



**EDUC 496-4**  
**Introduction to International Comparative Education**  
**CRN #50464 (Section 1) & #50465 (Section 2)**  
**Session release Saturday – Due following Sunday by 11 PM**  
**August 25-December 13, 2014**  
**Fulfills Upper Division GE Social Science DD**  
**Fall / 2014**

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*Conceptual Framework Theme: Engaging diverse communities through leading and learning for social justice.*

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**School of Education Mission & Vision Statement**  
*(Adopted by SOE Governance Community, January 2013)*

*Vision*

To serve the educational needs of local, regional, and global communities, the School of Education advances innovative practice and leadership by generating, embracing, and promoting equitable and creative solutions.

*Mission*

The mission of the School of Education community is to collaboratively transform education. We:

- Create community through partnerships
  - Promote and foster social justice and educational equity
  - Advance innovative, student-centered practices
  - Inspire reflective teaching and learning
  - Conduct purposeful research
  - Serve the School, College, University, and Community
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**Basic Tenets of our Conceptual Framework**

- Student centered education
  - Research and theory specific to the program field inform practice
  - Connections and links between coursework and application
  - Strong engagement between faculty and candidates
  - Co-teaching clinical practice
  - Culturally responsive pedagogy and socially just outcomes
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## COURSE DESCRIPTION

### Catalog description

Offers an overview of schooling around the world through exploration of the diversity of educational policy and practice in a time of increased globalization. Appropriate for students considering teaching as a profession, those interested in international studies, global studies, international business, or interested in reflecting on their own experience of schooling in a broader context. Comparative analysis is introduced as a means of deepening understanding of the field and is also explicitly taught.

### Detailed Focus

In an era in which schools are being closely examined in the context of an increasingly globalized world, educators must reexamine assumptions and practices related to the purposes of schooling, the relationship between schooling and development, and questions of teacher professionalism (Kubow & Fossum). This debate is worth undertaking for all citizens, but is of particular importance for future teachers. Awareness of other nations and their cultures, political and economic processes, and education systems is one way of better understanding and making commitments to excellence in our own country (Mazurek & Winzer). This course is designed to introduce critical examination of education in sixteen countries that represent five regions around the world using issues of educational importance that lead to four questions (Kubow & Fossum):

- What are the purposes of schooling?
- What is “equitable education,” and who decides?
- What is the appropriate balance between education authority and accountability?
- What is teacher professionalism, and what factors reinforce or hinder its development?

### Course Prerequisites

None

### Course Objectives

After completion of this course, participants should be able to:

- **Use the constant comparative method and grounded theory to analyze schooling across countries** in both large and small forums of peers **with a high degree of proficiency** as defined in a discussion rubric / critical friend description for the **Scholarly Critical Friend Dialogue Assignment**
- **Use search, interview and technology skills to locate four high quality artifacts of schooling from five regions around the world from multiple perspectives and in multiple forms** with the intention of identifying key customs, schooling policies and practices, and contexts for education in alignment with artifact search and sharing guidelines as outlined in the **Artifacts Summaries of Schooling Assignment**
- **Articulate clearly, concisely and coherently in a 3-5 page paper a reflection on one’s own schooling in comparison with schooling in another country(ies)** using lenses and comparative strategies in accordance with guidelines outlined in the **Comparative Analysis of Schooling Assignment**
- **Demonstrate facility and innovation with technology and course management tools** through academic achievement in a fully online environment.

### Unique Course Requirements

The class will be conducted online in its entirety and therefore requires development of skills using course management tools in Moodle. **If personal technology does not meet required speeds/standards, students may need to update their hardware or software, or complete course sessions in on-campus technology laboratories.** All or part of assignments will be shared in the online environment with some or all of the course participants.

### Required Texts

Mazurek, K. & Winzer, M.A. (2006). *Schooling Around the World: Debates, Challenges and Practices*, Pearson; Boston, MA, ISBN 0-205-45459-3. The textbook is available for rent on Amazon, and a copy is on two-hour reserve in the CSUSM main library.

Articles/websites/videos on various course topics are required reading/watching/browsing and will be linked in the course Moodle shell. Speak with the instructor about helpful reading strategies if assigned materials are taking too long, or if you need a reading accommodation.

