)**

**FIRST REFLECTIVE PAPER DUE**

Learning outcomes for this Module: students should be able to:
1. Explain the theoretical paradigms of functionalism and structuralism and how they have been applied to education.
2. Describe why functionalism and structuralism gained prominence in education and what has led to their demise.
3. Pinpoint why social scientists undertake CIE.

Discussion Questions:
1. Why was functionalism so attractive to early comparativists?
2. What place does functionalism hold today in an interconnected society?
3. Does functionalism still have merits within comparative and international education?
4. What were the positive approaches to comparative education and why?

**REQUIRED READINGS**


**RECOMMENDED**


**MODULE 4: IMPERIALISM AND COLONIALISM IN EDUCATION (September 17)**

Learning outcomes for this Module: students should be able to:
1. Illuminate how the theoretical paradigms of imperialism and colonialism have been applied to education.
2. Explain the role of colonial education and apply it to different case studies based on this week’s readings.
3. Identify current case studies that contain elements of colonialism and explain the purpose of education in these settings.
4. Distinguish between adoptive and assimilative colonial education.

Discussion Questions:
1. How does modern day colonial education differ from colonial education at the beginning of the 19th century?
2. What is the purpose of knowledge, as a commodity, within the colonial setting? Who owns it, who controls it, and who has access to it?

3. Respond to the following quote by Ian Smith, “I would say colonialism is a wonderful thing. It spread civilization to Africa. Before it they had no written language, no wheel as we know it, no schools, no hospitals, not even normal clothing”.

REQUIRED READINGS


RECOMMENDED


MODULE 5: MODERNIZATION THEORY, DEVELOPMENT, THE COLD WAR, AND THE POSTs (September 24)

Learning outcomes for this Module: students should be able to:

1. Explain the origins of modernization theory and its application to education.
2. Identify and explain the theoretical developments that are critical of the modernization paradigm.
3. Discuss the theories that arose in Latin America during the lost-decade of the 1980s and the rise of a unipolar world.
4. Explain the impact of post-socialism and the Cold War upon education.
5. Identify the rise of the New Public Management, Washington Consensus, Neo-liberalism and their characteristics.
6. Explain the origins of the BRICKs Countries.

Discussion Questions:

1. What is the purpose of development as modernization?
2. What do critical theorists argue is the role and function of education?
3. How does ‘Post-theories’ discuss the role of gender in education?
4. While elements does social cartography bring to comparative education?
5. Respond to the following quote by Bill Clinton, “The Cold War is gone. Colonialism is gone. Apartheid is gone. Yet remnants of past troubles remain.”

REQUIRED READINGS


**Extra Credit READING**


**RECOMMENDED**


**MODULE 6: METHODS IN COMPARATIVE EDUCATION (October 1)**

**Literature Review Due**

Learning outcomes for this Module: students should be able to:

1. Understand the difference between qualitative and quantitative methodologies and their use in CIE.
2. Explain the difference between summative and formative evaluations.

**Discussion Questions:**

1. How do you peruse research in CIE?
2. Why has the scientific method gained prominence in CIE? Do you agree that it should be the most important method?
3. Should we compare ‘within’ or ‘between’? Why and why not?

**REQUIRED READINGS**

- Fairbrother, G. P. (2007). Quantitative and qualitative approaches to comparative education. In M. Bray, B. Adamson, & M. Mason (Eds.), *Comparative education research: Approaches and methods* (pp. 39-62). Hong Kong: University of Hong Kong Press.

**RECOMMENDED**

MODULE 7: THEORY AND RESEARCH: IMPLICATIONS FOR POLICY AND PRACTICE (October 8)

Learning outcomes for this Module: students should be able to:

1. Explain how theory should inform practice.

Discussion Questions:

1. What is the purpose of theory?
2. What does it do?
3. What is the role of the researcher and what is the purpose of research?
4. What is ‘good’ and ‘ethical’ research?

REQUIRED READINGS


MODULE 8: INTERNATIONAL DEVELOPMENT (October 15)

ONE PAGE OUTLINE OF FINAL PAPER DUE

Learning outcomes for this Module: students should be able to:

1. Explain the rise of the development project.
2. Explain the purpose of aid and donor assistance.
3. Identify the various international commitments to development.
4. Identify the purpose and funding of international knowledge banks such as the World Bank, the International Monetary Fund, The Paris Club, UNESCO, and USAID.
5. Identify different indices (democracy, participation, anti-corruption, governance, and poverty reduction) and tools used to measure development, such as, Structural Adjustment Programmes (SAPs), Poverty Reduction Strategy Paper (PRSP), Poverty and Social Impact Assessment (PSIA), Sector Wide Adjustment Approach (SWAP) and the Enhanced Heavily Indebted Poor Countries Initiative (HIPIC).
6. Explain the consequences of the Uruguay Round of General Agreement on Tariffs and Trade (GATT) and the creation of the World Trade Organization.

Discussion Questions:

1. What is development? And who defines it?
2. How has the financial crisis reshaped donor aid and giving?
3. How do emerging and frontier markets define development?
4. Should development aid to countries have conditionalities?
5. Respond to the following quote by Bill Clinton, “Global poverty is a powder keg that could be ignited by our indifference.”

REQUIRED READINGS


**RECOMMENDED**


**MODULE 9: THE POLITICS OF GLOBALIZATION (I): NEOINSTITUTIONALISM AND ITS CRITICS (October 22)**

Learning outcomes for this Module: students should be able to:

1. Define capitalism.
2. Explain the various manifestation of economic, social, cultural, and political capitalism.
3. Explain the difference between the Hyperglobalist perspective, the Skeptical perspective, and the Transformationalist perspective.
4. Explain educational isomorphism and loose coupling.
5. Discuss the rise of neo-institutionalists in CIE.

