

## XXXX XXX – INTERNATIONAL COMPARATIVE EDUCATION

### Detailed Course Outline Includes Some Instructor Notes

*Tentative Course Schedule: Subject to Adjustment  
Course Sessions (S1-S15 & Final Exam week) will be released each Monday*

*The best online strategy is to log in for 1-2 hours at a time throughout the week, completing work in short segments. Please note midweek deadlines.*

*Each weekly session is roughly:*

- 3 hours individually reading/watching/browsing assigned materials and completing small session activities such as a word sort, quizzes, choice questions, etc.
- 3 hours meeting in pairs/small groups/whole class
  - pairs – peer reviewing/responding
  - small groups – discussing session readings and questions/topics assigned for the small group, recording and posting small group notes
  - large or whole class forums – posting your responses to prompts, reading and responding to peer posts /reading both classmate and instructor summaries
- 3 hours preparing / developing / constructing assignments

*Sessions do vary by week so that the proportions may shift among individual/pair/small group/whole class activities. **If it is taking you more time than this to complete any session immediately contact the instructor who will make session adjustments.***

## INTRO TO COMPARATIVE EDUCATION – SESSIONS 1-3

### S1 – Course Introduction/Community Building/Dialogue Among Critical Friends

*Session guiding questions:*

- What interests you about international comparative education?
- Why are you going to school? Survey question
- What are course expectations? Grading criteria? Syllabus quiz
- What tools will support our learning?
- Who makes up our community?
- What is a 'critical friend'?

*Individual – Course expectations & Preparation for small and whole group work*

*Read/watch/browse:*

- Mini lecture – Welcome & Why compare schooling internationally?
- Syllabus Review – PPT & Quiz
- Course syllabus

Small group protocol, including dysfunctional group process. Page x syllabus

Critical Friend Articles (2)

- Swaffield, S. (2002). Contextualizing the work of the critical friend, 15<sup>th</sup> International Congress for School Effectiveness and Improvement, Copenhagen, January, p. 2-5. Obtain library permission access

Costa, A. & Kallick, B. (1993). Through the Lens of a Critical Friend, Educational Leadership, Vol. 51, No. 2, p. 49-51

<http://www.ascd.org/publications/educational-leadership/oct93/vol51/num02/Through-the-Lens-of-a-Critical-Friend.aspx>

Discussion Forum Rubric, p. x syllabus

Strategies for Posting and Responding

Take Syllabus Quiz

### ***Small Group – Introduction to Critical Friend Dialogue***

First few weeks you will be trying out small groups.

For this session groups are randomly assigned by the instructor. Some flexibility of grouping exists to remedy dysfunctional groups, and there is a process for dropping non-participating group members

Building Critical Friend (CF) Skills – Elements / Examples of CF Dialogue

### ***Whole Group – Getting to Know our Community***

Forum: Looking for Patterns in Stories of Learning – three-part post

*By Wed* – Tell a story about a significant learning experience you have had.

*By Fri* – Respond to three people with whom you sense a connection and tell them why.

*By Sun* – Read through posted stories and look for patterns, commonalities, or differences.

Are there any trends that emerge? Post one trend you notice that illustrates the trend, OR if you choose the same trend another classmate mentioned, expand it with a different example.

### ***Choice question: Reflection on the Purpose of Schooling***

Which do you think is the primary purpose of schooling?

Become an expert/Obtain a job/Prepare for citizenship/Learn to behave socially appropriately/Build communication skills/Pass a high stakes test/Keep kids off the street/Other

### ***Summary of Activities:***

Read/watch session materials, forum postings/small group notes, choice question, syllabus quiz, practice using course tools, read session summary

### ***Session Summary:***

Instructor posts session summary by 6 PM Monday, be sure to return to read it.

### ***Stretch readings/browsings/watchings:***

International Comparative Ed

National School Reform Faculty (excerpted from 1999 article) Critical Friend Tuning Protocol, Harmony Education Center

[www.nsrffarmoney.org/protocol/doc/constructivist\\_tuning.pdf](http://www.nsrffarmoney.org/protocol/doc/constructivist_tuning.pdf)

Stories of Learning

Short, A. The Art of Telling a Story

<http://www.storytelling.com.au/artshort.html>

Teachers around the world (2010-2012). Stories of Learning  
<http://storiesoflearning.com/Welcome.html>

## S2 – Comparative Education and Globalization

### *Guiding questions:*

- What is international comparative education? Why is it a valuable perspective?
- What is globalization?
- How does globalization impact what students learn around the world?

### *Individual – Prepare for small and whole group work*

#### *The Comparative Perspective and Globalization*

*Read/Watch/Browse:*

Mini-lecture – Comparative Ed & Globalization

Globalization in the Mirror of History Part One (~7 min) & Two (~7 min), What is globalization? Yale Global Online, A Publication of the Yale Center for the Study of Globalization (Scroll to the two-part history of globalization and watch both) <http://yaleglobal.yale.edu/content/about-globalization>

U.S. Education Pressured by International Comparisons, Education Week Spotlight, January 9, 2012, 4 p.

<http://www.edweek.org/ew/articles/2012/01/12/16overview.h31.html>

Comparison Between Education Systems in the USA, China and India (11:05 min)

<http://www.youtube.com/watch?v=mu5ubL0laI4&feature=youtu.be>

PISA video: Measuring Student Success Around the World (12:15 min)

<http://www.youtube.com/watch?v=q119ruSCLUA>

### *Small Group – Multiple Facets of Globalization*

*Globalization as a Force for Change – Imagine the Impact on Education*

Join a group by choosing which of the following quotes stimulates your thinking. limit 4 per group.

Use the small group protocol discuss one of the following quotes (Kubow & Fossum, 2007) while imagining the potential for impact on education. After discussing the quote in your group, browse the other groups to enhance your understanding of globalization to prepare for the whole group forums.

*Economic globalization has led to an environment of economic competition giving ascendancy to certain subject areas and fields of study while downplaying others. What might be evidence of this occurring?*

*Information/Communication Technology globalization has resulted in the relative busy work of gathering information and has teased learners away from the heavier lifting, sorting, evaluating and refining of information into something one can more correctly call “knowledge.” What might be evidence of this occurring?*

*The sociocultural notion of globalization presses cultures and people to recast the ways they define and identify themselves, resulting in complex multiple identifications as they navigate disparate cultural streams. What might be evidence of this occurring?*

*New moral and ethical imperatives have emerged from globalization requiring new mindsets about the nature and meaning of citizenship, literacy and social justice.*

*Changing conceptions of literacy based on the ability to participate in a technology intensive knowledge society may put the goal of worldwide literacy further out of reach for many. Young people are increasingly called to act as "world citizens" who fight against injustice anywhere in the world. What might be evidence of this occurring?*

*An historical view of globalization as illustrated by the "Globalization in the Mirror of History" presentations indicates a long history of globalization occurring. How has it changed over time? What do you think the changes will be in the next decade? Century?*

### ***Whole Group Forum: Value of the Comparative Education Perspective***

Two-part post

Given the potential for impact of the economic, information/communication technology, sociocultural and moral/ethical notions of globalization, reflect on the role of comparative education to explore and address key issues impacting schooling/educators/students.

By Wed – Reflect on the readings/watchings of this session, and articulate two things you learned about the value (positive/neutral/negative) of comparing education across nations. Support your assertions with specifics from the article/videos/sites.

By Fri - Browse through Wednesday postings and reply directly to two of them by choosing among three options:

- Agree with the assertion and extend it with another example from the article/videos; OR
- Disagree with the assertion and provide evidence from the article/videos to support your different viewpoint. Use appropriate critical friend language to disagree; OR
- Note a perspective you never thought about and explain how the assertion led to an "aha" moment for you.

By Sun – The first person to post a high quality summary of the entire forum between Friday at midnight and Sunday 6PM earns 5 extra credit points

### ***Summary of Activities:***

Reading/watching, forum postings/small group notes, read summaries

### ***Session Summary:***

Instructor posts session summary by 6 PM Monday, be sure to return to read it.

### ***Stretch readings/browsings/watchings:***

Globalization articles/videos/sites

Comparative education articles/videos/sites

## **S3 - Considering some impulses that shape education**

### ***Guiding questions:***

What are some of the forces that determine what and how students learn?

What is the impact of high stakes exams?

What are Common Core State Standards?

On what basis might you choose a country to explore schooling in some depth?

### ***Individual – Deciding what children learn in schools***

*Read/watch/browse:*

Mini-lecture – Why are schools the way they are? How might you decide a region to explore?

