California State University
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School of
Education

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EDUC 496-4
Topics in Education
CRN #46989

Online Course
Fall 2013

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

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

COURSE DESCRIPTION

Study of current issues in education. *May be repeated for credit as topics change for a total of six (6) units in any combination of units from EDUC 494, 495, and 496. Students should check the Class Schedule for listing of actual topics.*

MARION: 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 (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 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 groups 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 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 practices, and contexts for education in alignment with artifact search and sharing guidelines as outlined in the **Locating and Synthesizing Artifacts 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)* 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. 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.

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.

Authorization to Teach English Learners

This credential program has been specifically designed to prepare teachers for the diversity of languages often encountered in California public school classrooms. The authorization to teach English learners is met through the infusion of content and experiences within the credential program, as well as additional coursework. Candidates successfully completing this program receive a credential with authorization to teach English learners.
(Approved by CCTC in SB 2042 Program Standards, August 02)

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.

California Teacher Performance Assessment (CalTPA)

Beginning July 1, 2008 all California credential candidates must successfully complete a state-approved system of teacher performance assessment (TPA), to be embedded in the credential program of preparation. At CSUSM this assessment system is called the CalTPA or the TPA for short.

To assist your successful completion of the TPA, a series of informational seminars are offered over the course of the program. TPA related questions and logistical concerns are to be addressed during the seminars. Your attendance to TPA seminars will greatly contribute to your success on the assessment.

Additionally, SoE classes use common pedagogical language, lesson plans (lesson designs), and unit plans (unit designs) in order to support and ensure your success on the TPA and more importantly in your credential program.

The CalTPA Candidate Handbook, TPA seminar schedule, and other TPA support materials can be found on the SoE website: http://www.csusm.edu/education/CalTPA/ProgramMaterialsTPA.html

Assessment of Professional Dispositions

Assessing a candidate's dispositions within a professional preparation program is recognition that teaching and working with learners of all ages requires not only specific content knowledge and pedagogical skills, but positive attitudes about multiple dimensions of the profession. The School of Education has identified six dispositions – social justice and equity, collaboration, critical thinking, professional ethics, reflective teaching and learning, and life-long learning—and developed an assessment rubric. For each dispositional element, there are three levels of performance - *unacceptable*, *initial target*, and *advanced target*. The description and rubric for the three levels of performance offer measurable behaviors and examples.

The assessment is designed to provide candidates with ongoing feedback for their growth in professional dispositions and includes a self-assessment by the candidate. The dispositions and rubric are presented, explained and assessed in one or more designated courses in each program as well as in clinical practice. Based upon assessment feedback candidates will compose a reflection that becomes part of the candidate's Teaching Performance Expectation portfolio. Candidates are expected to meet the level of *initial target* during the program.

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).*

This course: 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.

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 writing requirement will be met in three primary ways for this course. All Forum Posts are in a written/structured format and contribute to the writing requirement. Development of an artifact summary to describe the context and summarize the issue/policy/structure of schooling also contributes to the writing requirement. The final Reflection/Comparative Analysis paper rounds out completion of the writing requirement.

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 work and oral presentation 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:

As an educator, it is expected that each candidate 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:

Candidates 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 for use in your teaching portfolio. All assignments will be submitted online, and some will be submitted in hard copy as well. Details will be given in class.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender originally intended. With that said, 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 specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Some Tips for Online Success
- Receiving too many emails? Use "unsubscribe" settings 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.
- 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 gorging at one sitting
- Read all instructions thoroughly, watch all course materials
- 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, chat 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 your educational research goals through adjustments of sessions / assignments
- 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!