### STUDENT LEARNING OUTCOMES

This General Education course is designed to increase knowledge and awareness of schooling policy and practice in a number of international contexts. This contextual understanding will arise from learning about schooling using structured comparative strategies that will be explored and practiced throughout the course. The insights gained will then be applied to class participants' own schooling experiences using the comparative methods. Class participants who go on to become teachers will have a foundation for critiquing and systematically improving the system where they eventually teach. Class participants who go on to other fields of endeavor will be better prepared to be leaders in their fields since educational policy and practice are foundational in every context. Those completing the course will have the tools to make informed decisions about future changes to schooling as they participate in local school governance, and be more effective consumers as they make decisions about their own or their family's schooling needs. Comparative analysis is a fundamental skill that is applicable in multiple contexts.

### GENERAL CONSIDERATIONS

#### School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all candidates are expected to attend all classes and participate actively. At a minimum, candidates must attend more than 80% of class time, or s/he may not receive a passing grade for the course at the discretion of the instructor. Individual instructors may adopt more stringent attendance requirements.\* Should the candidate have extenuating circumstances, s/he should contact the instructor as soon as possible. (Adopted by the COE Governance Community, December, 1997).

#### **\*Instructor addendum to attendance policy:**

In an online environment there is flexibility in time and space, and therefore all course sessions must be completed. **Notify the instructor to negotiate modified deadlines for extenuating circumstances BEFORE missing activities/assignments.** Your voice and perspective are critically important to the learning of your classmates!

#### **Students with Disabilities Requiring Reasonable Accommodations**

Candidates with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disable Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Candidates authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.\*

#### **\*Instructor addendum to the accommodation policy:**

Please discuss the need for accommodations with the instructor at the earliest possible time to ensure success in this course. As an instructor with a disability herself, she is enthusiastic about creating the best possible learning environment for students.

### **All University Writing Requirement**

The CSUSM writing requirement will be met through Scholarly Critical Friend dialogue in group forums, when writing up four Artifacts of Schooling, and in the Comparative Analysis of Schooling final paper.

### **CSUSM Academic Honesty Policy**

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written and oral assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

#### **Plagiarism:**

It is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

### **Use of Technology**

Course participants are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. **Keep a digital copy of all assignments and posts as a backup in the event of a Course Management System malfunction (Moodle).** All assignments will be submitted online.

### **Electronic Communication Protocol**

Electronic correspondence is a part of a professional communication repertoire. As part of this coursework you may need to contact a professional colleague using an e-mail or online message of another sort. This form of communication has its own nuances and etiquette. For example, electronic messages sent in all upper case (or lower case) letters, with major typos, or slang may communicate more than you originally intended. Please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message says?
- How might this message be misconstrued?
- Does this message represent my most professional self?

If there is ever a concern with an electronic message sent to you, please talk with the author directly in order to correct any confusion.

## COURSE REQUIREMENTS

- 60 points – Assignment One: Scholarly Critical Friend Dialogue Participation**
- 60 points – Assignment Two: Artifact Summaries of Schooling**
- 60 points – Assignment Three: Comparative Analysis of Schooling Reflective Paper**
- 180 points – Total Possible**

NOTE: As adjustments are made to the course in response to student learning needs, the number of points may vary, but each of the three assignments will remain one third of the total final grade.

### Time commitment details\*

National accreditation agencies set required course time standards, and allocate 9 hours per week for a three-unit course (3 in class, 6 outside class). It might be helpful to clarify that time commitment in an online environment, as the boundaries between 'in' and 'out' of class are somewhat blurred. Below is an allocation of times you should expect to spend in/outside of the online environment on various course activities as an individual, in small groups, and in large groups to complete this course successfully.

- **Individual – approximately three hours/week**
- **Large groups – approximately three hours per week**
- **Small group – approximately three hours per week**

\*Please note the times allocated for completion of activities at each level of engagement are maximum times - some students may need less time to complete course activities. If you are noticing that you need more time, please contact the instructor for time management strategies and/or adjustments to the course. Please do not spend time beyond the hours per week indicated!

### Suggested Pacing Guidelines

As we rethink the boundaries between 'going to class' and completing 'outside of class' work, we look to students who are successful learning online to see how we might make the most of this course. Students who learn effectively in the online learning environment report that they **break work into shorter chunks throughout the week**, rather than a larger chunk on one or two days. Students who have the most success report **logging in for an hour or so a day throughout the week, or working in two hour blocks three or more times a week**.