Schooling Around the World (M&W p. vii-xvii) Table of Contents & Preface

Self, E. (2011). What should be the outcomes of K-12 schooling? How do we know if we've achieved them? Blogpost, Association for Supervision and Curriculum Development (ASCD) Edge, a professional networking community for educators, ~ 8p.  
<http://edge.ascd.org/What-should-be-the-outcomes-of-K-12-schooling-How-do-we-know-if-weve-achieved-them/blog/3588625/127586.html>

Murray, J. (2008). Who should decide what children are taught? The Guardian, February 11, ~5 p. <http://www.guardian.co.uk/education/2008/feb/12/schools.uk2>

Gagnon, P. (1995). What Should Children Learn? The Atlantic online, December, ~13 p. <http://www.theatlantic.com/past/docs/issues/95dec/chlearn/chlearn.htm>

Lai, A. (July 30, 2012). 'National education' raises furor in Hong Kong, CNN, ~2 p. <http://www.cnn.com/2012/07/30/world/asia/hong-kong-national-education-controversy/index.html>

Knight, Skunberg, Langner & Aberson (students of Larry Cuban, professor of education, Stanford University) National Curriculum PPT, 16 slides.  
*National Curriculum - Larry Cuban on School Reform and ...*  
[larrycuban.files.wordpress.com/2011/07/eder711pres.ppt](http://larrycuban.files.wordpress.com/2011/07/eder711pres.ppt)

Lousin, A. (Sept 2009). Government Speech and the School Curriculum, Keohart.com, ~9 p. [http://www.keohart.com/opinions/Lousin\\_school\\_curriculum\\_who\\_decides](http://www.keohart.com/opinions/Lousin_school_curriculum_who_decides)

Frequently Asked Questions, Common Core State Standards, ~ 4 p. <http://www.corestandards.org/frequently-asked-questions>

Voices of Support, Common Core State Standards Initiative, View the following and note their roles: Dr. Lillian Lowery, Leah Luke, Jennifer Granholm, ~1-2 min each. <http://www.corestandards.org/voices-of-support>

Yong Zhao: No Child Left Behind and Global Competitiveness You Tube, ~11 min. <http://www.youtube.com/watch?v=U5nepSM7Lm8>

### *Small group – Deciding what children should know/Choosing a country to explore*

*Choose a group based on the following possible deciders of what children should know and be able to do, but once in the group feel free to take any positions and back them with evidence from session materials or others you have accessed. Limit 4 per group. Groups – Parents, School Administrators, District Administrators, Local School Boards, State Agencies, State Legislature, Federal Agencies, Federal Laws, Professional Educational Organizations, Academics working at universities.*

### *How is it decided what school children need to know or be able to do? Who decides?*

After reading / browsing / watching session articles/websites/videos, and discuss some of the forces at work and some of the stakeholders who make decisions about what and how children learn, and why those decisions are less straightforward than one might think.

### *Choosing where to study schooling around the world*

Brainstorm what region of the world you might like to explore in terms of schooling, why that region, and what country might be of interest. Note: Schooling Around the World focuses on 16 countries in particular. Multiple people might work on the same country, but you will each develop your own Education Brief.

Reflect on who you might interview with experience/knowledge of that country. What is the value of multiple perspectives? (e.g. administrator, community member, teacher educator, parent, teacher, child, etc.) *Instructor note: A list for the class to draw from will be generated by using campus contacts in Office of Global Education, Global Studies, colleagues who have gone to school around the world, study abroad students, etc.*

Post your small group notes on the two topics, and come to the whole group forums ready to make your cases about decision making for schooling.

### *Choice Question: Exploring Schooling Around the World*

Think about which of the following regions you would like to explore in terms of schooling: Pacific Rim, Middle East, Southeast Asia, Europe broadly speaking, North America, South America, Africa. Then post your response to the Choice Question. You are not bound by this “vote.”

### *Whole Group Forums: Who decides what we learn in schools and how do they decide?*

Many stakeholders weigh in on the way schools work. Elected government officials at federal and state levels, state agencies/departments, commissions, district superintendents, school principals, parents, teachers and students all offer unique perspectives on how school operates, what is taught, in what sequence, over what period of time, etc.

After reading/watching session articles/websites/videos, and discussing some of the issues surrounding who decides what children learn in school and how they learn it in your small groups, you have two posting options:

By Wed - Choose one force that impacts schooling decisions and describe whether you think it brings positive/negative/neutral results to decisions about schooling. Make your case using specific examples from the readings / watchings / browsings;

~OR~

By Wed - Choose one constituency/stakeholder group that impacts schooling and describe why you think they are likely to be positive/negative/neutral to decisions about schooling. Make your case using specific examples from the readings / watchings / browsings.

By Fri noon – The first person to post a high quality summary of the entire forum between Wednesday at midnight and Friday at noon earns 5 extra credit points

### *Individual Course mail:*

Email the instructor the name three countries you want to study/why, in order of preference.

### *Summary of Activities:*

Reading/watching, small group notes, forum post, choice question on region preferences, course email with country preferences, read session summary

### *Session Summary:*

Instructor posts session summary by 6 PM Monday, be sure to return to read it.

### *Stretch readings/browsings/watchings:*

Larsen (2008). *North American Insecurities, Fears, and Anxieties: Educational Implications*  
<http://dx.doi.org/10.1080/03050060802264777>

Hunt (2008). 'A Nation at Risk' and 'No Child Left Behind:.' *Déjà vu for Administrators?* Phi Delta Kappan, vol. 89, p. 580-585, library permission

## **S4 – Using multiple perspectives and the language of theoretical frameworks**

### *Guiding questions:*

- How is education/schooling undertaken around the world?
- What are some underlying assumptions, philosophies, conceptions of knowledge that guide the way schools are structured?
- What country's schooling will you be exploring further?

### *Individual – Assumptions that shape schooling*

#### *Read/watch/browse:*

Mini-lecture – Theories and perspectives that impact schooling

The language of theoretical frameworks – brief intro to role in comparative ed

- Structural-functionalist - modernization/human capital formation
  - Marxist – dependency/liberation
  - Post modern/post structuralist
- Intro to lenses to examine schooling in countries around the world
- Purpose of schooling,
  - Teacher as Professional,
  - Educational Access & Opportunity,
  - Educational Accountability & Authority.

Look up what country you will be studying/developing an Education Brief about in the next few weeks and begin to explore what you can find out about schooling in that country. ~30 minutes. Be ready to share two finds in S5.

Visser-Wijnveen, et.al. (2009). The relationship between academic's conceptions of knowledge, research and teaching, Teaching in Higher Ed, ~18p.

Chapter 2 The relationship between academics' conceptions of ...

<https://openaccess.leidenuniv.nl/bitstream/handle/.../chapter2.pdf?...1>

Nielsen (2001). Charts, Modern vs Post-modern, Course Module, Sociology 410, #3, 1 chart

<http://www.unc.edu/~nielsen/soci410/nm1/nm1.htm>

Kubow & Fossum (2007). Contrasting Interpretations of Observable Social & Educational Phenomena, Comparative Education – Exploring Issues in International Context, Fig. 2-4, Chart p. 59.

Take the quiz after completing the small and whole group forums.

### *Small group forum: Theoretical frameworks and Comparative Education*

*Choose your group by joining the theory that you most connected with for better or worse, although you will discuss all topics in the small group. Groups: Structural-functionalist, modern, human capital formation, Marxist, dependency, liberation, Post-modern, post-structuralist. Begin by sharing why you chose that group.*

Assumptions that underpin the way education is structured in a country arise from theories about education, knowledge and schooling. A number of these theories have been outlined in the “terminology” reading/mini-lecture and in the readings for this session. In your small group come up with metaphors for each of the theories that captures the essence of each. Post your small group notes, then join in on the whole group dialogue.

### *Whole group forum: Theories that drive schooling*

This is a one-part posting forum followed by a quiz.

By Wed – For each theory on the terminology list, come up with a metaphor or simile for it to help us better understand and remember the terms. Use metaphor to capture the essence, and provide an example from schooling that you relate to one of the theories. Choose ones no prior poster has used to earn credit. You will not be able to see classmate's postings until you post your own metaphors.

By Fri - Quiz Prep: Create a study sheet for your use that lists the metaphors/ theory they represent from the posts you think best capture the essence of the theory. Study it. Then take the quiz.

### *Perspectives/Theories Quiz:*

Take the quiz on theories that impact schooling

### *Summary of Activities:*

Reading/ watching, small group notes, forum posts, create study sheet, take quiz, country assignments will be posted this session, 30 minute browse for sources about schooling in your country, summaries.

### *Session Summary:*

Instructor posts session summary by 6 PM Monday, be sure to return to read it.

### *Stretch readings/browsings/watchings:*

*Durkheim, Foucault, Nietzsche, Marx, Morrow, Torres, Dandaneau, etc.*

## **DEVELOPING A PROFILE INTO A BRIEF – SESSIONS 5-7**

### **S5 – Developing a profile of education in one country – A mini-study**

#### *Guiding questions:*

What were you able to locate about schooling in your country in S4's 30-minute browse?  
What is an Education Brief?

