

Course Number	EDUC 374 (01) & (02)
Title	Introduction to International Comparative Education
CRN Number	40162 & 40163
Days	Each session is open for 8 days, with suggested pacing guidelines
Time	At a time, convenient, login multiple times per week for preparation, large and small group discussion and assignments
Course Location	Fully Online
Semester / Year	Fall 2020 – August 31 – December 12, 2020
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Office	Virtual Office Hours, Community Common Room or by phone
Hours	By appointment

WELCOME

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

Introduction to International Comparative Education

Overview of schooling through the exploration of diverse educational policies and practices from around the world. International comparative education topics include the purpose of schooling, equitable education, education authority and accountability, and teacher professionalism. Comparative analysis is introduced as a means of deepening understanding of the field. Class participants reflect on their own schooling in the international context. Appropriate for students considering teaching as a profession and those interested in international studies. May not be taken for credit by students who have received credit for EDUC 496-4

Detailed Focus

In an era in which schools are being closely examined in the context of an increasingly globalized world, educators must re-examine 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?

Course Objectives

After completion of this General Education course, participants should be able 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.

Unique Course Requirements

The class will be conducted online in its entirety and therefore requires the development of skills using course management tools in Moodle/Cougar Courses. 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 the assignments will be shared in the online environment with some or all of the course participants.

REQUIRED TEXTS, MATERIALS, AND ACCOUNTS

Mazurek, K. & Winzer, M.A. (2006). c, 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 Cougar Courses 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

- **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** to identify 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 following 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.

GENERAL CONSIDERATIONS

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, time and space are flexible, and therefore all course sessions must be completed. **Notify the instructor to negotiate modified deadlines for extenuating circumstances BEFORE missing activities/assignments.** In an online environment, time and space are flexible, 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! Therefore, **while focus discussion can continue after the session has ended, postings submitted after the session ends will not be graded for a grade.**

Students with Disabilities Requiring Reasonable Accommodations

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. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or make an appointment.

***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.

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.

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 assignments must be original work, clear and error-free. All ideas/material 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 accordingly.

Academic Honesty and Integrity: Students are responsible for the honest completion and representation of their work. Your course catalog details the ethical standards and penalties for infractions. There will be zero 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, following 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.

Refer to the full Academic Honesty Policy at

http://www.csusm.edu/policies/active/documents/Academic_Honesty_Policy.html

Plagiarism

As an educator, it is expected that each candidate (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.

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 about technology are at the discretion of the instructor. **Keep a digital copy of all assignments and posts as a backup in the event of a Course Management System malfunction (Moodle in Cougar Courses).** All assignments will be submitted online.

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. The instructor intends to respond to all received e-mails promptly. 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 to correct any confusion.

Credit Hour Policy Statement

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!

Course Format

Fully online (FO)

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/>

COURSE REQUIREMENTS

Assignment One: **Scholarly Comparative Analysis Dialogue Participation**

- In small group activities – 20%
- In large Group Activities – 20%

Assignment Two: **Artifact Summaries of Schooling – 30%**

Assignment Three: **Individual Reflections – 10%**

Assignment Four: **Comparative Analysis of Schooling Reflective Paper - 20%**

NOTE: As adjustments are made to the course in response to student learning needs, the number of points on for each learning task may vary, but the proportion weight of each assignment on the final grade will remain the same as in the distribution above.

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 11 PM
- **Large group** – Sun-Tue, complete by Tue 11 PM
 - **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 the flexibility of timing to accommodate many different student schedules.*

Course Assignment Details

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 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% of the course grade – 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 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 (which will be assigned specific points depending on the workload associated with the post but typically 5 points) and responses worth 5 points per week. There may be some weeks when there are no large group discussions.** The earlier and more thoughtfully you post, the better quality whole-class discussion we have!
- **20% of the course grade – 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 assigned typically 3-5 points and/or peer review responses of 3-5 points per week.**
- **10% of the course grade – Individual Reflections:** 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 the quality of notes and the completion of notes on all elements listed in the guide.
- In addition to the notes, the individual reflections will involve 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 three primary individual activities: **preparation, notetaking as described above, 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.**

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 cougar courses):

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.

30% of the course grade – Assignment Two: Artifact Summaries of Schooling

The objective of this assignment is to use search, interview, and technology skills to locate four high-quality current artifacts of schooling from five regions around the world from multiple perspectives and in multiple forms to identify 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 the 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 from 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
- 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 timestamp, 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 a 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)
- **The 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)
- **The 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 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 the 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 the 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 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.

