



EDUC 374

Introduction to International Comparative Education

CRN #21873 – Fully Online

Session released Saturday – Due following Sunday by 11 PM

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Fulfills Upper Division GE Social Science DD

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
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Table of Contents

COURSE DESCRIPTION	2
Catalog Description	2
Detailed Focus	2
Course Objectives	3
Unique Course Requirements	3
Required Texts	3
STUDENT LEARNING OUTCOMES	3
School of Education Attendance Policy	4
*Instructor addendum to attendance policy:	4
Students with Disabilities Requiring Reasonable Accommodations	4
*Instructor addendum to the accommodation policy:	4
All University Writing Requirement	4
CSUSM Academic Honesty Policy	4
Plagiarism:	4
Use of Technology	5
Electronic Communication Protocol	5
COURSE REQUIREMENTS	5
Course Assignment Details	6
Grading Standards	12
Tracking Progress	12
Policy on Late Work	12
Some Tips for Online Success	12
TENTATIVE Schedule/Course Outline –Subject to Change as Needed	13
COURSE ASSIGNMENT RUBRICS	18

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 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 **Artifact 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 two or more other countries** using notes completed while reading the textbook and examining Artifact Summaries, employing lenses or perspectives explored in class, and implementing 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. **Please 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 Comparative Analysis 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 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 – Assignment One: Scholarly Comparative Analysis / Critical Friend Dialogue

The objective of this assignment is to use the constant comparative method and grounded theory to analyze schooling across countries in both large and small forums of peers and in individual reflections with a high degree of proficiency.

Throughout the semester you will engage in primarily in three levels of scholarly dialogue. 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-six 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.

The top level of Scholarly Participation is described below to set the bar high (for the remainder of the levels of participation, see the rubric at the end of this syllabus, and in the course header):

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.

60 points – Assignment Two: Artifact Summaries of Schooling

The objective of this assignment is to 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.

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
- 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 or lens through which schooling is considered** (What aspect of schooling in the country does it illustrate – e.g. curriculum, discipline policy, and what lens is being used to understand schooling – e.g. gender access, purpose, indigenous peoples, accountability, 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. An effort will be made for each of you to complete an interview with one person with first hand experience of schooling in another country we are studying. 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 in the course header, and at the end of this syllabus.

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

The objective of this assignment is to articulate clearly, concisely and coherently in a 3-5 page paper a reflection on one's own schooling in comparison with schooling in two or more other countries, using notes completed while reading the textbook and examining Artifact Summaries, while employing lenses or perspectives explored in class, and implementing comparative strategies.

Throughout the semester you will take notes as we explore schooling in sixteen countries, using the note taking guide provided. What you record will include key / unique elements of schooling in a particular country, how schooling in another country is similar to your schooling experience, and how a student in another country has an experience different from yours. You will make note of specific quotes from textbook readings, articles provided in sessions, and artifacts posted by classmates. These notes will inform your paper, and quotes will be selected to use as citations to back the claims in your paper.

Completion of three drafts of a comparative analysis paper will result in a high caliber, well articulated, clearly written final 3 to 5 page paper. The outline of the Comparative Analysis paper will be reviewed by a peer, and the first full draft will be reviewed by the instructor. Feedback from the peer and the instructor are to be incorporated into the final draft.

Rubrics for each step of the Comparative Analysis of Schooling reflective paper assignment process will be posted in the session in which the assignment is introduced, as well as the course header, and at the end of this syllabus.

Points for the notes, peer review, and drafts are as follows:

- **16 points – Note taking** – For eight weeks we will be exploring schooling in sixteen countries, and you will record important details each week from textbook reading and exploration of the summaries using the note taking guide provided. Details include unique characteristics of schooling, how schooling is like or different from your own experience of schooling, and quotes from readings/artifacts that support the statements made in notes. The guide will be submitted each week for two points, for a total of 16. See the rubric at the end of the syllabus for guidelines on quality of notes and completion of notes on all elements listed in the guide.
- **9 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: 3 pts

- **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: 3 pts

- **Stories of schooling using one or more of the lenses we have been studying** (Share two or three stories from your schooling experience that address the lenses you have chosen – if desired you may include another lens not listed above with permission of the instructor)

Final third: 3 pts

- **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 and lenses we have studied)
- **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 countries you are using for comparison as well as any other sources you may have used for a three - 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 and specificity of the Peer Review feedback provided to your partner as well as addressing each element of the Peer Review form.
- **15 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 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.
- **10 points – Draft Three – Edited Final Paper** – This final version of your Schooling Reflection/Comparison Paper will arise from revising Draft Two using feedback from the instructor, and editing. The edit must have a thorough to eliminate grammar / punctuation / typographical errors, as well as meet all required elements of the paper.