#### *Individual – Explore Education Brief assignment*

*Read/watch/browse:*

Mini-lecture –Intro to Ed Brief assignment - 4 lenses – process / Example briefs – product  
Education Brief Assignment PPT

Introduction to Studying Schooling in One Country - Constructing an Education Brief

- Multiple perspectives – different constituents/lenses/authorities,
- Multiple formats (text, video, audio, images, charts/tables, etc.),
- Multi-focused (settings/shelters, supplies/resources, curriculum/topics, teaching strategies, extracurricular activities)
- Identify your interviewee and make contact.

M&W Chapter 1 – thru 'Why Bother?' (p. 3 – top of p. 13)

Identify interviewee and locate contact information (assistance available from instructor)

Browse the internet by searching for "Education Briefs" to look for some examples, and make note of the elements you find helpful for you as a reader, and the format that best supports access to the information.

### *Small group – Elements of an Ed Brief*

In order to comparatively analyze schooling across the world, we need some basic information about schooling in various countries. Our text provides that thumbnail, and we will distill the information further by creating "Education Briefs" about 16 different countries based on the writings of teacher educators/scholars familiar with or in those countries. Based on your search using "education brief" to prepare for this group, answer the following questions:

- What is an Education Brief?
- What formats are most helpful to Brief readers?
- What are some examples of accessible/high caliber Education Briefs?

In your short browsing for materials about schooling in your country, what did you locate of high caliber and interest? Share two finds. How do you know if they are high quality? What counts as good quality and why? Talk about search strategies you used. We will examine search strategies further next session. Be ready to share some resources in S6 that you can demonstrate are high caliber. Post your small group notes, then join in on the whole group dialogue.

### *Whole Group Forum: Ed Brief Q&A*

#### *Q/A about Education Brief Assignment*

Posted reflections, questions/answers about Education Briefs might take the following forms. Be sure to post your own, then respond to three classmates.

- Option One – post a question
- Option Two – post an answer in response to a posted question
- Option Three – make a comment or suggestion about developing the Ed Brief

### *Summary of Activities:*

Reading/watching, identify interviewee and contact information, 30-minute browse for education briefs, small group notes, forum posts, summaries.

### *Session Summary:*

Instructor posts session summary by 6 PM Monday, be sure to return to read it.

### *Stretch readings/browsings/watchings:*

Example Education Briefs

## **S6 – Strategies for locating and assessing sources**

### *Guiding questions:*

How will *Schooling Around the World* support your mini-study?

Social Fabric/Schooling/Successes, Challenges & Debates

How do we determine the quality of a resource?

What is a good question? How will we ask?

### *Individual – Asking questions & locating resources*

*Read/watch/browse:*

Mini-lecture /PPT – Asking good questions/Types of questions (point of information, probing, posing)/Conducting a quality search/Impact of perspective/Insider knowledge/conducting an interview/using *Schooling Around the World*

M&W – Read the Chapter associated with your country (Ch. 2-17) average ~15-30 p.

*Interview strategies – what, how and who to ask*

Spradley, Asking Descriptive Questions, ~ 17 p.

[https://docs.google.com/viewer?a=v&q=cache:glu9xi5SuQ:ian.ucc.nau.edu/~pms/cj355/readings/spradley.pdf+&hl=en&gl=us&pid=bl&srcid=ADGEEFSh6DS-iQuUkxNvNRmhc-BAoZA5vkaipf\\_YinqTzfq9M8AeRj0T1PkVasWDKhrRMczQ1I5QZdn0E8lI0-HCRc\\_TfUHVhWfFmvdqbdPtDFQOpTvDqj-cffNgXv\\_LyGrKaQH01HhLjU&sig=AHIEtbRV10Ve9yDYvIkqcsDOFVqAAwX--A](https://docs.google.com/viewer?a=v&q=cache:glu9xi5SuQ:ian.ucc.nau.edu/~pms/cj355/readings/spradley.pdf+&hl=en&gl=us&pid=bl&srcid=ADGEEFSh6DS-iQuUkxNvNRmhc-BAoZA5vkaipf_YinqTzfq9M8AeRj0T1PkVasWDKhrRMczQ1I5QZdn0E8lI0-HCRc_TfUHVhWfFmvdqbdPtDFQOpTvDqj-cffNgXv_LyGrKaQH01HhLjU&sig=AHIEtbRV10Ve9yDYvIkqcsDOFVqAAwX--A)

*Conducting a quality search*

Evaluating Internet Resources, Georgetown University Library, ~3p.

<http://www.library.georgetown.edu/tutorials/research-guides/evaluating-internet-content>

*Selected Resources about countries:*

Strong Performers, Successful Reformers – Choose one or two to explore

<http://pearsonfoundation.org/oced/>

OECD PISA Country Profiles

<http://pisa.country.acer.edu.au/>

*Research Zone:*

Take some time for free exploration of schooling in your country looking for articles / websites / video / podcasts. Locate between 5-10 quality sources in addition to your chapter. Use Chapter references for some ideas. Check with your librarian in person or using online databases. Browse Comparative Education/International Education journals. Were your initial “finds” in S5 high caliber? Why or why not?

Brainstorm questions you might ask about schooling in your country in an interview. Draft three to share in your small group, one each of a point of information, probing, posing nature.

*Interview:*

After completing small and whole group activities, contact interviewee and schedule the interview

***Small Group: Strategies for locating and assessing resources / brainstorming interview questions***

*As you arrive for small group work, join the first group, when it reaches four, join group two, when that reaches four, join group three and so on. First come first serve groups this week, early birds together and later arrivers distributed in consecutive groups.*

After completing reading/watching/browsings, discuss your best strategies for locating resources by explaining the strategy and what you found. Then brainstorm some interview questions by offering the three example questions either you thought up or located that come from the three types of questions (point of information, probing, posing) and refining them together. Remember our focus on the four lenses (Purpose of schooling, Teacher as Professional, Educational Access & Opportunity, Educational Accountability & Authority) so in particular look for resources on those aspects of schooling in your country, along with other key characteristics. Post small group notes and join the whole group forums.

***Whole Class Forum: Locating Resources & Asking Good Questions***

By Wed - Locating resources:

More heads are better than one, so in this forum we will share best practices for locating quality resources and some examples of what we found. If you located things for a classmate's country, post the link and a brief description as well. Share high quality two sources you located for your country using a brief description and a link/source, and tell where/how you found them. What was it about the resource that was so valuable?

By Fri – Posing Interview Questions:

Pose three interview questions (one of each type or other) that you think would reveal key information about schooling in the country you are studying and describe the role of the individual you plan to interview. Be sure to identify whether what type of question it is: point of information, probing, posing or other.

By Sun – The first person to post a high quality summary of the entire forum between

Wednesday at midnight and Friday at noon earns 5 extra credit points

### *Peer Review: Quality of sources*

Check quality of the 5-10 sources your peer located, and rate the overall caliber based on the quality and appropriateness of the sources and the information they provide using a 5 point scale with 5 being the highest caliber and appropriate number, and 1 the lowest caliber and inadequate number. Include the quality of the interviewee. Then use the scale provided in the syllabus to rate the caliber of feedback your peer provided to you. In addition to the rating, they should provide you with specific suggestions for improvement. Use the form provided and submit it when complete, according to the deadline indicated..

### *Summary of Activities:*

Reading/watching, search for resources, draft interview questions, small group notes, forum postings, read list of interview questions from forum summary by student and instructor, contact interviewee and schedule the interview, Peer Review 5-10 sources, read summaries.

### *Session Summary:*

Instructor posts session summary by 6 PM Monday, be sure to return to read it.

### *Stretch readings/browsings/watchings:*

Interviewing articles

More resources for schooling in various countries

## **S7 – Constructing an Education Brief**

### *Guiding questions:*

What are the elements of quality brief?

What is the purpose for distilling detailed information into concise, coherent statements?

What format will best convey the characteristics of schooling in the country under study?

### *Individual: Elements of a "brief"*

*Reading/watching:*

Mini-lecture – Deconstructing a brief/example briefs/4 lenses/conducting interview

*Work time – 'Education Brief' construction zone –*

*Due by Fri S7 - Draft Brief for Peer Review, exchange with peer by Friday*

*Due S8 - Final Ed Brief with revisions based on peer feedback  
Reading/Watching*

Distilling  
Describing  
Formatting/Constructing  
Conduct the interview, analyze it, and plan how to include what you learned in the brief

### *Small group: Support during "brief" construction – OPTIONAL*

This week's small group is optional as needed for support. The groups are those classmates studying the same country or the same region.

