Course Number	CRN - 43246
Title	**EDUC 374: Introduction to International Comparative Education**
Days	**Weekly sessions are open 8 days, with suggested pacing guidelines**
Time	**Log in multiple times per week for individual preparation, large and small group discussion and assignments - see suggested days**
Course Location	**Fully Online**
Semester / Year	**Fall 2018**
Instructor	**Dr. Robin D. Marion**
Phone	**Email instructor to request phone office hours**
E-Mail	**rmarion@csusm.edu**
Office	**Virtual Office Hours, Community Commons or by phone**
Hours	**By appointment**

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

TABLE OF CONTENTS

<u>**Course Prerequisites -**</u> None

<u>**Catalog course description**</u>
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.

<u>**Detailed description**</u>
In an era in which schools are being closely examined in the context of an increasingly globalized world, educators are reexamining 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. 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:

- 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?

<u>**Unique Course Requirements**</u>

The class will be conducted online in its entirety and therefore requires development of skills using course management tools. 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/all course participants.

<u>**Course Objectives**</u>
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 gathering up to date information, identifying key customs along with schooling policies/practices, and learning about 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 4-5 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.

REQUIRED TEXTS, MATERIALS AND ACCOUNTS

Required Texts
Textbook: 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.

The textbook is an essential element of this online course, containing one third of the course content. We will read the entire textbook, and it will provide a rich historical perspective of schooling in the sixteen countries we study.

Additional articles/websites/videos to supplement and update information on various course topics are required reading/watching/browsing and will be linked in the Cougar Courses EDUC 374 course space. Speak with the instructor about helpful reading strategies if assigned materials are taking too long, or if you need a reading accommodation.

Cougar Courses
The course is located online in Cougar Courses and should be listed in your courses.

STUDENT LEARNING OUTCOMES

General 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.

Specific Learning Outcomes
For specific student learning outcomes please see each assignment description in the syllabus, as well as the rubrics in the Cougar Course header.

TENTATIVE SCHEDULE / COURSE OUTLINE*

*During most weeks students work individually, in large group forums, and in small groups. Only selected assignments will be listed under "Assignment" below 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 on how things are proceeding in the course.*

Date	Topic	Assignment
Session 0 1/18-26	**How do we learn about Int. Comp. Ed. online?**	**Syllabus Exploration**

SESSIO 1-3	INTRODUCTION TO COMPARATIVE EDUC ATION	
Session 1 8/25 - 9/2	**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?) **Notes on Comparative Ed**
Session 2 9/1 - 9 9/3 Labor	**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? What is an artifact?	Strengths/Weaknesses of an Artifact Summary Sources, Perspectives, Formats Artifact Search Interview Protocol **Notes on Impulses Shaping Ed** **Sign up and make a note of which countries you chose, and weeks artifacts are due**: A–Palestine/Australia/France/USA–3, 5, 7, 9 B–Israel/China/England/Mexico–3, 5, 7, 9 C–S.Africa/Pakistan/Japan/Russia–4, 6, 8, 10 D – Brazil/India/S. Korea/Poland – 4, 6, 8, 10
Session 3 9/8 -16	**Tools of Comparative Education** Conceptions of knowledge Language of theoretical frameworks Constant comparative method Grounded theory What does it mean to know? How is knowledge constructed?	Read: M&W – pp. 12-27 & Articles Artifact Search / Theme Sort Activity **Artifact DUE (No credit for duplicates)** Group A – Palestine Group B – Israel **Notes on Tools of Comp Ed** **Feedback on Course Format**
SESSIO 4-11	**DEVELOPING A PROFILE OF SCHOOLING**	

Session 4 9/15 - 23	**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 – (No credit for duplicates)** Group C – South Africa Group D – Brazil **Notes on Purpose of Schooling in Palestine/Israel - Turn in notes**
Session 5 9/22 - 30	**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 – (No credit for duplicates)** Group A – Australia Group B – China **Notes on Access & Opportunity in South Africa/Brazil - Turn in notes**
Session 6 9/29 –	**Considering Indigenous Knowledge** Whose knowledge is taught, and who decides? Pacific Rim (Australia & China)	Read: M&W pp. 68-119 Browse artifacts **Artifact DUE – (No credit for duplicates)** Group C– Pakistan Group D – India **Notes on Indigenous Knowledge in Australia/China - Turn in notes**
Session 7 10/6 - 14	**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 – (No credit for duplicates)** Group A – France Group B – England **Notes on Gender Equity in Pakistan/India - Turn in notes** **Feedback on Course Format**