A detailed rubric outlining the basis for each part of the Comparative Analysis Paper grades will be posted in the Session where this assignment is introduced, in the course header, and at the end of this syllabus.

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%	C	131 – 138	73 – 76%
A-	162 – 166	90 – 92%	C-	126 – 130	70 – 72%
B+	157 – 161	87 – 89%	D+	120 – 125	67 – 69%
B	149 – 156	83 – 86%	D	113 – 119	63 – 66%
B-	144 – 148	80 – 82%	D-	108 – 112	60 – 62%
C+	139 – 143	77 – 79%	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 a bad idea! 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** – materials in the readings is NOT repeated in other 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, 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 1/17-25	<p align="center">How do we learn about International Comparative Education in an online environment?</p>	<p align="center">Syllabus exploration Practice using course tools</p>
SESSIONS 1-3	INTRODUCTION TO COMPARATIVE EDUCATION	
Session 1 1/24-2/1	<p align="center">Welcome to International Comparative Education</p> <p align="center">Making Connections Course Structure Course Format</p> <p align="center">What is the purpose of schooling?</p>	<p>Read: M&W – pp. vii-12 (up to Why Bother?)</p>
Session 2 1/31-2/8	<p align="center">Impulses That Shape Education Developing a Profile of Schooling</p> <p align="center">Search Strategies Artifact collection - practice</p> <p align="center">What forces shape schooling? How do we learn about schooling in another country? What is an artifact?</p>	<p align="center">Strengths/Weaknesses of an Artifact Summary Sources, Perspectives, Formats Artifact Search Interview Protocol (optional)</p> <p align="center">Sign up and make a note of which countries you chose, and weeks artifacts are due:</p> <p>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</p>

Date	Topic	Assignment (see * above)
Session 3 2/7-15	<p>Tools of Comparative Education</p> <p>Conceptions of knowledge Language of theoretical frameworks Constant comparative method Grounded theory</p> <p>What does it mean to know? How is knowledge constructed?</p>	<p>Read: M&W – pp. 12-27 & Articles</p> <p>Artifact Search / Theme Sort Activity</p> <p>Artifact DUE (No credit for duplicates) – Group A– Palestine Group B – Israel</p> <p>Feedback on Course Format</p>
SESSIONS 4-11	DEVELOPING A PROFILE OF SCHOOLING	
Session 4 2/14-22	<p>Considering the Purpose of Schooling</p> <p>Why do we go to school?</p> <p>Middle East/Southeast Asia (Palestine & Israel)</p>	<p>Read: M&W pp. 121-167 Browse artifacts</p> <p>Artifact DUE – (No credit for duplicates) Group C – South Africa Group D – Brazil</p> <p>Notes on Palestine/Israel</p>
Session 5 2/21-3/1	<p>Considering Educational Access & Opportunity</p> <p>What is 'equitable education,' and who decides?</p> <p>Southern Continents (South Africa & Brazil)</p>	<p>Read: M&W pp. 325-357 Browse artifacts</p> <p>Artifact DUE – (No credit for duplicates) Group A – Australia Group B – China</p> <p>Notes on South Africa/Brazil</p>
Session 6 2/28-3/8	<p>Considering Indigenous Knowledge</p> <p>Whose knowledge is taught, and who decides?</p> <p>Pacific Rim (Australia & China)</p>	<p>Read: M&W pp. 68-119 Browse artifacts</p> <p>Artifact DUE – (No credit for duplicates) Group C– Pakistan Group D – India</p> <p>Notes on Australia/China</p>

Date	Topic	Assignment (see * above)
Session 7 3/7-15	<p align="center">Considering Gender Equity</p> <p align="center">Who goes to school, and who decides?</p> <p align="center">Middle East/Southeast Asia (Pakistan & India)</p>	<p align="center">Read: M&W pp. 168-204 Browse artifacts</p> <p align="center">Artifact DUE – (No credit for duplicates) Group A – France Group B – England</p> <p align="center">Notes on Pakistan/India</p> <p align="center">Feedback on Course Format</p>
Session 8 3/14-22	<p align="center">Considering Educational Accountability and Authority</p> <p align="center">What is the appropriate balance between educational authority and accountability?</p> <p align="center">New Europe (France & England)</p>	<p align="center">Read: M&W pp. 205-245 Browse artifacts</p> <p align="center">Artifact DUE – (No credit for duplicates) Group C – Japan Group D – South Korea</p> <p align="center">Notes on France/England</p>
Session 9 3/21-29	<p align="center">Considering Teacher Professionalism</p> <p align="center">Who are the teachers? How are they prepared? Who decides curriculum? What factors reinforce or hinder teacher professionalism?</p> <p align="center">Pacific Rim (Japan & South Korea)</p>	<p align="center">Read: M&W pp. 29-67 Browse artifacts</p> <p align="center">Artifact DUE – (No credit for duplicates) Group A – United States of America Group B – Mexico</p> <p align="center">Notes on Japan/South Korea</p>
3/28 – 4/5	Spring Break Oasis	
Session 10 4/4-12	<p align="center">Considering Our Own Experiences</p> <p align="center">How might we place our schooling experiences into an international context?</p> <p align="center">North American Neighbors (USA & Mexico)</p> <p align="center">Draft One Outline construction</p>	<p align="center">Read: M&W pp. 285-324 Browse artifacts</p> <p align="center">Artifact DUE – (No credit for duplicates) Group C – Russia & Group D – Poland</p> <p align="center">Notes on USA/Mexico</p> <p align="center">DUE: DRAFT ONE - Outline of Comparative Analysis of Schooling Paper</p>