Share challenges/successes with constructing the Education Brief, support small group through the process, brainstorm solutions to challenges. Any groups posting small group notes this week will receive 5 points extra credit if they are based on group support for Ed Brief construction.

### *Peer Review: Draft One – Education Brief*

Partners respond to Draft One of Education Brief, complete response form and submit  
Due S8 – Final draft of Ed Brief with revisions based on peer feedback

### *Session Activities:*

Read/watch/browse, conduct interview, construct draft of brief, support small group mates, small group notes, read summaries

### *Session Summary:*

Instructor posts session summary by 6 PM Monday, be sure to return to read it.

### *Stretch readings/browsings/watchings:*

Example briefs  
Issue and Policy Briefs, Alliance for Excellent Education  
[http://www.all4ed.org/publication/material/issue\\_policy\\_briefs](http://www.all4ed.org/publication/material/issue_policy_briefs)

ASQ's Education Brief, The Global Voice of Quality in Education  
[http://asq.org/education/update\\_info.html](http://asq.org/education/update_info.html)

## **COMPARATIVE ANALYSIS METHOD – SESSION 8**

### **S8 – Grounded Theory: Looking for patterns**

#### *Guiding questions:*

Using comparative analysis, how do we make sense of data across countries?  
From what perspective(s) might we explore?  
How do other lenses through which we look at schooling color what we see? (gender, specific curricular area, school calendar/day, setting, extracurricular activities, etc.)  
What is the constant comparative method?

#### *Individual: Methods of Analysis*

##### *Read/watch/browse:*

Mini-lecture – grounded theory/simple comparative analysis (reading carefully, looking for patterns, noting discrepancies, naming key characteristics, noting outliers)/step by comparative analysis process/looking closely at Education Briefs

Elements of Grounded Theory – Glaser website

What is Grounded Theory? ~3p.

<http://www.groundedtheory.com/what-is-gt.aspx>

Grounded Theory is the study of a concept! ~5 min.

<http://www.youtube.com/watch?v=0cpXalQDnLk>

High impact dependent variables, ~ 6 min.

<http://www.youtube.com/watch?v=WwR9K17ku10>

Jargonizing: Using the Grounded Theory vocabulary, ~ 7 min.

<http://www.youtube.com/watch?v=r6RpQe1vS1k>

Complete “word sort” activity – use your strategy for small and whole group activities

DUE - Final Education Brief

Submit final Education Brief in two places: Whole Group Ed Brief Submission Forum, and Assignment Drop Box

### *Small Group: Word sort/Grounded theory & comparative analysis connections*

Choose a group based on your favorite characteristic of Glaser’s notion of Grounded Theory: minimize preconceptions, face to face interviews, participant observation, analysis leads the way, relating data to ideas, naming what you see, taking short notes or “memoing” to yourself, sorting and winnowing, making sense of chaos, looking with new eyes, honing your antennae.

Begin by sharing your groups of words and strategy for sorting in the “word sort” activity, name your categories and sorting criteria. What do you notice? Does everyone sort the same way? Have the same categories? Call them the same thing?

Come up with *simple* consensus definitions for grounded theory and comparative analysis based on discussions and the word sort experience. Post your small group notes and join the whole group conversation.

### *Whole Group Forums: Comparative analysis of words and briefs*

Word Sort Activity – Looking for patterns

This is a two-part post

By Wed - After completing the “word sort” activity, post your own groups of words with commonalities, and the name you gave each group to demonstrate your method of sorting.

By Fri – Read through the sorting strategies used by classmates, and articulate one thing you learned from this word sorting activity about the comparative method.

By Sun 6PM – The first person to post a high quality summary of the entire forum between Friday at midnight and Sunday at noon earns 5 extra credit points

Comparative Analysis of two briefs

This is a two-part post. Note to instructor - Provide links to two education briefs

By Wed – Analyze two example briefs using the constant comparative method and a lens of your choosing, then post three assertions determined through the analysis, and describe the lens you used.

By Fri – Read through the posted assertions/lenses and make a comment about the commonalities and differences in the analyses by your classmates. Do you notice any trends/patterns? How did the lenses influence the trends/patterns noted?

By Sun – The first person to post a high quality summary of the entire forum between Wednesday at midnight and Friday at noon earns 5 extra credit points

Education Brief Submission – Schooling in \_\_\_\_\_ (Your Country)

This is a two-part post.

By Mon – Post and submit the brief you constructed in two places – as an attachment to a post in this forum, along with a brief explanation of your success/challenges preparing the brief, and submitted in the appropriate assignment space. In your post list one thing you learned about the joys of the “brief” format, and one frustration with the format. By Wed – Browse through posts and briefs, and reflect on them. Then either ask a question or make a critical friend comment on three classmate’s posts/briefs. What patterns do you see?

#### **Session Activities:**

Reading/watching, small group notes, word sort example, comparative analysis of two briefs, read summaries, **Due** – Complete and post education brief about your country, submit brief in whole group forum and assignment spaces

#### **Session Summary:**

Instructor posts session summary by 6 PM Monday, be sure to return to read it.

#### **Stretch readings/browsings/watchings:**

Comparative analysis and Grounded theory articles, strategies for comparing

Suddaby, R. (2006). From the Editors: What Grounded Theory is not, *Academy of Management Journal*, Vol. 49, No 4, p. 633-642.

[FROM THE EDITORS: WHAT GROUNDED THEORY IS NOT](#)

Charmaz, K. (2012). *Grounded theory* - SlideShare, some examples of data analysis  
[www.slideshare.net/clauidacar/grounded-theory-11679304](http://www.slideshare.net/clauidacar/grounded-theory-11679304)

## **COMPARATIVE ANALYSIS ACROSS CULTURES – SESSIONS 9 – 15**

### **S9 – Considering the Purposes of Schooling**

#### **Guiding questions:**

What are the reasons children go to school?  
How do curricular choices shape childrens’ learning experiences?

*Individual: Why go to school? / Intro to Schooling Reflection and Comparative Analysis Paper Assignment*

*Read/Watch/Browse:*

Mini-lecture – purposes of schooling/Introduction to final Reflective Paper assignment/Writing in phases, Due dates - Outline S10, First Draft S12, Final Draft S14

Chapter 4 – *The three curricula all schools teach*; In Eisner, Elliott (1979). *The Educational Imagination*, Macmillan, ~22 p.

[THE EDUCATIONAL IMAGINATION](#)  
[people.cehd.tamu.edu/~pslattery/.../EducationalImagination.pdf](http://people.cehd.tamu.edu/~pslattery/.../EducationalImagination.pdf)

The Hidden Curriculum, Teacher Tube video, ~4 min.

[http://www1.teachertube.com/view/Video.php?video\\_id=84180](http://www1.teachertube.com/view/Video.php?video_id=84180)

#### **Small Group: Formal and informal purposes of schooling**

*Choose your group by joining either an explicit, implicit or null curriculum group. You will be of course discussing all of them and other session topics, but begin by sharing why you chose the group you did.*

Why do children go to school? The question is simple, but the number of reasons may surprise you. Begin with your own answer from your own experience, then share what you have learned from some of the session materials and come up with your group's top consensus purpose for schooling, then go back to the Choice Question in Session One and remind yourself how classmates responded.

Eisner asserts there are three school curriculums: explicit, implicit and null. Brainstorm examples of each type in your small group both from your experience and from the session materials, and be ready to explain/illustrate them in the whole group.

Finally, celebrate the completion of your education brief together! Post your small group notes and join the whole group forums.

### ***Whole Group Forum: Eisner's View of Three Curricula Schools Teach***

*Instructor Note: Or use Wiki Tool to Co-construct "slides" that illustrate examples of the three curricula*

Three Curricula That All Schools Teach – What do they look like?

This is a two-part post.

Eisner asserts there are three curricula that all schools teach.

By Wed – Post an example that illustrates one of Eisner's curricula through a story from your own school experience or from session/browsing materials.

By Fri – Make a connection with two classmate's posting by offering another example  
By Sun – The first person to post a high quality summary of the entire forum between Wednesday at midnight and Sunday at noon earns 5 extra credit points

### ***Summary of Activities:***

Reading/watching, comparative analysis of countries notes, small group notes, forum posting, read summaries

### ***Session Summary:***

Instructor posts session summary by 6 PM Monday, be sure to return to read it.

### ***Stretch readings/browsings/watchings:***

Three Curricula Schools Teach - Student constructed collaborative PPT

## **S10 – Considering Teacher Professionalism / Comparative Analysis – Pacific Rim**

### ***Guiding questions:***

How do differing conceptions of the role of the teacher shape schooling in societies?

How do societal norms and cultural expectations influence schooling?

What is the appropriate balance between outside control and teacher autonomy?