Session 8 10/13 -	**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 – (No credit for duplicates)** Group C – Japan Group D – South Korea **Notes on Accountability & Authority in France/England - Turn in notes**
Session 9 10/20 - 28	**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 – (No credit for duplicates)** Group A – United States of America Group B – Mexico **Notes on Teacher Professionalism in Japan/South Korea - Turn in notes**
Session 10/27 -	**Considering Our Own Experiences** How might we place our schooling experiences into an international context? North American Neighbors (USA & Mexico) **Draft One Outline construction**	Read: M&W pp. 285-324 Browse artifacts **Artifact DUE – (No credit for duplicates)** Group C – Russia & Group D – Poland **Notes on Our Own Experiences of Schooling in USA/Mexico Turn in notes** **DUE in Small Group:** **1-2 page DRAFT ONE - Outline of Comparative Analysis Paper**

Session 11/3 - 11	**Reflection on Constant Comparison Method** Peer Review Draft One 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 **DUE in Small Group:** **3-5 page DRAFT ONE –** **Expanded Outline** **DUE in Small Group:** **Peer Review of Expanded Outline** **Notes on Constant Comparative Method and Russia/Poland** **Turn in notes**
SESSIO 12-14	**COMPARATIVE ANALYSIS ACROSS CULTURES**	
Session 11/10 - 11/12 Veteran's Observed	**~CONSTRUCTION ZONE~** Comparative Analysis of Schooling Draft Two construction How might we incorporate Peer Review into our first draft?	**DUE – DRAFT TWO:** * 4-5 page Comparative Analysis of Schooling Paper ***Papers submitted earlier will receive instructor feedback sooner** Watch for Course Evaluation E-mail
11/24 -	Thanksgiving Holiday	
Session 11/24 -	**Responses to globalization** What are some educational responses to globalization? Common Core Standards / High Stakes Exams International Baccalaureate / Knowton / International Agencies / MOOCs / Online Learning	Read: Articles/Websites Explore responses to globalization **Notes on Responses to Globalization** **Course Evaluations**

Session 12/1 – 9	~CONSTRUCTION ZONE~ **Placing Our Own Educational Experiences into the International Schooling Context** How do our experiences compare?	**DUE** – **DRAFT THREE** - Final Comparative Analysis of Schooling Paper **Course Evaluations (Continued)**
SESSIO 15	**FINAL REFLECTIONS**	
Session 15 12/8 - 10 Shortened Session	**Reflections on the Comparative Perspective** **Sharing Our Insights** What has been illuminated by the comparison with other countries?	

COURSE REQUIREMENTS AND GRADED COURSE COMPONENTS

Course Assignments
 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.

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%

Final Exam Statement
While there is no 'test' during the final exam week, there is a final paper for the course instead, and an abbreviated Session Fifteen to be completed by midway through the final week.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all course participants are expected to attend all classes and participate actively. At a minimum, course participants 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 course participant 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!

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 Cougar Courses. 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.

Student Collaboration Policy
You will be relying on peers throughout the course, and they will rely on you for completing assignments each week. This collaboration is part of the Comparative Education process and includes peer sharing, peer feedback, peer review and peer response. As a result there are some important pacing guidelines to facilitate smooth and effective collaboration.

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.

GENERAL CONSIDERATIONS

CSUSM Academic Honesty Policy

Course participants are 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.

Course participants are responsible for honest completion of their work. 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 course participant for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or 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 course participant 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.

Disability Support Services

Students with disabilities who require reasonable accommodations must seek approval for services by providing appropriate and recent documentation to the Office of Disability Support Services (DSS). This office is in Craven Hall 4300, contact by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours. Alternatively, 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.

Credit Hour Policy Statement / 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!

All University Writing Requirement
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The CSUSM writing requirement will be met through Scholarly Critical Friend dialogue in large and small group forums, when writing up four Artifacts of Schooling, and in the Comparative Analysis of Schooling final paper. Every course at the university must have a writing requirement of at least 2500 words.

Course Format

This course is offered entirely online, with no face to face class meetings.

Necessary Technical Competency Required of Students

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

Contact information for Technical Support Assistance

The student help desk is available by phone, email or in person. Details of hours and contact numbers/addresses are found at: https://www.csusm.edu/sth/

Electronic Communication Protocol

Electronic correspondence is a part of your professional interaction. If you need to contact the instructor, e-mail is often the easiest way to do so. It is the instructor's 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. 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.

Tips for Online Course 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!