Course Requirements

60 points – Scholarly Critical Friend Dialogue Assignment
60 points – Locating and Synthesizing Artifacts of Schooling Assignment
60 points – Comparative Analysis of Schooling Assignment
180 points – Total Possible

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, meaning 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 to be completely finished 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 days 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 – Scholarly Critical Friend Dialogue Participation Assignment
Throughout the semester you will engage in primarily in three levels of scholarly endeavor. Since activities at each level build on the prior level are 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 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-four 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. Small group interactions are captured in a number of ways but primarily through **small group forum posts / responses 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 activities as early as possible in 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.

Scholarly critical friend dialogue grades are based on the following rubric. There are several types of participation, and you should be aiming for Type 5 during each session activity to earn full credit, while trying to avoid being Type 1.

<u>**Rubric for Scholarly Critical Friend Dialogue Assignment**</u>

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 remaining 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 push 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.

60 points – Locating and Synthesizing Artifacts of Schooling Assignment
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.

The artifacts might be one of the following:
- 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
- Policy statement
- Report from non-profit agencies
- Stories from Peace Corp volunteers
- YouTube videos from students/teachers/parents/community members
- Examples of student work
- Charts of courses taken and the sequence in which they are taken
- Descriptions of access to K-12, technical school or higher education
- Illustrations of classrooms, learning materials, classrooms
- Etc.

The artifact might be in the form of a:
- Blog,
- Website,
- YouTube or other video clip,
- Photo,
- Text document/flyer/brochure,
- Audio or interview transcript,
- Government documents
- Reflections from teacher educators, scholars, administrators
- Etc.

The assignment is to locate the artifact, read/study/watch it, and place it into context by creating an Artifact summary:
- Citation (Author, year, title/description, source, link to access it)
- What it is
- Where it is from (country/region)
- Perspective it represents (whose frame of reference)
- What aspect of schooling in the country it illustrates
- A brief summary of the information/insights it contains

You will locate and synthesize four artifacts, one from each of the following regions, and a practice artifact from the USA:
- 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 take many forms as indicated, but **at least one must be an interview with a person with first hand knowledge of education in a country in the region** under study.

Rubric for Locating and Synthesizing Artifacts of Schooling Assignment
- Outstanding –
  - Artifact was located through a thoughtful and thorough search, using effective search terms, with careful consideration of quality/reliability of sources. The process to choose an interviewee is thoughtful, and targeted on a person with expertise/experience with schooling in the target country, and resources are current unless reviewing a historical timeline. Reliable sources are thoroughly explored and clearly cited.
  - Content is concise, clearly written/presented, and accurate. The material is synthesized into a coherent whole with evidence of analytical thinking. The interview is focused, concise and timely, and is written up clearly and concisely. The Artifact Summary clearly addresses each required element.
  - The Artifact Summary format is well designed with use of data displays and appropriate but not distracting technology. Text/images/tables/charts/links are easily accessed, and emphasize brief but pithy information about schooling in the country.
  - There are no obvious errors.

- Above Average
  - Some evidence of a rigorous search using good search terms with some consideration of the quality of mostly up to date sources. Choice of interviewee is effective with some first hand knowledge of schooling in the country. Resources are mostly current and several are clearly used to prepare the brief.
  - Content is mostly concise, fairly clearly written/presented, mostly accurate, with most sources cited clearly. Material is usually integrated/synthesized into an overall Artifact Summary that demonstrates some analytical thinking. The interview is mostly focused and only runs a little short/long and is written up fairly concisely. Most required elements are addressed in the Artifact Summary.
  - The format for the Brief is easy to read, somewhat creative/appropriate use of technology, and focuses on mostly appropriate information about schooling in the country.
  - Text/images/tables/charts/links are mostly accessible and emphasize information about schooling.
  - There are very few errors.

- Average
  - A search was completed using some effective search terms, around some quality sources that fall evenly in a range from older to a few newer ones. Interviewee has at least peripheral knowledge of schooling in the country, or knows someone with first hand knowledge. Some of the sources are used to prepare the brief.
  - Content is a bit wordy and unclear for the reader, but with some effort is mostly present. The interview wanders a bit but does include some focused questions. It is a bit too short/long. The write up/analysis is concise and somewhat superficial but contains some helpful information

- o The format is a bit hard to follow and wordy or too brief, but the information is all located with some effort. There are some creative parts, but there could be more.
        - o Some text/images/tables/charts/links are accessible; others are hard to access/interpret.
        - o There are some errors.