How do teacher preparation practices differ among countries?

### ***Individual: Teacher Professionalism / Comparative Analysis – Pacific Rim***

#### ***Reading/watching:***

Mini-lecture – from K&F Ch 6 – Examining Teacher Professionalism/Comparative Analysis notes (individual)

Pacific Rim briefs (Japan, South Korea, China & Australia). Once you have read the briefs, use comparative analysis to look for patterns, see emerging trends, and note differences. Jot down your thoughts for use in the small and large group forums later in the session. Note questions/comments that arose as you analyzed the four briefs comparatively. Submit your rough notes in the "Comparative Analysis Notes" assignment link for completion credit.

Instructor Note: create form with four boxes

Due – Outline of Reflective Paper

Browse: Wang, A. et al. (2003). *Preparing Teachers Around the World* - ETS, Educational Testing Service, ~50 p. [www.ets.org/Media/Education\\_Topics/pdf/prepteach.pdf](http://www.ets.org/Media/Education_Topics/pdf/prepteach.pdf)

Fullan, M. & Hargreaves, A. (xxxx). Reviving Teaching With 'Professional Capital,' Education Week – *get library permission*, ~ pg #

Gray, S.L. (2007). Teacher as Technician: semi-professionalism after the 1988 Education Reform Act and its effect on conceptions of pupil identity. *Policy Futures in Education*, 5(2), 194-203. <http://dx.doi.org/10.2304/pffe.2007.5.2.194> - type in number as indicated to access full text.

Browse: National Education Association (2012). *Transforming Teaching: Connecting Professional Responsibility with student learning*. A Report to the NEA, ~46 p. [www.nea.org/assets/docs/TransformingTeaching2012.pdf](http://www.nea.org/assets/docs/TransformingTeaching2012.pdf)

Scottish Government site (2012). Roles and responsibilities – Learners, Education Scotland, ~1 p.

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/about/partnership/rolesandresponsibilities/learners.asp>

Scottish Government site (2012). Roles and responsibilities – Teachers and Practitioners, Education Scotland, ~ 1p.

<http://www.educationscotland.gov.uk/learningteachingandassessment/assessment/about/partnership/rolesandresponsibilities/teachers.asp>

### ***Small Group: Role of a teacher / Comparative analysis – Pacific Rim***

*Instructor Note: provide guide/focus for comp analysis*

After reading/browsing/watching session materials, discuss the nature of the role of a teacher in schooling. What does it mean to be a professional? Are teachers instead more like technicians?

Discuss what arose from your comparative analysis of the four countries we are examining this week. What patterns emerged? Where did you find gaps and differences? What questions arose?

### ***Whole Group Forums: Teacher as professional or technician?/Pacific Rim analysis***

*Teacher as professional or technician*

By Wed – Answer the two questions:

How is a teacher like a professional?

How is a teacher like a technician?

Use specific examples from the readings to back your answers.

By Fri – Browse the postings:

- Respond to one you agree with and extend the posting with another example,
- Respond to one you disagree with as a critical friend and provide a counter example to support your position,
- Respond to one you gave you an “aha” moment when you read it, and say why.

*Choice Question: Weigh in –*

Is a teacher more like a professional or more like a technician?

### ***Comparative Analysis Forum – Pacific Rim:***

*Note to Pacific Rim Neighbors Education Brief Authors - Since Education Brief is being discussed this week take a leadership role in facilitation of the forum, and also post a brief summary of the forum no later than Sunday at 6PM.*

Stay aware of the lenses you are using to comparatively analyze schooling among these countries: Focus on Purpose of schooling / Teacher Professionalism / Educational Accountability / Educational Access & Opportunity, other lenses, and specify lenses you are using. It is fine to add in a comparison with the country you studied if it is not one of those focused on this week.

International Comparison Briefs – Pacific Rim: Japan/South Korea/China/Australia

By Fri – Describe the lens(es) used in your analysis, your reflections on the comparison, and one surprise that arose. Be sure to use specific text/examples from the Briefs or other sources that are named to support your analysis.

By Sun – Read forum posts and respond to three by:

- Extending the post with another example, or
- Asking for clarification of an assertion in another post, or
- Offering an alternative assertion with an example.

### *Summary of Activities:*

Reading/watching, small group notes, forum posts, comparative analysis of countries notes, choice question, forum summaries, Due – Outline of Reflective Paper

### *Session Summary:*

Instructor posts session summary by 6 PM Monday, be sure to return to read it.

### *Stretch readings/browsings/watchings:*

Couthlan, S. (May 2012). China: The world's cleverest Country? BBC News – Business.

<http://www.bbc.co.uk/news/business-17585201>

## **S11 – Considering Educational Access & Opportunity / Comparative Analysis – North American Neighbors**

### *Guiding questions:*

What responsibilities do educators, governments, and others have in educating citizens?

Who decides who goes to school and where? On what basis?

### *Individual: Access & Opportunity / North American neighbors*

*Read/watch/browse:*

Mini-lecture Educational Access and Opportunity – instructor resource K&F Ch 4

North American Neighbors Education Briefs -United States & Mexico

Once you have read the briefs, use comparative analysis to look for patterns, see emerging trends, and note differences. Jot down your thoughts for use in the small and large group forums later in the session. Note questions/comments that arose as you analyzed the four briefs comparatively. Submit your rough notes in the “Comparative Analysis Notes” assignment link for completion credit.

Friere (1970, 1993). Pedagogy of the Oppressed, Chapter 2

UNESCO Education for All (EFA) program (browse goals, history, mission, strategy)

<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/>

Global Access to Education is Critical (Oct 2011). Global Campaign for Education, United States Chapter, The Tennessean, ~1 p.

<http://www.campaignforeducationusa.org/news-and-resources/in-the-news/global-access-to-education-is-critical>

Reaching Out-of-School Children, United Nations Educational, Scientific and Cultural Organization (UNESCO) Institute for Statistics, browse various website links.  
<http://www.uis.unesco.org/Education/Pages/teaching-00sc.aspx>

Increasing Access to Education, Global Fund for Women, browse various tabs.  
<http://www.globalfundforwomen.org/what-we-do/access-to-education>

School Vouchers: The Wrong Choice for Public Education, Anti-Defamation League, use links at bottom of page to read all 5 pages.  
[http://www.adl.org/vouchers/vouchers\\_main.asp](http://www.adl.org/vouchers/vouchers_main.asp)

A Generation of School Voucher Success, The Wall Street Journal Opinion, *get library access to full text*  
<http://online.wsj.com/article/SB10000872396390444184704577585582150808386.html>

### *Small Group: Vouchers as one strategy for access & opportunity*

After reading/browsing/watching session materials, discuss access and opportunity for children going to school. How are decisions made about who goes and to what schools? How equitable are those decisions? What barriers to going to school exist worldwide? How are vouchers one response to access to a quality education in the United States?

Discuss what arose from your comparative analysis of the two countries we are examining this week. What patterns emerged? Where did you find gaps and differences? What questions arose?

### *Whole Group Forums: Taking a stand on vouchers / North American neighbors*

*Educational Access - Taking a stand on vouchers*

This is a two-part post.

Historically only children of the elite were educated and typically by private tutors. In some countries a test determines how far a child goes in school. Still other countries primarily educate males. Not too long ago children with a limited range of abilities were schooled separately. This week as we look at schooling in the US and Mexico we might think about a contemporary access/opportunity issue and one response in the U.S. and that is vouchers.

By Wednesday – After reading Friere, browsing the UNESCO EFA site, considering the mini-lecture, and reading articles on some of the pros/cons of vouchers, take a stand on the issue of school vouchers. Use excerpts from the readings/browsing to support your stand. How do vouchers address the issue of access and opportunity in the U.S.?

By Friday – Browse the posts of classmates about vouchers, and comment on three as a critical friend:

- One you agree with and expand the argument with another example,
- One you disagree with respectfully and support your opposing view with evidence from the readings/watchings,
- One that inspired you to think in a way you hadn't previously thought about vouchers, and say why.

By Sun – The first person to post a high quality summary of the entire forum between Wednesday at midnight and Sunday at noon earns 5 extra credit points

### *Comparative Analysis Forum: North American Neighbors*

*Note to North American Neighbors Education Brief Authors - Since Education Brief is being discussed this week take a leadership role in facilitation of the forum, and also post a brief summary of the forum no later than Sunday at 6PM.*

If your Education Brief is being discussed this week, take a leadership role in facilitation of the forum. Stay aware of the lenses you are using to comparatively analyze schooling among these countries: Focus on Purpose of schooling / Teacher Professionalism / Educational Accountability / Educational Access & Opportunity, other lenses, and specify lenses you are using. It is fine to add in a contrast with the country you studied if it is not one of those focused on this week.