While there are technically three assignments for this course, *each assignment will be completed in a series of steps throughout the semester*. This multi-step strategy offers opportunities for multiple drafts, feedback from peers and the instructor, and a gradual completion process rather than three stress points during the semester. It does, however, mean that *every week some work will be due*.

Since classmates depend upon one another for Small and Large Group activities as well as session completion, suggested guidelines for completing various session activities are offered to maximize success in the course as well as deepen the dialogue among class participants.

Generally **sessions will be released each Saturday and are due eight days later, on the following Sunday**, with **recommended completion days/deadlines as follows**:

- **Individual preparation** – Sat-Mon, complete by Mon 11PM
- **Large group** – Sun-Tue, complete by Tue 11PM
  - **Initial post** – Sun-Mon
  - **Follow up posts** – Mon-Tue
- **Small group** – Tue-Thu, complete by Thu 11 PM
  - **Initial post** – Tue-Wed
  - **Follow up posts** – Wed-Thu
- **Individual assignments/reflection** – Thu-Sun, complete by Sun 11 PM

From time to time due dates vary for a particular session, activity or assignment, so follow session instructions carefully. *Note that the release dates for a new session overlap the due date for the previous session by one day. This intentional overlap is designed to maximize flexibility of timing to accommodate many different student schedules.*

### **Course Assignment Details**

#### **60 points – Assignment One: Scholarly Critical Friend Dialogue**

Throughout the semester you will engage in primarily in three levels of scholarly endeavor. You may not engage in every level every week. Activities at each level build on the prior level as follows:

- **20 points – Large group (typically half of or the whole class):** This level of engagement involves joining a dialogue about issues, processes and practices of schooling around the world in order to compare and contrast them. Each class participant posts a response to a prompt, and then offers feedback to a number of classmates' postings. Forum prompts are structured in a way that requires thoughtful concise responses rather than streams of consciousness. It will be necessary to **revisit the large group forum several times throughout the week to read through posts made before and after yours to follow the discussion.** The dialogue is captured in a number of ways but primarily through **large group forum posts and responses worth 2 points per week.** The earlier and more thoughtfully you post, the better quality whole class discussion we have!
- **20 points – Small group (typically two-ten students):** This level of engagement functions as a debriefing and peer feedback area each week. Peer interactions in small group collegial dialogue is an important part of sifting through course material for the week and making comparisons of schooling contexts, issues and practices across countries. These discussions are designed to provide background information for the final paper. **Your active participation is critically important, and group consensus may be required.** Small group interactions are captured in a number of ways but primarily through **small group forum posts / responses, comparative notes, and/or peer review responses of 2 points per week.**
- **20 points – Individual:** This level of engagement involves time to read, watch, respond, develop, reflect and write to build up background knowledge of schooling around the world and apply that knowledge by comparing various countries. **This investment of time is critical to success in the course.** There are two primary individual activities: **preparation and reflection.** Preparation involves reading/watching to prepare for session activities. Reflection involves searching, thinking, reflecting, and writing about *your knowledge of schooling around the world* by making connections, as well as comparing and contrasting various contexts for schooling. You will also have opportunities to reflect on *your development using the comparative method* by evaluating your level of engagement, quality of interaction, and commitment to accomplished comparative research practices. Both dimensions of individual effort are captured in a number of ways but primarily through entries in a **reading response, reflection journal or a course check-in response for 2 points per week.**

Course participants are encouraged to complete scholarly dialogue activities at regular intervals throughout the week. The large/small/individual levels of engagement are designed to teach/develop skills relevant to comparing, contrasting, assessing, and writing about schooling in various contexts.

*As adjustments are made to the course based on student learning needs, the relative weight of the three levels of scholarly endeavor may vary slightly. Scholarly critical friend dialogue grades are based on full participation in course sessions.*

## Example levels of Scholarly Participation include:

### **Type 5: The interested/engaged citizen** – You:

- Leave class sessions wondering (pondering / uncertain / surprised / speculating / questioning / struck / stuck / amazed / caught up, etc.) and excited about your contributions to the dialogue and how those of others impact your thinking
- Challenge other group members (small and large) respectfully
- Ask insightful questions
- Make contributions that extend the class readings/viewings/events/issues
- Refer to specific lines in the text and relevant classroom experiences when appropriate
- Participate regularly and feel a sense of belonging with the group (inclusion with them, responsibility for them)
- Share the collective spaces, neither dominating nor intimidating others nor staying in the shadows
- Are well prepared by thorough reading and thinking BEFORE joining the group
- Demonstrate clear evidence of engagement, critical friend skills, comments based on specific reliable sources, and provide a reflective interface with all course readings / viewings / browsings.