- Below Average
    - o A cursory search using general search terms located some resources that are somewhat off target and older for the most part, some from sketchy sources.
    - o The interviewee is a stretch, but familiar with some general background. Few of the sources are used to prepare the brief, which relies mostly on the class text.
    - o Content is hard to follow, wandering in some areas, missing in others. The interview was so brief and off topic that little was learned about schooling in the country. The write up / analysis is so superficial that little is learned from the Artifact Summary.
    - o The format is somewhat hard to follow, and several parts of the assigned elements are missing. There are few to none tables/charts/images/links to enrich the Artifact Summary.
    - o There is little evidence of creativity and quite a few errors.

- Unacceptable
    - o The search is a one shot Google search with only the top three items explored, and they are not all on target, and/or are from questionable sources
    - o There is no interview or the interviewee has no knowledge of the country under study, and the interview is a short email with no back and forth communication
    - o The format is so poorly thought out that it is hard to impossible to locate critical information, and multiple parts are missing.
    - o There are many errors.
    - o The Artifact Summary must be redone and resubmitted to earn a grade.

60 points – Comparative Analysis of Schooling Assignment
Three drafts of this written assignment are designed to result in a high caliber, well articulated, clearly written final 3-5 page paper. The outline will be reviewed by a peer, and the first draft will be responded to by the instructor. The drafts are as follows:

- 10 points – **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:
    - o *Introduction,* including country(ies) in which you were schooled to date,
    - o Description of the *Social Fabric/Overview of Schooling/Successes & Challenges* you faced,
    - o **Two or three "*stories of schooling*"** that address two or more of the lenses we are using to explore schooling in a number of countries (purpose of schooling/teacher as professional/educational equity/inequity, and educational accountability & authority) – if desired you may include another lens not listed here with permission of the instructor
    - o *Comparative analysis* of your schooling experiences with those in two or more other countries we have studied
    - o *Reflection* on what you have learned about your schooling experience and that of others by employing comparative analysis
    - o *Sources* indicating the context for your stories, the information used for comparison with other countries, including classmates' Artifact Summaries.

    Grading for the outline will be based on:

Rubric for Outline for Comparative Analysis of Schooling Paper

- o *Outstanding* – All parts are present, each is well articulated in a concise way (phrases/words), coherence, evidence of thoughtful brainstorming, all sources are listed/cited
- o *Average* – Most parts are present, each is stated somewhat briefly, logical connections among most parts, evidence of some brainstorming, most sources are listed/cited

- *Unacceptable* – Several parts are missing, vague or rambling descriptions, no connections among sections, not clear much brainstorming occurred. Outline must be revised and resubmitted for a revised grade, few or no sources are listed/cited.

- 10 points – **Peer Review of Outline** – Using the Peer Review Form provided, give 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).

- 20 points – **First Draft** – This draft of your paper will arise from expanding each of the items in the outline, crafting sentences from words and paragraphs from sentences. The draft will be first peer reviewed by your partner who will provide feedback in writing. Then revise the draft based on the peer feedback and turned in with the peer review, and evaluation of the quality of the peer review included. The instructor will then provide feedback.