International Comparison Briefs - North American neighbors - United States/Mexico  
By Fri – Describe the lens(es) used in your analysis, your reflections on the comparison, and one surprise that arose. Be sure to use specific text/examples from the Briefs or other sources that are named to support your analysis.  
By Sun – Read forum posts and respond to three by:

- Extending the post with another example, or
- Asking for clarification of an assertion in another post, or
- Offering an alternative assertion with an example.

### *Peer Review – Outline of Reflective Paper*

Respond to peer, then complete peer review form and submit

### *Summary of Activities:*

Reading/watching, small group notes, forum postings, comparative analysis of countries notes, peer review of Reflective Paper outline, and read summaries

### *Session Summary:*

Instructor posts session summary by 6 PM Monday, be sure to return to read it.

### *Stretch readings/browsings/watchings:*

## **S12 – Considering Educational Accountability and Authority / Comparative Analysis – The New Europe**

### *Guiding questions:*

What is the appropriate balance between authority and responsibility in relation to education?

In what ways is teacher authority evident? In what ways is it absent?

How are the tasks and responsibilities of teaching formally assessed? Informally judged?

How is learning assessed?

What are teacher's roles in carrying out school and teaching reforms/improvements, and in judging their success?

### *Individual: Accountability & Authority – Tests, tests and more tests / Comparative analysis – The New Europe*

#### *Read/Watch/Browse:*

Mini-lecture: Educational Accountability & Authority, K&F Ch 5 – instructor resource

The New Europe Education Briefs: France, England, Russia, Poland

Once you have read the briefs, use comparative analysis to look for patterns, see emerging trends, and note differences. Jot down your thoughts for use in the small and large group forums later in the session. Note questions/comments that arose as you analyzed the four briefs comparatively. Submit your rough notes in the "Comparative Analysis Notes" assignment link for completion credit.

Cuban, L. (1990). Reforming Again, Again, and Again, Educational Researcher, Vol 19, No. 1 (Jan-Feb 1990, p. 3-13. Get library permissions/access.

Darling-Hammond, L. (2010). Evaluating Teacher Effectiveness: How Teacher Performance Assessments Can Measure and Improve Teaching, October, Center for American Progress. [Evaluating Teacher Effectiveness - Center for American Progress](http://www.americanprogress.org/wp-content/.../teacher_effectiveness.pdf)  
[www.americanprogress.org/wp-content/.../teacher\\_effectiveness.pdf](http://www.americanprogress.org/wp-content/.../teacher_effectiveness.pdf)

Mintrop, H. (2004). High-Stakes Accountability, State Oversight, and Educational Equity, Teachers College Record. Get library permissions/access

Using Student Tests to Measure Teacher Quality (2004). Assessment Brief, Center for Assessment and Evaluation of Student Learning  
[Using Student Tests to Measure Teacher Quality - CAESL, the ...](http://www.caesi.org/briefs/Brief9.pdf)  
[www.caesi.org/briefs/Brief9.pdf](http://www.caesi.org/briefs/Brief9.pdf)

Sandel, M. (May 22, 2012). Should we pay children to read? YouTube  
<http://www.youtube.com/watch?v=wMMqV91U2g&feature=plcp>

Kai Ami, Karim (July 23, 2012). Khan Academy: The Hype and the Reality, Karim Kai Ani, is a former middle school teacher. Blogpost on Larry Cuban on School Reform and Practice site. The post appeared in Valerie Strauss's "Answer Sheet" in the Washington Post, July 23, 2012. Sal Khan's response follows.

<http://larrycuban.wordpress.com/2012/07/27/khan-academy-the-hype-and-the-reality-karim-kai-ami/>

Due – Draft one of Reflective paper

### *Small Group: Do tests help? Comparative analysis – The New Europe*

After reading/watching/browsing session materials consider both how we determine whether quality teaching/learning are occurring, and how we decide what to do when it is not. How might teacher tests help? How might student tests help? What other strategies might help us hold schools and teachers accountable for student learning? What are some remedies when student performance does not measure up? Post small group notes, and join the whole group forums.

Discuss what arose from your comparative analysis of the four countries we are examining this week. What patterns emerged? Where did you find gaps and differences? What questions arose?

### *Whole Group Forums: Paying students and teachers for performance?*

*Motivation for learning:*

One remedy to low student performance has been to try paying students to improve their performance. What are some of the ethical and practical issues related to this practice? Should we pay children to read?

By Wed - Choose pro/con side of argument, provide evidence from searching web for information on states that have tried it. Read classmates' arguments.

By Fri – Be a critical friend by either extending two classmates' arguments with another example each, OR refuting two classmates' arguments with an example each.

By Sun – The first person to post a high quality summary of the entire forum between Wednesday at midnight and Sunday at noon earns 5 extra credit points

### *Choice question: Motivation for Teaching*

Should we pay teachers a bonus when student achievement rises?

*Instructor note: Teacher version/not student: Study looked at 3 variations in Texas. Pay at end of year \$4,000 bonus if children improve, pay throughout year on monthly basis if they achieve that month, pay \$4,000 bonus at beginning of year, take it back if fall short of achievement goals—3<sup>rd</sup> option made a difference...others not in terms of student achievement. Teachers would not give up on a child, knowing they would have to return bonus -*

### ***Comparative Analysis Forum: The New Europe***

*Note to The New Europe Education Brief Authors - Since Education Brief is being discussed this week take a leadership role in facilitation of the forum, and also post a brief summary of the forum no later than Sunday at 6PM.*

Stay aware of the lenses you are using to comparatively analyze schooling among these countries: Focus on Purpose of schooling / Teacher Professionalism / Educational Accountability / Educational Access & Opportunity, other lenses, and specify lenses you are using. It is fine to add in a contrast with the country you studied if it is not one of those focused on this week. International Comparison Briefs - The New Europe - France/England/Russia/Poland  
By Fri - Describe the lens(es) used in your analysis, your reflections on the comparison, and one surprise that arose. Be sure to use specific text/examples from the Briefs or other sources that are named to support your analysis.  
By Sun - Read forum posts and respond to three by:

- Extending the post with another example, or
- Asking for clarification of an assertion in another post, or
- Offering an alternative assertion with an example.

### ***Summary of Activities:***

Reading/watching: small group notes, forums, summaries, choice question, comparative analysis of countries notes, Due Draft One of Reflective paper

### ***Session Summary:***

Instructor posts session summary by 6 PM Monday, be sure to return to read it.

### ***Stretch readings/browsings/watchings:***

## **S13 – Considering Indigenous Knowledge / Comparative Analysis – The Southern Continents**

### ***Guiding questions:***

What are some similarities and differences in the kinds of knowledge and approaches to education and learning between Indigenous and Settler societies?

### ***Individual: What do the locals know and does it matter? Analysis of the Southern Continents***

#### ***Read/Watch/Browse:***

Mini-lecture: Incorporating Indigenous Knowledge into Formal Schooling

The Southern Continent - South Africa & Brazil Briefs

Once you have read the briefs, use comparative analysis to look for patterns, see emerging trends, and note differences. Jot down your thoughts for use in the small and large group forums later in the session. Note questions/comments that arose as you analyzed the four briefs comparatively. Submit your rough notes in the "Comparative Analysis Notes" assignment link for completion credit.

Education in Africa: Whose Education, anyway? Chikaforafrica Blog by Chika Ezeanya, Ph.D., Howard University, (~4p.)  
<http://chikaforafrica.com/tag/africa-curriculum/>

Policy Brief: Information and Communication Technologies and Indigenous People, (~12 p.)  
[https://docs.google.com/viewer?a=v&q=cache:5V5E\\_Zy\\_NBEI:jite.unesco.org/pics/publications/en/files/3214689.pdf+&hl=en&gl=us&pid=bl&srcid=ADGFEStcGrRhupXMFDMbC\\_dH8\\_2ULJBX-WKMWIXYh8hLl0BYzPyOHF4Pp1aUM8NsSb6weh7LP3-cLl5VU64pEAVb9K2uYwSPqkb55f3mba1XdFcxW4BC9DvQno0ZA6ikXmIMTEyhUhw&sig=AHIEbS8MywQxAwyUX2EECY2iXoS1heJRA](https://docs.google.com/viewer?a=v&q=cache:5V5E_Zy_NBEI:jite.unesco.org/pics/publications/en/files/3214689.pdf+&hl=en&gl=us&pid=bl&srcid=ADGFEStcGrRhupXMFDMbC_dH8_2ULJBX-WKMWIXYh8hLl0BYzPyOHF4Pp1aUM8NsSb6weh7LP3-cLl5VU64pEAVb9K2uYwSPqkb55f3mba1XdFcxW4BC9DvQno0ZA6ikXmIMTEyhUhw&sig=AHIEbS8MywQxAwyUX2EECY2iXoS1heJRA)

Learning from Indigenous Knowledge Systems, link to "Indigenising Curriculum: Questions posed by Baiga Vidya" by Padma Sarangapani, (link located directly below image of vegetation) (~10 p.)  
<http://schoolingtheworld.org/blog/learning-from-indigenous-knowledge-systems/>

Critical Analysis of Problems Encountered in Incorporating Indigenous Knowledge in Science Teaching by Primary School Teachers in Zimbabwe (~16p.)