Date	Topic	Assignment (see * above)
Session 11 4/11-19	<p style="text-align: center;">Reflection on Constant Comparison Method</p> <p style="text-align: center;">Peer Review Draft One</p> <p style="text-align: center;">What are we learning from the Constant Comparative Method, and what is missing?</p> <p style="text-align: center;">New Europe (Russia & Poland)</p>	<p style="text-align: center;">Read: M&W pp. 246-283 Browse artifacts</p> <p style="text-align: center;">Feedback on Course Format</p> <p style="text-align: center;">DUE: By Friday of the Session – Peer Review of Outline for Comparative Analysis of Schooling Paper</p> <p style="text-align: center;">Notes on Russia/Poland</p>
SESSIONS 12-14	COMPARATIVE ANALYSIS ACROSS CULTURES	
Session 12 4/18-26	<p style="text-align: center;">~CONSTRUCTION ZONE~</p> <p style="text-align: center;">Comparative Analysis of Schooling Draft Two construction</p> <p style="text-align: center;">How might we incorporate Peer Review into our first draft?</p>	<p style="text-align: center;">DUE – DRAFT TWO: * Comparative Analysis of Schooling Paper</p> <p style="text-align: center;">*Papers submitted earlier will receive instructor feedback sooner</p> <p style="text-align: center;">Watch for Course Evaluation E-mail</p>
Session 13 4/25-5/3	<p style="text-align: center;">Responses to globalization</p> <p style="text-align: center;">What are some educational responses to globalization?</p> <p style="text-align: center;">Common Core Standards / High Stakes Exams International Baccalaureate / Knowton / International Agencies / MOOCs / Online Learning</p>	<p style="text-align: center;">Read: Articles/Websites</p> <p style="text-align: center;">Explore responses to globalization</p> <p style="text-align: center;">Course Evaluations</p>
Session 14 5/2-10	<p style="text-align: center;">~CONSTRUCTION ZONE~</p> <p style="text-align: center;">Placing Our Own Educational Experiences into the International Schooling Context</p> <p style="text-align: center;">How do our experiences compare?</p>	<p style="text-align: center;">DUE – DRAFT THREE - Final Comparative Analysis of Schooling Paper</p> <p style="text-align: center;">Course Evaluations (Continued)</p>
SESSION 15	FINAL REFLECTIONS	

Date	Topic	Assignment (see * above)
Session 15 5/9-13 Shortened Session	<p style="text-align: center;">Reflections on the Comparative Perspective</p> <p style="text-align: center;">Sharing Our Insights</p> <p style="text-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.**

COURSE ASSIGNMENT RUBRICS

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.

Rubric for Scholarly Critical Friend Dialogue Participation Assignment

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**

Rubric for Artifact Summaries of Schooling Assignment

Outstanding - 15

- Artifact was located through a thoughtful and thorough search, using effective search terms, with careful consideration of **quality/reliability of sources**. **Resources are current** unless reviewing a historical timeline. Reliable sources are thoroughly explored and clearly cited.
- All elements of the artifact summary are well completed.
- Content is **concise, clearly written/presented, and accurate**. The material is synthesized into a coherent whole with evidence of analytical thinking. 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, open in a new window**, and emphasize brief but pithy information about schooling in the country.
- There are no obvious errors.

Above Average - 13

- Some **evidence of a rigorous search** using good search terms with some consideration of the quality of mostly up to date sources. Resources are mostly current and several are clearly used to prepare the brief.
- Almost all of the elements of the artifact summary are completed fairly well
- 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. Most required elements are addressed.
- The format for the Artifact Summary 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, open in a new window**, and emphasize information about schooling.
- There are very few errors.