Discussion Questions:

1. How do comparatives use globalization as a methodological and conceptual framework to guide their work?
2. How would you describe the analytical tools associated with globalization?
3. What is the origin of mass schooling? Do you agree?
4. Are we converging or diverging and why?

**REQUIRED READINGS**


**RECOMMENDED**


**MODULE 10: GLOBALIZATION RESEARCH (II): EXTERNALIZATION, TRANSFER, & POLICY BORROWING AND LENDING (October 29)**

Learning outcomes for this Module: students should be able to:

1. Understand the mechanisms of external influence upon education.
2. The integrities educational reforms in times of crisis.
3. Critics of neo-institutionalist theory.
Discussion Questions:
1. Why do educational systems borrow and lend policies?
2. Is cross-national attraction good? If so, why and how?
3. How do the criticisms of neo-institutionalist theory help us to reframe the purpose of globalization?

REQUIRED READINGS


Extra Credit READING


RECOMMENDED


MODULE 11: INTERNATIONAL STANDARDS, ASSESSMENT AND EDUCATIONAL QUALITY (November 5)

Learning outcomes for this Module: students should be able to:
1. Understand the rise of international assessments in education.
2. The role of international assessments in education.

Discussion Questions:
1. What is the purpose of international assessments?
2. Why do countries partake in international assessment? What do they gain and what do they lose based on their participation?

REQUIRED READINGS

- Familiarize yourself with the following international education achievement tests [WEB]
  - Programme for International Student Assessment (PISA), at http://www.pisa.oecd.org/pages/0,2987,en_32252351_32235731_1_1_1_1_1,00.html and examine PISA sample questions at http://pisa-sq.acer.edu.au/ [WEB]
  - Trends in International Math and Science Study (TIMSS), and Progress in International Reading and Literacy Study (PIRLS) at http://timss.bc.edu and http://www.iea.nl [WEB]


**RECOMMENDED**


**MODULE 12: GLOBALIZATION, KNOWLEDGE ECONOMY, AND NATIONAL PERFORMANCE (November 12)**

Learning outcomes for this Module: students should be able to:

1. Explain the history of globalization and its numerous waves.
2. Differentiate and explain the difference between the various forms of globalization.

Discussion Questions:

1. What is good about globalization?
2. What are the drawbacks of globalization for education?
3. Respond to the following quote by Kofi Annan, “Globalization is a fact of life. But I believe we have underestimated its fragility.”

**REQUIRED READINGS**


**RECOMMENDED**


**MODULE 13: KNOWLEDGE SOCIETY AND REGIONALISM (November 19)**

Learning outcomes for this Module: students should be able to:
1. Explain the rise and purpose of the concept of a knowledge-based economy.

2. The role and purpose of education in an era of deeper regional integration.

Discussion Questions:
1. Respond to the following quote by Jimmy Carter, "Globalization, as defined by rich people like us, is a very nice thing... you are talking about the Internet, you are talking about cell phones, you are talking about computers. This doesn’t affect two-thirds of the people of the world."
2. Respond to the following quote by John J. Sweeney, "Our task is not to make societies safe for globalization, but to make the global system safe for decent societies."

REQUiRED READINGS


RECOMMENDED


THANKSGIVING BREAK – NO CLASS (November 26)

MODULE 14: THE STATE OF THE FIELD AND FUTURE PROSPECTS (December 3)

SECOND REFLECTION PAPER DUE

Learning outcomes for this Module: students should be able to:

Discussion Question:
2. What is the future of Comparative and International Education?

REQUIRED READINGS


RECOMMENDED


Additional Information

Refereed Print Journals

Students are expected to undertake supplemental readings for their final papers. Below are some relevant journals in our field and those in **bold** are particularly useful for research ideas and understanding the major trends and interests of comparative and international education.

- Alternatives
- Anthropology of Education
- Asia Pacific Journal of Education
- Comparative Education
- *Comparative Education Review* (the premier journal in the field)
- Compare
- Community College Review
- Convergence
- Discourse: Studies in the Cultural
- Politics of Education
- Economics of Education Review
- European Education
- Gender and Education
- Harvard Educational Review
- Higher Education
- Higher Education Policy
- History of Education Quarterly
- International Education
- International Higher Education
- International Journal of Early Childhood
- International Journal of Educational Research
- *International Journal of Educational Development*
- International Journal of Qualitative Studies in Education
- International Journal of Science Education
- International Organization
- *International Review of Education*
- International Studies in Sociology of Education
- Journal of African Studies
- Journal of Educational Policy
- Journal of Moral Education
- Journal of College Student Development
- Journal of Student Affairs Research and Practice
- Journal of College Student Retention
- Journal of College Admissions
- Oxford Review of Education
- Prospects (UNESCO)
- Race, Ethnicity, and Education
- Review of Higher Education
- Research in Higher Education
- Sociology of Education
- Studies in International Education
- Third World Quarterly
- Women's Studies International Forum
- World Development
- World Studies in Education
On-line Journals

- CICE "Current Issues in Comparative Education" http://www.tc.columbia.edu/cice/
- Education Review http://www.ed.asu.edu/edrev
- CIE "Current Issues in Education" http://cie.ed.asu.edu/
- In Focus Journal of the International Institute of Educational Development, Florida International University
  http://www.fiu.edu/~iied/web/journal.html

Handbooks and Monographs:

- New Directions for Institutional Research
- New Directions for Teaching and Learning
- New Directions for Community Colleges