[https://docs.google.com/viewer?a=v&q=cache:eYnK\\_Z02grJ:aier.synergiesprairies.ca/aier/index.php/aier/article/download/702/680+&hl=en&gl=us&pid=bl&srcid=ADGFEsg32IgM\\_9zhunNfmPoWYyBC6IdNExeu\\_dVlUFI5vL5POZLlujYIKNikzV-acFI7nlFz22KZucOZZz\\_OKUKs7IE2C9MzGj3I4DeWaoHzgse\\_IzowDDw3NdarBJxBPswAwwOpI\\_X7Sr5&sig=AHIEtbQhFqgGgaoScmSqBw3MbwQIIDn04A](https://docs.google.com/viewer?a=v&q=cache:eYnK_Z02grJ:aier.synergiesprairies.ca/aier/index.php/aier/article/download/702/680+&hl=en&gl=us&pid=bl&srcid=ADGFEsg32IgM_9zhunNfmPoWYyBC6IdNExeu_dVlUFI5vL5POZLlujYIKNikzV-acFI7nlFz22KZucOZZz_OKUKs7IE2C9MzGj3I4DeWaoHzgse_IzowDDw3NdarBJxBPswAwwOpI_X7Sr5&sig=AHIEtbQhFqgGgaoScmSqBw3MbwQIIDn04A)

### *Small Group: Issues surrounding indigenous knowledge / The Southern Continents*

After completing the readings/watchings/browsings discuss the questions:

What issues surround the inclusion of indigenous knowledge/learning process/context in schools?

How does including indigenous knowledge impact schools and communities?

In small groups, formulate a coherent small group response to the two questions, citing specific examples from your reading/watching.

Discuss what arose from your comparative analysis of the four countries we are examining this week. What patterns emerged? Where did you find gaps and differences? What questions arose?

Post your small group's notes and join the whole group forum.

### *Whole Group Forum: Make the case for Indigenous Knowledge / The Southern Continents*

Should we include context specific indigenous knowledge in schooling?

By Wed -

Give one argument for including indigenous knowledge in schools, including under what conditions it is beneficial and what evidence you base your argument on.

~OR~

Give one argument for leaving indigenous knowledge out of formal schooling, including evidence for why it might be less than ideal from the readings / websites.

By Sun - The first person to post a high quality summary of the entire forum between Wednesday at midnight and Sunday at noon earns 5 extra credit points

### *Choice question:*

Weigh in on indigenous knowledge in schools: Pro/Con

### *Comparative Analysis Forum: The Southern Continents*

*Note to Southern Continents Education Brief Authors - Since Education Briefs being discussed this week take a leadership role in facilitation of the forum, and also post a brief summary of the forum no later than Sunday at 6PM.*

Stay aware of the lenses you are using to comparatively analyze schooling among these countries: Focus on Purpose of schooling / Teacher Professionalism / Educational Accountability / Educational Access & Opportunity, other lenses, and specify lenses you are using. It is fine to add in a contrast with the country you studied if it is not one of those focused on this week.

International Comparison Briefs – The Southern Continents - South Africa/Brazil

By Fri – Describe the lens(es) used in your analysis, your reflections on the comparison, and one surprise that arose. Be sure to use specific text/examples from the Briefs or other sources that are named to support your analysis.

By Sun – Read forum posts and respond to three by:

- Extending the post with another example, or
- Asking for clarification of an assertion in another post, or
- Offering an alternative assertion with an example.

### *Peer Review: Draft One – Schooling Reflection / Comparative Analysis Paper*

Respond to Draft one – Reflective Paper Assignment, then complete peer review form and submit

### *Summary of Activities:*

Reading/watching, discussing in small groups and post small group responses to two questions, choice question Pro/Con, comparative analysis of countries notes, peer review of Draft One of Reflective Paper assignment, read summaries.

### *Session Summary:*

Instructor posts session summary by 6 PM Monday, be sure to return to read it

### *Stretch readings/browsings/watchings:*

Indigenous Knowledge Systems/Alaska Native Ways of Knowing (~ 14 p.)

[http://www.ankn.uaf.edu/curriculum/Articles/BarnhardtKawagley/Indigenous\\_Knowledge.html](http://www.ankn.uaf.edu/curriculum/Articles/BarnhardtKawagley/Indigenous_Knowledge.html)

## **S14 – Considering Gender / Comparative Analysis – The Middle East & Southwest Asia**

### *Guiding questions:*

What kinds of teaching and learning approaches are emphasized in schools in the Middle East?

What issues of access to schooling do some women face in the Middle East?

Is there full gender equity in schooling in the U.S.?

### *Individual: Gender / The Middle East & Southeast Asia*

#### *Read/Watch/Browse:*

Mini-lecture: Schooling in the Middle East/New Mexico research example with indigenous peoples

The Middle East & Southwest Asia - Palestine, Israel, Pakistan and India Briefs

Once you have read the briefs, use comparative analysis to look for patterns, see emerging trends, and note differences. Jot down your thoughts for use in the small and large group forums later in the session. Note questions/comments that arose as you analyzed the four briefs comparatively. Submit your rough notes in the “Comparative Analysis Notes” assignment link for completion credit.

**DUE:** Submit final Reflective Paper -

**DUE:** note you will be posting an excerpt/story of learning from your paper on Monday of S15.

Basic education and gender equality, UNICEF, ~ 4 p.  
[http://www.unicef.org/education/bege\\_59826.html](http://www.unicef.org/education/bege_59826.html)

Gender Discrimination in Education: The violation of rights of women and girls, Global Campaign for Education (Feb, 2012). Report submitted to the Committee on the Elimination of Discrimination against Women (CEDAW), 18 pages  
[Gender Discrimination in Education: The violation of rights of women: ...](#)  
[campaignforeducation.org/docs/.../GCE\\_INTERIM\\_Gender\\_Report...](#)

Muslim girls struggle for education, Sept 24, 2003, One-Minute World News, BBC News, ~ 1p.  
[http://news.bbc.co.uk/2/hi/middle\\_east/3130234.stm](http://news.bbc.co.uk/2/hi/middle_east/3130234.stm)

Vedantam, S. (March, 2011). Psych-Out Sexism: The innocent, unconscious bias that discourages girls from math and science, Slate, ~2 p.  
[http://www.slate.com/articles/health\\_and\\_science/the\\_hidden\\_brain/2011/03/psychout\\_s\\_exism.html](http://www.slate.com/articles/health_and_science/the_hidden_brain/2011/03/psychout_sexism.html)

Sadker, D. (xxxxx). Briefing on STEM Education Pt. 1, You Tube, ~9 min  
<http://www.youtube.com/watch?v=FW49eH9ygzE&feature=relmfu>

Sadker, D. (xxxxx). Briefing on STEM Education Pt. 2, You Tube, ~ 7 min  
<http://www.youtube.com/watch?v=KHBffQCUMSk&feature=endscreen&NR=1>

### *Small Group: Scope and depth of gender inequality*

When we think about gender equity in schooling we immediately turn our attention to developing countries where the breadth and depth of issues that need attention can leave us breathless and wondering: 'How could that be?' The beauty of the comparative analysis method is our capacity to examine the situation closer to home before passing judgment on the "other." In your group consider these questions:

- What are the worldwide issues of gender equity in schooling?
- What are the U.S. issues of gender equity in schooling?
- Using comparative analysis what key issues in worldwide gender equity emerge?

Discuss what arose from your comparative analysis of the four countries we are examining this week. What patterns emerged? Where did you find gaps and differences? What questions arose?

Post your small group's notes and join the whole group forum.

### *Whole Group Forum: Stories of gender equity/inequity*

#### *Stories of gender equity/inequity*

Issues of gender are nuanced and complex. After reading through the sites/articles on gender, consider the issues you read about in the Middle East along side issues of gender in US schools. Use personal experience, text and examples from session materials to reflect on gender issues worldwide. How do the issues differ? How are they the same?