### **Type 4: The responsible student** – You:

- Leave class wondering (pondering / uncertain / surprised / speculating / questioning / struck / stuck / amazed / caught up, etc.) and glad you thought of something to contribute, determined to have a deeper contribution next time, but pleased that contributions of others helped you to think
- Ask questions, often for clarification rather than to probe or deeply understand
- Make contributions that are related to the readings
- Refer to text and experiences in contributions most of the time
- Participate regularly
- Share collective space, neither dominating nor intimidating nor remaining in the shadows
- Are prepared by reading and thinking BEFORE joining the group
- Show evidence of engagement, some critical friend skills, most comments you offer are based on reliable sources that are usually indicated, and include thoughtful interaction with most course readings / viewings / browsings.

### **Type 3: The caught up in the moment student** – You:

- Leave class wondering (pondering / uncertain / surprised / speculating / questioning / struck / stuck / amazed / caught up, etc.) thanks to the contributions of others
- Contribute your perspective based on experience but not informed by readings, a more “in the moment” response to others’ comments
- Sometimes participate, sometimes not
- Sometimes prepare, sometimes not
- Show some evidence of engagement, a few critical friend skills, some comments based on mostly reliable sources that are sometimes mentioned, others are mostly opinion not backed up, and there is an indication that some of the course readings / viewings / browsings have been done.

### **Type 2: The anonymous spectator** – You:

- May or may not leave class wondering (pondering / uncertain / surprised / speculating / questioning / struck / stuck / amazed / caught up, etc.) thanks to the contributions of others
- Ask yourself insightful or probing questions; engage yourself in thought
- Attend and listen attentively to others’ contributions and may find them interesting
- Do not regularly contribute to the group, and may not know group members very well
- Prepare in a hit and miss way, and you strive to do better but are a bit hasty
- Occasionally engage, with rare use of critical friend skills, comments mostly consisting of thinly informed opinion, and only an occasional sign that a course reading or two has been completed.

**Type 1: The outsider** - You:

- Sometimes join the groups, sometimes not
- Arrive late, Leave early
- Drop in and out
- Log in then walk away from the computer, or begin to multi-task checking in infrequently
- Feel disengaged (for a variety of reasons), not included, not responsible to the group
- Assume it is someone else's fault you are not engaged
- Are absent, frustrated, focused on your own needs without regards to classmates; make a rare contribution to class, are rarely prepared, and are not exhibiting good scholarly research skills.
- **This level of engagement will not result in a passing grade for this assignment**

**60 points – Assignment Two: Artifact Summaries of Schooling**

A primary means for learning about schooling in **sixteen different countries from five regions of the world** will be through our readings in the textbook "Schooling Around the World." In addition to that background information, provided by scholars with first hand experience in those countries, we will use artifacts we gather from a variety of places to flesh out the background knowledge. **Each artifact you locate, learn more about, and produce an Artifact Summary for is worth 15 points, and you will complete 4 artifact summaries throughout the semester** along with a practice Artifact Summary.

**The countries we will collect artifacts for represent schooling in the following regions:**

- The Pacific Rim: Japan, South Korea, China, and Australia
- The Middle East and Southeast Asia: Palestine, Israel, Pakistan, and India
- The New Europe: France, England, Russia, and Poland
- North America: USA and Mexico
- Southern Continents: South Africa and Brazil

**The artifacts may include but are not limited to the following:**

- Interview with someone who has first hand knowledge of schooling in a country – **extra credit is available if one of your four artifacts is a high caliber interview – ask for the interview question protocol if you choose this option**
- Personal account
- Description of what a student/teacher might 'see out the school window'
- Testimonials from students who have studied abroad or teachers who have taught abroad, or individuals who have gone to school in any of these countries
- Government document
- Policy statement
- Report from non-profit agencies
- Stories from Peace Corp volunteers
- YouTube videos from students/teachers/administrators/parents/community members
- Examples of student work
- Charts of courses taken and the sequence in which they are taken
- Descriptions of who has access to K-12, technical school or higher education
- Illustrations of classrooms, learning materials, classrooms
- Journal/news organization articles