Rubric for Draft One of Comparative Analysis of Schooling Paper

- *Outstanding* – Each part is well fleshed out by expanding words/phrases into sentences and paragraphs, language is clear and paragraphs flow clearly from one to the next, comparative analysis is well backed with examples from the self stories and sources about schooling in other countries, grammar/punctuation/spelling supports a reader's clear understanding of the text, sources are all cited in text and in reference section of paper. Peer feedback has been incorporated into the first draft.
- *Average* – Most parts are expanded clearly and concisely, most paragraphs flow smoothly from one to another, most comparative analysis is clearly linked to text from stories and other schooling around the world sources, most of the text is clearly understood due to effective grammar/punctuation/spelling, most sources are cited in text and in reference section. Some of the peer feedback has been used to help clarify the text.
- *Unacceptable* – Many parts are not well fleshed out, language is unclear and paragraphs do not flow from one to the next, comparative analysis is sketchy and lacks logic and connection to text, grammar/punctuation/spelling errors interrupt reader's comprehension, few if any sources are cited and the reference section is too brief or missing. Little or none of the Peer Feedback has been used. **First Draft must be revised again and resubmitted**.

- 20 points – **Final Paper** – This final version of your Schooling Reflection/Comparison Paper will arise from revising the First Draft with the feedback from the instructor. It must have a thorough edit to eliminate grammar/punctuation/typo errors. The Final Draft will be turned in with the instructor feedback attached.
  - **Outstanding** – Fully fleshed out paper is engaging, coherent and well articulated. The language pulls the reader into the paper awaiting the next idea with interest. The rationale for comparative analysis is clear through ample evidence from texts used to support the paper. There are no obvious errors in grammar / punctuation / spelling as checks / edits have been performed and revisions made. Feedback from the instructor has clearly improved the text.
  - **Average** – Mostly fleshed out paper is interesting, clear and effectively articulated. The text keeps the reader moving through the paper. Evidence supports comparative analysis. There are few errors in grammar / punctuation / spelling. Most of the feedback from the instructor has been used to improve the text.
  - **Unacceptable** – Several sections are not well fleshed out. The paper is hard to follow and the poor writing blurs the message for the reader. Readers are easily distracted from the points being made. Evidence for the analysis is thin to non-existent. There are numerous errors in grammar / punctuation / spelling that hinder meaning. Little or none of the instructor feedback was used to improve the text. The final draft must be revised and resubmitted for a final grade.

Grading Standards

The grading scale is out of a total possible of 180 points.

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%

<u>Tracking Progress</u>
Use the Grades tool to track your progress in the course. Grades will be continuously updated throughout the course.

<u>Policy on Late Work</u>
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.

Tentative Schedule/Course Outline* – Subject to Change as needed

During each week students work individually, in small groups, and in whole class forums. Most sessions involve reading/watching session materials and completing a 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)
SESSIONS 1-3	**INTRODUCTION TO COMPARATIVE EDUCATION**	
Session 1 8/24-9/1	**Welcome to International Comparative Education** Making Connections Course Structure Course Format What is the purpose of schooling?	Read: M&W – pp. vii-12 (up to Why Bother?) Syllabus exploration Practice using course tools
Session 2 8/31-9/8	**Impulses That Shape Education** **Developing a Profile of Schooling** Search Strategies Artifact collection - practice What forces shape schooling? How do we learn about schooling in another country?	Note Strengths and Weaknesses of a Profile Sources, Perspectives, Formats Brainstorm interviewees Artifact Search Identify interviewee & contact information Sign up for a group: A – Palestine/Australia/France/United States B – Israel/China/England/Mexico C – S. Africa/Pakistan/Japan/Russia D – Brazil/India/S. Korea/Poland
Session 3 9/7-15	**Tools of Comparative Education** Conceptions of Knowledge Language of theoretical frameworks Constant comparative method Grounded theory Asking Good Questions Perspectives and Formats Interviews What does it mean to know? How is knowledge constructed? How do we interview?	Read: M&W – pp. 12-27 Articles Structural-Functionalism *(Modernization/Human Capital Formation)* Marxist *(Dependency/Liberation)* Postmodern/Poststructuralist *(Challenges to the Modern)* Comparison Practice Artifact Search Theme Sort Activity Crafting Interview questions/Choose which to use Contact interviewee & schedule interview **Artifact DUE –** Group A– Palestine Group B – Israel **Feedback on Course Format** **Conduct Interview during S 4-10**

