

<b>Course Number</b>	<b>CRN – 42777</b>
<b>Title</b>	<b>EDUC 374: Introduction to International Comparative Education</b>
<b>Course Location</b>	<b>Fully Online</b>
<b>Semester / Year</b>	<b>Fall 2019</b>
<b>Instructor</b>	<b>Dr. Janet L. Powell</b>
<b>Phone</b>	<b>Email instructor to request phone office hours</b>
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<b>Office Hours</b>	<b>By appointment</b>

### **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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### **COURSE DESCRIPTION**

## Course Prerequisites - None

### Catalog course 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.

### Unique Course Requirements

This class will be conducted online 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.

### 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**
- **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 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**.
- **Articulate clearly, concisely and coherently** 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**
- **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 on Amazon, and a copy is on two-hour reserve in the CSUSM main library.

The textbook will be used as a reference

### 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 below.

### **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 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.

### **All University Writing Requirement**

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 as a backup in the event of a Course Management System malfunction. All assignments must 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 in mind.

## GRADING

The grading scale is out of a total possible of 100 points

A	93 – 100	C	73 – 76
A-	90 – 92	C-	70 – 72
B+	87 – 89	D+	67 – 69
B	83 – 86	D	63 – 66
B-	80 – 82	D-	60 – 62
C+	77 – 79	F	< 60

Papers cannot be turned in more than three days past the due date. One point will be deducted for each day the work is late unless you have a written excuse from a doctor.

## ASSIGNMENTS (4)

### 1. Artifacts and Summaries

**(5 points each)  
(50 points total)**

Throughout the semester, you will collect two artifacts related to regions we are studying tied to the topics below. For example, you might find an artifact related to Japan on the topic “academic/vocational/technical education”. For each week an artifact is due, *at least one must be from an article in an academic or government publication.*

#### 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

#### Topics:

- Academic/Vocational/Technical Focus
  - *In some countries, students are mandated to attend vocational schools around middle school age based upon standardized test scores.*
- Accountability (mandated standardized testing)
  - *It is interesting to compare test scores, but in order to improve the rationale it is important to be sure that all countries have the same portion of the population take the tests. What if in one country everyone takes the test, but in another only the top 10% take it (this is true in several countries)? Can a comparison be accurate if this is the case?*
- Equality of Access
  - *For example: private, public, special education, and gender*

- Duration of Compulsory Education
  - *How many years of education are required of all students? What are the graduation criteria?*
  
- Literacy Rates
  - *How literacy is taught and measured*

**Artifact Summaries (must be from 2007 to current)**

**NOTE: Artifacts may not be duplicates posted by other students. You may reserve an article by citing it in the forum (where you share artifacts with peers) and return later to submit the summary.**

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

- Interview with someone who has first-hand knowledge of schooling in a country
- Your personal account
- 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 policies
- Report from non-profit agencies
- YouTube videos from students/teachers/administrators/parents/community members
- Charts of courses taken and the sequence in which they are taken
- Illustrations of classrooms, learning materials, classrooms
- Journal/news organization articles
- Excerpts of scholarly articles published within the last 5 years,
- Blog,
- Website,
- YouTube or other video clip,
- Text document / flyer / brochure,
- Audio or interview transcript
- Reflections from teacher educators, scholars, administrators, volunteers, parents, students

Since the textbook was published in 2006, **all artifacts must contain information about schooling since that year (2007 - present)** to bridge the decade since the book was published. The textbook will provide a historical perspective and the artifacts will serve as a way to bring us current on schooling policy and practice.

*USE THIS TEMPLATE FOR YOUR SUMMARIES (USE THE HEADINGS IN BOLD)*

- **Country and topic (for example, Australia: Accountability)**
- **Reference: *The reference is more than the url*, and includes an author or name of a website, the year, the title, and publisher. *At least one point will be deducted for each improper reference and in-text citations.***
  - Education uses APA style. The Purdue Online Writing Lab ([https://owl.purdue.edu/owl/purdue\\_owl.html](https://owl.purdue.edu/owl/purdue_owl.html)) is an excellent, free resource for APA style.
  - Here are some examples:

- A specific page within a website: Sea Turtle Restoration Project. (2006). Threats to sea turtles. Retrieved from <http://seaturtles.org/section.php?id=104>;
- Video: Norton, R. (2006, November 4). How to train a cat to operate a light switch [Video file]. Retrieved from <http://www.youtube.com/watch?v=Vja83KLQXZs>;
- Blog: Last name, First Initial. Title of individual blog entry. Retrieved January 1, 2019, from <http://www.blog.com>)

All URLs must be functional. (If there is no url, attach the artifact to the posting).