The artifacts may include but are not limited to the following forms:

- Blog,
- Website,
- YouTube or other video clip,
- Photo with caption,
- Text document / flyer / brochure,
- Audio or interview transcript
- Reflections from teacher educators, scholars, administrators, volunteers, parents, students

After practicing locating artifacts, preparing a practice summary, and evaluating the practice summaries, the assignment is to **locate four artifacts, one from each of four countries** each group is assigned, read/study/watch it, and choose a segment that will **take about ten minutes to read/watch/peruse**, either identifying it by a link, a page number, a heading or a time stamp, etc. to indicate to classmates where to direct their attention. Then **place the artifact into the larger context by creating an Artifact Summary**. These Artifact Summaries will be posted for classmates to explore as part of eight course sessions. Wait for further instructions and practice artifact hunting before beginning the search.

Each class participant will turn in an Artifact Summary every other week across Sessions 3-10. Groups A and B weeks 3-5-7 and 9, Groups C and D weeks 4,6,8 and 10. **Be thinking about the countries that are of most interest to you AND which weeks work best with your schedule to prepare for Artifact Group Signups in Session 2.**

**Artifact Groups:**

A – Palestine / Australia / France / United States

B – Israel / China / England / Mexico

C – S. Africa / Pakistan / Japan / Russia

D – Brazil / India / S. Korea / Poland

**Artifact Summary:**

- **APA citation/live url** (Author, year, title/description, source, and live url link to access it in a new window)
- **10 minute segment** (If an artifact would take more time to peruse, choose one excerpt, one link, or a specific time in a video and indicate how a classmate will locate that section)
- **Quality of source** (relevance to understanding schooling in another country)
- **Type of artifact** (article/video/image/interview transcript/governmental document/website)
- **Country where schools are / Country artifact is from** (in what country is the schooling being described, and what country is the source from)
- **Perspective represented** (whose frame of reference – student/teacher/administrator/parent/scholar)
- **Aspect of schooling illustrated** (What aspect of schooling in the country does it illustrate – e.g. curriculum, discipline policy, gender access, purpose, etc.)
- **Insights** (A brief summary of the information/insights it contains)
- **Image portrayed** (A statement that characterizes the image of schooling portrayed by the artifact – complimentary, concerned, expose', innovative, developing, rudimentary, etc.)

The artifacts may take many forms as indicated so please **choose a variety of artifact types to receive optimum credit**. NOTE: Each artifact must be unique, so once a classmate has posted the artifact no other student will receive credit for the same artifact. Posting artifact summaries early is therefore an advantage. It is OK to post the APA citation to 'reserve' your artifact early in the Artifact Summary forum, and then return to post the Artifact Summary once completed.

Artifact summary grades are based on locating artifacts through a thoughtful and thorough search, using effective search terms, with careful consideration of quality/reliability of sources. Expertise about schooling resides in many sources, however, and a person with a first hand account may offer insights important to our understanding, regardless of their academic credentials. Be sure to clearly cite all sources, and explain why they may provide important insights in the event they are non-traditional sources of information about schooling in a country. A detailed rubric outlining the basis for Artifact Summary grades will be posted in the Session where this assignment is introduced.

### **60 points – Assignment Three: Comparative Analysis of Schooling Reflective Paper**

Completion of three drafts of this written assignment results in a high caliber, well articulated, clearly written final 3 to 5 page paper. The first draft of the Comparative Analysis paper will be reviewed by a peer and also by the instructor. Feedback from the peer and the instructor are to be incorporated into the second draft. Feedback from the instructor will be incorporated into the third draft. Rubrics for each draft of the Comparative Analysis of Schooling paper will be posted in the session in which the assignment is introduced.