20% of the course grade – Assignment Three: **Comparative Analysis of Schooling Reflective Paper**

The objective of this assignment is to articulate clearly, concisely and coherently in a 5-7 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 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 an assigned peer. Feedback from the peer is 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 drafts, peer review, and final draft are as follows:

- **10 points – Draft One – Outline** – This early sketch of the paper will include each of the elements of the final paper, brainstormed with a Peer Review partner. The elements include:
 -
 - First third: 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: 4 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 (at least three).
- **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.
- **20 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 will be used to determine the final grade:

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%

In cases where the assigned points on a given assignment exceed the percentage points for that assignment, the points out of 100 will be calculated as follows:

(Your score/total possible points on the assignment) X the weighted percentage for that assignment

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 to Cougar Courses. **While discussions in small-group and large-group forums may continue beyond the due date of the forum activity,**

only those discussion contributions posted within the designated forum discussion period will be graded. In the event of an emergency 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*

*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)
SESSIONS 1-3	INTRODUCTION TO COMPARATIVE EDUCATION	
Session 1 8/29 – 9/06	<p>Welcome to International Comparative Education</p> <p>Making Connections Course Structure Course Format</p> <p>What is the purpose of schooling?</p>	Read: M&W – pp. vii-12 (up to Why Bother?)
Session 2 9/05 - 9/13	<p>Impulses That Shape Education Developing a Profile of Schooling</p> <p>Search Strategies Artifact collection - practice</p> <p>What forces shape schooling? How do we learn about schooling in another country? What is an artifact?</p>	<p>Strengths/Weaknesses of an Artifact Summary Sources, Perspectives, Formats Artifact Search Interview Protocol (optional)</p> <p>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>
Session 3 9/12 – 9/20	<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	

<p>Session 4 9/19 – 9/27</p>	<p>Considering the Purpose of Schooling</p> <p>Why do we go to school?</p> <p>The 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>
<p>Session 5 9/26 – 10/04</p>	<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>
<p>Session 6 10/03 – 10/11</p>	<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>
<p>Session 7 10/10 – 10/18</p>	<p>Considering Gender Equity</p> <p>Who goes to school, and who decides?</p> <p>The Middle East/Southeast Asia (Pakistan & India)</p>	<p>Read: M&W pp. 168-204 Browse artifacts</p> <p>Artifact DUE – (No credit for duplicates) Group A – France Group B – England</p> <p>Notes on Pakistan/India</p> <p>Feedback on Course Format</p>
<p>Session 8 10/17 – 10/25</p>	<p>Considering Educational Accountability and Authority</p> <p>What is the appropriate balance between educational authority and accountability?</p> <p>New Europe (France & England)</p>	<p>Read: M&W pp. 205-245 Browse artifacts</p> <p>Artifact DUE – (No credit for duplicates) Group C – Japan Group D – South Korea</p> <p>Notes on France/England</p>

<p>Session 9 10/24 – 11/01</p>	<p>Considering Teacher Professionalism</p> <p>Who are the teachers? How are they prepared? Who decides the curriculum? What factors reinforce or hinder teacher professionalism?</p> <p>Pacific Rim (Japan & South Korea)</p>	<p>Read: M&W pp. 29-67 Browse artifacts</p> <p>Artifact DUE – (No credit for duplicates) Group A – United States of America Group B – Mexico</p> <p>Notes on Japan/South Korea</p>
<p>Session 10 10/31 – 11/08</p>	<p>Considering Our Own Experiences</p> <p>How might we place our schooling experiences in an international context?</p> <p>North American Neighbors (USA & Mexico)</p> <p>Draft One Outline construction</p>	<p>Read: M&W pp. 285-324 Browse artifacts</p> <p>Artifact DUE – (No credit for duplicates) Group C – Russia & Group D – Poland</p> <p>Notes on USA/Mexico</p> <p>DUE in Small Group: 1-2-page - Outline of Comparative Analysis Paper</p>
<p>Session 11 11/07 – 11/15</p>	<p>Reflection on Constant Comparison Method</p> <p>Self Review Draft One</p> <p>What are we learning from the Constant Comparative Method, and what is missing?</p> <p>New Europe (Russia & Poland)</p>	<p>Read: M&W pp. 246-283 Browse artifacts</p> <p>DUE: 3-5-page DRAFT ONE – Expanded Outline</p> <p>DUE: Self Review of Expanded Outline</p> <p>Notes on Russia/Poland</p>
<p>SESSIONS 12-14</p>	<p>COMPARATIVE ANALYSIS ACROSS CULTURES</p>	
<p>Session 12 11/14 – 11/22</p>	<p>Applying the Constant Comparison Method</p> <p>Peer Review Draft One</p>	<p>DUE: Submit DRAFT ONE to your peer partner in Small Group: 5-7 page DRAFT ONE</p>
<p>Session 13 11/21 – 11/29</p>	<p>Applying the Constant Comparison Method</p> <p>Peer Review Draft One</p>	<p>DUE in Small Group: Peer Review of DRAFT ONE</p>

<p>Session 14 11/28 – 12/06</p>	<p>Responses to globalization</p> <p>What are some educational responses to globalization?</p> <p>Common Core Standards / High Stakes Exams International Baccalaureate / Knowton / International Agencies / MOOCs / Online Learning</p>	<p>Read: Articles/Websites</p> <p>Explore responses to globalization Due - Sharing Our Insights</p> <p>Course Evaluations</p>
<p>Session 15 12/05 – 12/13</p>	<p>FINAL REFLECTIONS</p> <p>Reflections on the Comparative Perspective</p> <p>What has been illuminated by comparison with other countries?</p> <p>Placing Our Own Educational Experiences into the International Schooling Context</p>	<p>DUE - Final Paper Comparative Analysis of Schooling Paper</p> <p>Course Evaluations</p>

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 exam week.