SESSIONS 4-11	DEVELOPING A PROFILE OF SCHOOLING	
Session 4 9/14-22	**Considering the Purpose of Schooling** Why do we go to school? Middle East/Southeast Asia (Palestine & Israel)	Read: M&W pp. 121-167 Browse artifacts **Artifact DUE –** Group C – South Africa Group D – Brazil
Session 5 9/21-29	**Considering Educational Access & Opportunity** What is 'equitable education,' and who decides? Southern Continents (South Africa & Brazil)	Read: M&W pp. 325-357 Browse artifacts **Artifact DUE –** Group A – Australia Group B – China
Session 6 9-28-10/6	**Considering Indigenous Knowledge** Whose knowledge is taught, and who decides? Pacific Rim (Australia & China)	Read: M&W pp. 68-119 Browse artifacts **Artifact DUE –** Group C– Pakistan Group D – India
Session 7 10/5-13	**Considering Gender Equity** Who goes to school, and who decides? Middle East/Southeast Asia (Pakistan & India)	Read: M&W pp. 168-204 Browse artifacts **Artifact DUE –** Group A – France Group B – England **Feedback on Course Format**
Session 8 10/12-20	**Considering Educational Accountability and Authority** What is the appropriate balance between educational authority and accountability? New Europe (France & England)	Read: M&W pp. 205-245 Browse artifacts **Artifact DUE –** Group C – Japan Group D – South Korea
Session 9 10/19-27	**Considering Teacher Professionalism** Who are the teachers? How are they prepared? Who decides curriculum? What factors reinforce or hinder teacher professionalism? Pacific Rim (Japan & South Korea)	Read: M&W pp. 29-67 Browse artifacts **Artifact DUE –** Group A – United States of America Group B – Mexico

Session 10 10/26-11/3	**Considering Our Own Experiences** How might we place our schooling experiences into an international context? North American Neighbors (USA & Mexico)	Read: M&W pp. 285-324 Browse artifacts **Artifact DUE –** Group C – Russia & Group D – Poland Begin outline of Comparative Analysis of Schooling Paper
Session 11 11/2-10	**Reflection on Constant Comparison Method** What are we learning from the Constant Comparative Method, and what is missing? New Europe (Russia & Poland)	Read: M&W pp. 246-283 Browse artifacts **Feedback on Course Format** **DUE – Outline:** Comparative Analysis of Schooling Paper
SESSIONS 12-14	**COMPARATIVE ANALYSIS ACROSS CULTURES**	
Session 12 11/9-17	**Responses to globalization** What are some educational responses to globalization? Common Core Standards/High Stakes Exams International Baccalaureate/Knowton/International Agencies	Read: Articles/Websites Explore responses to globalization **DUE 11/16 by 11PM:** **Peer Review of** Outline of Comparative Analysis of Schooling Paper
Session 13 11/16-24	**~Construction Zone~** Comparative Analysis of Schooling Draft One How might we incorporate Peer Review into our first draft?	**DUE – Draft One:** Comparative Analysis of Schooling Paper **Course Evaluations**
Nov 23-30	Thanksgiving Oasis	Instructor Feedback on Draft One
Session 14 11/23- Due 12/8 Two week release to maximize completion flexibility	**Placing Our Own Educational Experiences into the International Schooling Context** How do our experiences compare?	**DUE – Final** Comparative Analysis of Schooling Paper **Course Evaluations (Continued)** **Prep for Session 15** **DUE – Post by 12/8 11PM:** Excerpt from final Comparative Analysis Paper
SESSION 15	**FINAL REFLECTIONS**	
Session 15 12/7-15	**Reflections on the Comparative Perspective** **Sharing Our Stories** What has been illuminated by the comparison with other countries?	Read: Peer Excerpts

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 make session adjustments.**