The drafts are as follows:

- **10 points – Draft One – Outline** – This early sketch of the paper will include each of the elements of the final paper, brainstormed with a Peer Review partner. The elements include:
  - First third:
    - **Introduction** (Overview of your schooling experience, which lens(es) you will use to compare/contrast your experience with that of students in other countries – e.g. purpose of schooling / educational access & opportunity / educational accountability & authority / teacher as professional, and which countries you plan to use for comparison)
    - **Social Fabric/Overview of Schooling/Successes & Challenges** (Experienced by students in your schooling context – seek inspiration on pp. 10-11 of Schooling Around the World textbook),
  - Second third:
    - **Stories of schooling** (Share two or three stories from your schooling experience that address the lens(es) you have chosen – if desired you may include another lens not listed above with permission of the instructor)
  - Final third:
    - **Comparative analysis** (Compare/contrast your schooling experiences with those of students in two or more other countries we have studied this semester, using comparative analysis methods)
    - **Reflection** on what you have learned about your schooling experience and that of others by employing comparative analysis
    - **Sources** (APA citation for all sources that contributed to your paper – think textbook and artifact(s) you used to understand schooling in the country(ies) you are using for comparison as well as any other sources you may have used, two-four source minimum.)
- **10 points – Peer Review of “Draft One – Outline”** – Using the Peer Review Form provided, you will provide feedback to your Peer Review partner to help them improve their outline of the Comparative Analysis of Schooling Paper, using the ‘hamburger’ technique (compliment ‘buns’ around a constructive criticism ‘patty’). Guidelines and grading criteria are provided on the Peer Review Form. Your grade is determined by the quality of the Peer Review feedback provided to your partner.
- **20 points – Draft Two – Expanded and refined draft one** – This draft of your paper will arise from expanding each of the items in the outline, crafting sentences from words, and paragraphs from sentences. Feedback from your Peer Reviewer and the instructor on the Draft One – outline must be incorporated into Draft Two. The instructor will then provide additional feedback to be used to craft Draft Three – Final Paper.

- **20 points – Draft Three – Final Paper** – This final version of your Schooling Reflection/Comparison Paper will arise from revising the Draft Two using feedback from the instructor, and revising. It must have a thorough edit to eliminate grammar / punctuation / typo errors.

### Grading Standards

The grading scale is out of a total possible of 180 points. **NOTE: As adjustments are made to the course in response to student learning needs, this total may vary, but each of the three assignments will still be one third of the grade.**

A	167 – 180	93 – 100%
A-	162 – 166	90 – 92%
B+	157 – 161	87 – 89%
B	149 – 156	83 – 86%
B-	144 – 148	80 – 82%
C+	139 – 143	77 – 79%
C	131 – 138	73 – 76%
C-	126 – 130	70 – 72%
D+	120 – 125	67 – 69%
D	113 – 119	63 – 66%
D-	108 – 112	60 – 62%
F	< 108	< 60%

### Tracking Progress

Use the Grades tool in the left column of Moodle to track your progress in the course. Grades will be continuously updated throughout the semester.

### Policy on Late Work

All session activities and assignments should be completed and submitted into Moodle. In the event of an emergency situation notify the instructor and request an extended deadline. Extensions are not automatic. Late assignments may be docked up to 10% per day late.

### Some Tips for Online Success

- **Receiving too many emails? Use “unsubscribe” settings** in your profile to eliminate having all postings being emailed to you
- **Ask a lot of questions.** No question is silly, but suffering in silence IS silly! Ask classmates or ask the instructor – we are all here to help! Use the Community Commons for questions and answers (in course header)
- **Problems with technology? Use the Student Help Desk** right away! They are **available by phone, email and on the bottom floor of the library through the doors facing Craven Hall, 760.750.6505, or sth@csusm.edu.**
- **Pace work online throughout the week** – the most successful online students log in most days of the week for an hour +/- to complete sessions in small bites rather than at one sitting.
- **Students who try to complete whole sessions in one sitting near the end of the week struggle in this course.**
- **Read all instructions thoroughly, watch all course videos/mini-lectures, complete all assigned readings**
- **Complete sessions systematically**, keeping track of work completed, and what is left to do
- Activities in each session are built on prior activities in the same session as well as activities from earlier sessions, so **be sure to complete activities in order** as much as possible
- **Stay connected to classmates/instructor** using course mail, course commons, or request a phone call
- **Make assignments work for you** – let the instructor know of specific learning goals you have to be sure you reach them through adjustments of sessions / assignments as needed

- **If sessions are taking too long, immediately contact the instructor** who will make adjustments! Do not suffer in silence!
- **Keep up with course sessions** – it is hard to catch up once you get behind
- **Engage fully and enthusiastically in all course sessions** – come to learn!