- By Wed – Tell of an instance of gender equity/inequity and use examples from readings/experiences you have had to understand the dynamics
- By Fri – What patterns/trends/discrepancies do you note as you read through classmates' posts? Respond to two posts by extending an example with a story of your own or from the reading OR telling a story in which you know of the opposite experience happening to an individual.
- By Sun – The first person to post a high quality summary of the entire forum between Wednesday at midnight and Sunday at noon earns 5 extra credit points

### *Comparative Analysis Forum: The Middle East & Southwest Asia*

*Note to Middle East & Southwest Asia Education Brief Authors - Since Education Brief is being discussed this week take a leadership role in facilitation of the forum, and also post a brief summary of the forum no later than Sunday at 6PM.*

If your Education Brief is being discussed this week, take a leadership role in facilitation of the forum. Stay aware of the lenses you are using to comparatively analyze schooling among these countries: Focus on Purpose of schooling / Teacher Professionalism / Educational Accountability / Educational Access & Opportunity, other lenses, and specify lenses you are using. It is fine to add in a contrast with the country you studied if it is not one of those focused on this week.

International Comparison Briefs – Middle East/Southwest Asia - Palestine/Israel/Pakistan/India  
By Fri – Describe the lens(es) used in your analysis, your reflections on the comparison, and one surprise that arose. Be sure to use specific text/examples from the Briefs or other sources that are named to support your analysis.

By Sun – Read forum posts and respond to three by:

- Extending the post with another example, or
- Asking for clarification of an assertion in another post, or
- Offering an alternative assertion with an example.

### **Summary of Activities:**

Reading/watching, comparative analysis of countries notes, small group notes, forum postings, summaries, Due: Final Draft – Final Reflective Paper Assignment

### **Session Summary:**

Instructor posts session summary by 6 PM Monday, be sure to return to read it

### **Stretch readings/browsings/watchings:**

Iraqi Children's Art Exchange, Claudia Lefco & Kathleen Winkworth

<http://www.iraqichildrenart.org/about.html>

Slackman, M. (May, 2010). A Campus Where Unlearning is First, Cairo Journal, The New York Times.

<http://www.nytimes.com/2010/05/06/world/middleeast/06cairo.html?pagewanted=all>

Johnson, B. (Feb, 2010). When Rote Learning Makes Sense, Edutopia.

<http://www.edutopia.org/rote-learning-benefits>

Morrison, H. (2008). Education in the Middle East, Children & Youth in History, Center for History and New Media

<http://chnm.gmu.edu/cyh/teaching-modules/459>

## **S15 – Considering our own educational experiences**

### **Guiding questions:**

What might we learn from comparative analysis of our own stories of schooling, both across our classmates' experiences and across our knowledge of schooling around the world?

### **Individual: Reflections on our own schooling in the context of schooling around the world**

Mini-lecture - We have explored schooling in numerous countries and used comparative analysis to look for patterns, contrasts, gaps and anomalies among them. In this session we will use reflection on our own schooling experiences to comparatively analyze them in the context of schooling worldwide.

By Mon: Post excerpt/story of your schooling experience  
Read /watch classmates' stories of schooling

### *Small Group: Patterns of schooling – our experiences in the broader context*

After browsing the schooling experiences your classmates have had and reflecting on the worldwide context we have been learning about this semester, explore what patterns you see both across our own stories and our stories in the large worldwide context of schooling. What commonalities and contrasts jump out? What is surprising? Are there any comforting finds? Post your small group's notes and join the whole group forum.

### *Whole Group Forums: Our stories of schooling in the world context*

By Wed - From the final draft of your Reflective Paper tell a story of your schooling that stands out in your mind and tell why. Use text/audio/video to tell your story, whatever format conveys best.

By Fri – First look for patterns across our schooling experiences, then seek patterns across our stories and those schooling contexts we have studied around the world, using examples from at least two other countries in your post to demonstrate the patterns.

By Sun – The first person to post a high quality summary of the entire forum between Wednesday at midnight and Sunday at noon earns 5 extra credit points

### *Summary of Activities:*

Posting / Reading / watching each others' stories of schooling, small group notes, forum postings, read summaries.

### *Session Summary:*

Instructor posts session summary by 6 PM Monday, be sure to return to read it

### *Stretch readings/browsings/watchings:*

## **Final Exam Session – Reflections on the Comparative Perspective / Responses to Globalization in Education / Reflections on our journey**

### *Guiding questions:*

What have we learned about the comparative perspective and how it impacts what we see/hear/experience?

What are some responses to globalization that impact education?

International Baccalaureate  
Education First Global Initiative  
Global Fund for Education

### *Individual: Responses to globalization / Reflections on our journey*

*Read/Watch/Browse:*

Complete self-evaluation  
Complete course evaluation

– Mini-lecture: K&F Ch 7 – Instructor resource

Kobayashi (2007). Recursive Patterns that Engage and Disengage: Comparative Education, Research, and Practice, get library permission

About the International Baccalaureate – Follow the blue links (mission/history, etc.), ~5 web pages. <http://www.ibo.org/general/who.cfm>

What does an IB Primary Class look like? ~ 4 min.

<http://www.thefoundationforinnovation.org/index.php/what-we-do/initiatives/international-baccalaureate-grover-beach/54-what-does-an-ib-primary-class-look-like>

MYP classroom.move – A peek inside a Middle Level IB classroom, ~ 5 min.

[http://www.youtube.com/watch?v=ywS7I\\_696BE](http://www.youtube.com/watch?v=ywS7I_696BE)

UNESCO Education for All (EFA) program (9:39 min)

<http://www.youtube.com/watch?v=baXZ-g7I3uU>

Ban, Ki-moon (Sept, 2012). UN Secretary General's Remarks on Launch of Education First

Initiative, UN News Centre, ~ 2 p.

[http://www.un.org/apps/news/infocus/speeches/search\\_full.asp?startID=1676](http://www.un.org/apps/news/infocus/speeches/search_full.asp?startID=1676)

Brown, G. Delivering on the promise, building opportunity: The case for a global fund for education, ~ 20 p.

[https://docs.google.com/viewer?a=v&q=cache:hmHnFEKl3s4I:www.educationpanel.org/br ownreport2.pdf+&hl=en&gl=us&pid=bl&srcid=ADGEESSgUAlg8aBmupGqXcFUu2EX1CjXw2sJ G00\\_xENFOCYGBRzE8MTQOMgP3PPLV0WmHVgV8IbzuYZa8e7oMawDxEzpyTOLMe0ZpL0Ih 3YR1dYRi3KtDdHe-CL\\_hIadXCMZ3GT0\\_IDr&sig=AHIEtbQcgtDmehSYL0\\_6BMrv-EcwZf0Ilg](https://docs.google.com/viewer?a=v&q=cache:hmHnFEKl3s4I:www.educationpanel.org/br ownreport2.pdf+&hl=en&gl=us&pid=bl&srcid=ADGEESSgUAlg8aBmupGqXcFUu2EX1CjXw2sJ G00_xENFOCYGBRzE8MTQOMgP3PPLV0WmHVgV8IbzuYZa8e7oMawDxEzpyTOLMe0ZpL0Ih 3YR1dYRi3KtDdHe-CL_hIadXCMZ3GT0_IDr&sig=AHIEtbQcgtDmehSYL0_6BMrv-EcwZf0Ilg)

### *Small Group: When and where does comparative analysis make sense?*

Comparative analysis is a way to make sense of the world that engages us in looking beneath the surface to look for patterns, anomalies, differences and trends. It involves both using multiple lenses, seeking out familiar patterns, and being open to unfamiliar emergent trends from data we encounter. While we have utilized comparative analysis to help us deepen our understanding of schooling around the world, it is a process that may be employed to better understand discrepant events, political forces, observations, technological advances, human interactions – virtually any arena in which we seek further knowledge.

Have you noticed yourselves using comparative analysis in any other arenas of learning, in relationships with others, when arguing a point, writing a paper, having a conversation? Share stories of comparative analysis that either you have noticed creeping into your lives, or could imagine the process being useful.

In response to globalization several programs/initiatives have been developed. Consider the pros and cons of the global influence on schooling represented by the examples in the readings and others you might find in your browsings. Use examples from the readings/watchings/browsings or others you find to support your assertions.

Post your small group's notes and join the whole group forum.

### *Whole Group Forums: Where do we go from here? / Responses to globalization*

#### *Reflections on Comparative analysis – where do we go from here?*

Thinking about what you have learned about the power of comparative analysis, post your thoughts on how the process might be incorporated into other areas of your life/education/relationships, etc.

By Wed – Post your reflection

By Fri – Look for patterns across reflections

By Sun – The first person to post a high quality summary of the entire forum between Wednesday at midnight and Sunday at noon earns 5 extra credit points

### *International Baccalaureate / Education First Initiative / Global Education Fund / Etc.*

There have been a number of responses in the area of education to globalization. Consider the strengths and challenges of the responses described in class readings, others you might find while browsing, and imagine other strategies that might better support learning worldwide.