Wikipedia is not the best source, dig around to be sure you know the source (who are they, what is their expertise), don't use 'sponsored' sites listed at the beginning of search results, check for first-hand knowledge, be sure it is not an 'outsider' perspective or an expat perspective. Be sure it was published or created between 2006 and the present. **Avoid commercial sites promoting the country, or coming to it to teach, and the like.**

- **Type of artifact:** Article, video, image, interview transcript, governmental document, website, blog, etc. See the syllabus Artifact Summary assignment detailed description for more options.
- **Perspective represented:** Who is the author and what are their credentials? Educator? Politician? Private Citizen? Whose frame of reference - student/exchange student/teacher/administrator/parent/community member/scholar, etc.
- **Insights:** Brief summary of the information/insights contained in the artifact
- **Image portrayed:** statement that characterizes the image of schooling portrayed by the artifact - complimentary, concerned, expose', innovative, developing, rudimentary, etc.

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

## 2. Comparative Analysis

**(5 points each)  
(25 points total)**

Select one artifact topic and compare and contrast at least two countries being studied that week. For example, the first could be a comparison of Japan and China on "equality of access". You may use artifacts posted by other students for this assignment.

## 3. Final Paper

**(20 points)**

Choose one topic and compare and contrast at least six countries (include the U.S. as one of the countries). A draft reviewed by two peers will result in a high caliber, well-articulated, clearly written 5-6 page (not including reference page) paper.

Use this format for your final paper:

### *Introduction*

Introduce the countries and the topic you will use for your comparison.

### *Compare and contrast*

Write a narrative comparing the countries, for example one paragraph may be how four of the countries are the same and the other two are different. It is not acceptable to simply list each country and what they do.

*Conclusion*

What did you learn about the countries? Which countries are more advanced as related to the topic? Why?

*Reference Page*

**4. Reflection**

**(5 points)**

Write a 2-3 page reflection on the most significant things you have learned in this class.

FALL 2019

<b>DATE</b>	<b>TOPIC</b>	<b>ASSIGNMENTS DUE EACH <i>FRIDAY</i> by 11:00pm</b>
<b>WEEK 1 AUG 26-30</b>	Course Exploration	Post an Introduction and Picture, Review Syllabus
<b>WEEK 2 SEPT 2-6</b>		Begin collecting artifacts
<b>WEEK 3 SEPT 9-13</b>	The Pacific Rim: Japan, South Korea, China and Australia	Artifacts & Summaries
<b>WEEK 4 SEPT 16-20</b>		Comparative Analysis
<b>WEEK 5 SEPT 23-27</b>	The Middle East and Southeast Asia: Palestine, Israel, Pakistan, and India	Artifacts & Summaries
<b>WEEK 6 SEPT 30- OCT 4</b>		Comparative Analysis
<b>WEEK 7 OCT 7-11</b>	The New Europe: France, England, Russia, and Poland	Artifacts & Summaries
<b>WEEK 8 OCT 14-18</b>		Comparative Analysis
<b>WEEK 9 OCT 21-25</b>	North America: USA and Mexico	Artifacts & Summaries
<b>WEEK 10 OCT 10-NOV 1</b>		Comparative Analysis
<b>WEEK 11 NOV 4-8</b>	Southern Continents: South Africa and Brazil	Artifacts & Summaries
<b>WEEK 12 NOV 11-15</b>		Comparative Analysis
<b>WEEK 13 NOV 18-22</b>		Draft of Final Paper
<b>WEEK 14 NOV 25-29</b>	<b>THANKSGIVING BREAK</b>	
<b>WEEK 15 DEC 2-6</b>		Final Paper
<b>WEEK 16 DEC 9-13</b>		Reflection