## TENTATIVE SCHEDULE/COURSE OUTLINE

### Subject to Change as Needed

*\*During each week students work individually, in small groups, and in large group forums. Most sessions involve reading/watching session materials and completing individual, small group and large group activities. Only additional assignments will be listed under "Assignment" so be sure to read all session instructions carefully, rather than relying on this schedule for activity due dates. Assignments and readings will be adjusted as needed based on student feedback and how things are proceeding in the course.*

Date	Topic	Assignment (see * above)
Session 0 8/18-24	<b>How do we learn about International Comparative Education in an online environment?</b>	Syllabus exploration Practice using course tools
<b>SESSIONS 1-3</b>	<b>INTRODUCTION TO COMPARATIVE EDUCATION</b>	
Session 1 8/23-31	<b>Welcome to International Comparative Education</b>  Making Connections Course Structure Course Format  <span style="color: green;">What is the purpose of schooling?</span>	Read: M&W – pp. vii-12 (up to Why Bother?)
Session 2 8/30-9/7	<b>Impulses That Shape Education Developing a Profile of Schooling</b>  Search Strategies Artifact collection - practice  <span style="color: green;">What forces shape schooling? How do we learn about schooling in another country? What is an artifact?</span>	Strengths/Weaknesses of an Artifact Summary Sources, Perspectives, Formats Artifact Search Interview Protocol (optional)  <b style="color: red;">Sign up and make a note of which countries you chose, and weeks artifacts are due:</b>  A – Palestine/Australia/France/USA – 3, 5, 7, 9 B – Israel/China/England/Mexico – 3, 5, 7, 9 C – S. Africa/Pakistan/Japan/Russia – 4, 6, 8, 10 D – Brazil/India/S. Korea/Poland – 4, 6, 8, 10
Session 3 9/6-14	<b>Tools of Comparative Education</b>  Conceptions of knowledge Language of theoretical frameworks Constant comparative method Grounded theory  <span style="color: green;">What does it mean to know? How is knowledge constructed?</span>	Read: M&W – pp. 12-27 & Articles  Artifact Search / Theme Sort Activity  <b style="color: red;">Artifact DUE (No credit for duplicates) –</b> Group A– Palestine Group B – Israel  <b>Feedback on Course Format</b>

Date	Topic	Assignment (see * above)
<b>SESSIONS 4-11</b>	<b>DEVELOPING A PROFILE OF SCHOOLING</b>	
Session 4 9/13-21	<p><b>Considering the Purpose of Schooling</b></p> <p>Why do we go to school?</p> <p>Middle East/Southeast Asia (Palestine &amp; Israel)</p>	<p>Read: M&amp;W pp. 121-167 Browse artifacts</p> <p><b>Artifact DUE – (No credit for duplicates)</b> Group C – South Africa Group D – Brazil Notes on Palestine/Israel</p>
Session 5 9/20-28	<p><b>Considering Educational Access &amp; Opportunity</b></p> <p>What is 'equitable education,' and who decides?</p> <p>Southern Continents (South Africa &amp; Brazil)</p>	<p>Read: M&amp;W pp. 325-357 Browse artifacts</p> <p><b>Artifact DUE – (No credit for duplicates)</b> Group A – Australia Group B – China Notes on South Africa/Brazil</p>
Session 6 9/27-10/5	<p><b>Considering Indigenous Knowledge</b></p> <p>Whose knowledge is taught, and who decides?</p> <p>Pacific Rim (Australia &amp; China)</p>	<p>Read: M&amp;W pp. 68-119 Browse artifacts</p> <p><b>Artifact DUE – (No credit for duplicates)</b> Group C – Pakistan Group D – India Notes on Australia/China</p>
Session 7 10/4-12	<p><b>Considering Gender Equity</b></p> <p>Who goes to school, and who decides?</p> <p>Middle East/Southeast Asia (Pakistan &amp; India)</p>	<p>Read: M&amp;W pp. 168-204 Browse artifacts</p> <p><b>Artifact DUE – (No credit for duplicates)</b> Group A – France Group B – England Notes on Pakistan/India</p> <p><b>Feedback on Course Format</b></p>