Average - 11

- A search was completed using some effective search terms, around a quality source that may be older.
- Most elements of the artifact summary are completed in a way informs somewhat effectively
- **Content is** a bit wordy and unclear for the reader, but with some effort is **mostly present**. It is a bit too short/long. The write up/analysis is concise and somewhat superficial but contains some helpful information

- The format of the Artifact Summary is a bit hard to follow and wordy or too brief, but the **information is all located with some effort**.
- Some text / images / tables / charts / **links are accessible and open in a new window**; others are hard to access/interpret.
- There are some errors.

Below Average - 9

- A cursory search using general search terms located an artifact that is somewhat off target or older, and from sketchy sources.
- The format is somewhat hard to follow, and several parts of the assigned elements are missing.
- Content wandering in some areas, missing in others. The write up / analysis is so superficial that little is learned from the Artifact Summary.
- There are few to none tables / charts / images / links are broken and may not open in a new window.
- There is little evidence of effort and quite a few errors.

Unacceptable

- The search is a cursory one and the artifact is not on target, and/or is from a questionable source or the wrong country
- There is no url.
- The Artifact Summary format is so poorly thought out that it is hard to impossible to locate critical information, and multiple parts are missing.
- There are many errors.
- **The Artifact Summary(ies) must be redone and resubmitted to earn a grade.**

Rubric for Notes on Readings and Artifact Summaries:

Outstanding - 16

- Notes are completed for each element for each country in every week – totaling 16 countries
- Unique elements of schooling for each country are teased from readings and artifacts
- Example quotes from the textbook and artifacts are cited for each country using APA to be inserted into the comparative analysis paper
- The way in which schooling in another country is the same as one's own experience is clearly delineated for each country
- The way in which schooling in another country is different from one's own experience is clearly stated for each country

Average - 12

- Notes are completed for most elements for most countries in most weeks
- Some elements of schooling are teased from either readings or artifacts for most countries
- Example quotes from either the textbook or artifacts are cited for some countries using APA
- The way in which schooling in another country is the same as one's own experience is somewhat delineated for most countries
- The way in which schooling in another country is different from one's own experience is somewhat stated for most countries

Unacceptable

- Notes are missing for many elements, for some countries and for some weeks
- There is little evidence of elements of schooling from either readings or artifacts
- Few quotes are cited and the APA format is not used
- Little to no mention of how schooling in another country is like one's own experience is mentioned
- Little to no mention of how schooling in another country is different from one's own experience is mentioned
- **Notes must be redone and resubmitted to earn a grade**

Rubric for Draft One - Outline for Comparative Analysis of Schooling Paper

Outstanding - 9

- All parts are present,
- Each part is well articulated in a concise way (phrases/words),
- Coherently put together
- Evidence of thoughtful brainstorming
- All sources are listed/cited using APA

Average - 6

- Most parts are present
- Stated somewhat briefly
- Logical connections among most parts
- Evidence of some brainstorming
- Most sources are listed/cited
- Most source listings use APA format

Unacceptable

- Several parts are missing
- Descriptions are vague or rambling
- No connections among sections
- It is not clear much brainstorming occurred
- Few or no sources are listed/cited, none using APA format
- **Outline must be revised and resubmitted for a revised grade,**

Rubric for Draft Two – Expanded version of Comparative Analysis of Schooling Paper incorporating peer feedback

Outstanding - 15

- Each part is well fleshed out by expanding words/phrases into sentences and paragraphs,
- Language is clear
- Paragraphs flow well from one to the next
- Comparative analysis is well backed with examples from the stories of schooling and the 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 the reference section
- Instructor and peer feedback on the outline has been incorporated into the first draft.

Average - 11

- Most parts are expanded clearly and concisely
- Language is fairly clear
- Most paragraphs flow smoothly from one to another
- Comparative analysis is fairly 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
- Much of the instructor and peer feedback on the outline has been used to help clarify the text.

Unacceptable

- Many parts are not well fleshed out
- Language is unclear
- 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 instructor or peer feedback on the outline has been used
- **Draft Two must be revised again and resubmitted.**

Rubric for Draft Three – Edited Comparative Analysis of Schooling Final Paper incorporating Instructor Feedback

Outstanding - 10

- Fully fleshed out paper is engaging, coherent and well articulated
- Language pulls the reader into the paper awaiting the next idea with interest
- Rationale for comparative analysis is clear through ample evidence used to support the paper
- There are no obvious errors in grammar / punctuation / spelling as edits have been performed and revisions made
- Feedback from the instructor has clearly been incorporated into the text.

Average - 7

- Mostly fleshed out paper is interesting, fairly clear and sometimes effectively articulated
- The text usually keeps the reader moving through the paper
- Some evidence supports comparative analysis
- There are few errors in grammar / punctuation / spelling
- Most of the feedback from the instructor has been used in the final paper.

Unacceptable

- Several sections are not well fleshed out
- The paper is hard to follow and poor writing blurs the message for the reader, distracting 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 grading**