Date	Topic	Assignment (see * above)
Session 8 10/11-19	<p><b>Considering Educational Accountability and Authority</b></p> <p>What is the appropriate balance between educational authority and accountability?</p> <p>New Europe (France &amp; England)</p>	<p>Read: M&amp;W pp. 205-245 Browse artifacts</p> <p><b>Artifact DUE – (No credit for duplicates)</b> Group C – Japan Group D – South Korea</p> <p>Notes on France/England</p>
Session 9 10/18-26	<p><b>Considering Teacher Professionalism</b></p> <p>Who are the teachers? How are they prepared? Who decides curriculum? What factors reinforce or hinder teacher professionalism?</p> <p>Pacific Rim (Japan &amp; South Korea)</p>	<p>Read: M&amp;W pp. 29-67 Browse artifacts</p> <p><b>Artifact DUE – (No credit for duplicates)</b> Group A – United States of America Group B – Mexico</p> <p>Notes on Japan/South Korea</p>
Session 10 10/25-11/2	<p><b>Considering Our Own Experiences</b></p> <p>How might we place our schooling experiences into an international context?</p> <p>North American Neighbors (USA &amp; Mexico)</p> <p><b>Draft One Outline construction</b></p>	<p>Read: M&amp;W pp. 285-324 Browse artifacts</p> <p><b>Artifact DUE – (No credit for duplicates)</b> Group C – Russia &amp; Group D – Poland</p> <p>Notes on USA/Mexico</p> <p><b>DUE: DRAFT ONE - Outline of Comparative Analysis of Schooling Paper</b></p>
Session 11 11/1-9	<p><b>Reflection on Constant Comparison Method</b></p> <p>Peer Review Draft One</p> <p>What are we learning from the Constant Comparative Method, and what is missing?</p> <p>New Europe (Russia &amp; Poland)</p>	<p>Read: M&amp;W pp. 246-283 Browse artifacts</p> <p><b>Feedback on Course Format</b></p> <p><b>DUE: 11/7 - Peer Review of Outline of Comparative Analysis of Schooling Paper</b></p>
<b>SESSIONS 12-14</b>	<b>COMPARATIVE ANALYSIS ACROSS CULTURES</b>	

Date	Topic	Assignment (see * above)
Session 12 11/8-16	<p align="center"><b>~CONSTRUCTION ZONE~</b></p> <p align="center">Comparative Analysis of Schooling Draft Two construction</p> <p align="center">How might we incorporate Peer Review into our first draft?</p>	<p align="center"><b>DUE – DRAFT TWO: *</b></p> <p align="center">Comparative Analysis of Schooling Paper</p> <p align="center"><b>*Papers submitted earlier will receive instructor feedback sooner</b></p> <p align="center">Watch for Course Evaluation E-mail</p>
Session 13 11/15-23	<p align="center"><b>Responses to globalization</b></p> <p align="center">What are some educational responses to globalization?</p> <p align="center">Common Core Standards / High Stakes Exams International Baccalaureate / Knowton / International Agencies / MOOCs / Online Learning</p>	<p align="center">Read: Articles/Websites</p> <p align="center">Explore responses to globalization</p> <p align="center"><b>Course Evaluations</b></p>
11/27-28	THANKSGIVING HOLIDAY	Gobble - gobble
Session 14 11/22-12/7  Two week release	<p align="center"><b>~CONSTRUCTION ZONE~</b></p> <p align="center"><b>Placing Our Own Educational Experiences into the International Schooling Context</b></p> <p align="center">How do our experiences compare?</p>	<p align="center"><b>DUE – DRAFT THREE - Final</b></p> <p align="center">Comparative Analysis of Schooling Paper</p> <p align="center"><b>Course Evaluations (Continued)</b></p>
SESSION 15	FINAL REFLECTIONS	
Session 15 12/6-10  Shortened Session	<p align="center"><b>Reflections on the Comparative Perspective</b></p> <p align="center"><b>Sharing Our Insights</b></p> <p align="center">What has been illuminated by the comparison with other countries?</p>	

Sessions do vary by week so that the proportion of work may shift among individual/small group/whole class activities. **If it is taking you more time than 9 hours to complete any session immediately contact the instructor who will suggest time management strategies and/or make session adjustments.**