

EDUC 374

UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA DD – SOCIAL SCIENCES

Please Read Instructions on Next Page of This Form

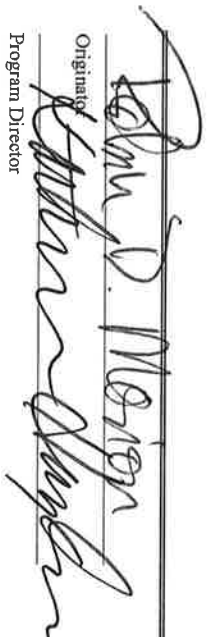
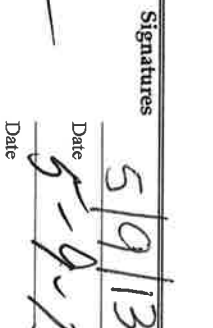
Course Number _____ Course Title International Comparative Education _____

- * This is a new course. A FORM C is being filed concurrently.
- This is an existing course not currently satisfying an UDGE requirement, which is not being changed.
- This is an existing course not currently satisfying an UDGE requirement, which is undergoing change. A FORM C-2 is being filed concurrently.
- This is an existing course currently satisfying an UDGE requirement which is being submitted for recertification. A FORM C-2 is required only if the course is being changed.

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? 3 (Upper-Division General Education courses are limited to 3 units.)
3. a. Does this course have (a) prerequisite (s) other than completion of LDGE requirements?
 _____yes _____x_no
- b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
 _____yes _____x_no

c. If you answered "yes" to 3. a. or 3. b., then the course is an exception to the definition printed on the next page of this form, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.

Read Questions 4-8 in the instructions on the next page of this form and submit your answers as attachments. The instructions do not have to be printed or submitted.

		Date <u>5/9/13</u>
Original Program Director	Signatures	Date <u>5-9-13</u>

General Education Coordinator _____ Date _____

General Education Committee Chair _____ Date _____

FORM INSTRUCTIONS FOR UDGE-DD (WHITE)
UPPER DIVISION GENERAL EDUCATION NEW COURSE PROPOSAL
FOR AREA DD – SOCIAL SCIENCES

The Definition of Upper Division GE Courses:

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses should present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

Upper Division General Education courses shall be three-unit courses so that three such courses will exactly correspond with the 9-unit Upper Division General Education requirement of the CSU.

Attachments and responses to questions 1-4 will help the General Education Committee decide if the course is truly suitable to the General Education student. Please read the definition of Upper Division General Education printed above before answering these questions.

1. Please attach a syllabus or draft syllabus of the course.
2. How many units is this course? Upper-Division General Education Courses are limited to (3) units.
3. a. Does this course have (a) prerequisite (s) other than completion of UDGE requirements?
b. Does this course fulfill requirements for a major by the academic unit in which the course is offered? Check the YES box even if the course counts as an elective in the major.
c. If you answered "yes" to 3. a. or 3. b., then the course is an exception to the definition printed above, and you must explain why the GE committee should make an exception for this course. Please describe how this course is designed to provide valuable and appropriate learning experiences to both majors and non-majors.
4. Upper division general-education students may have fulfilled their lower division area D requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

Criteria for Upper Division Area DD Courses:

Questions 5-7 will help the General Education Committee decide if the course belongs in the Social Sciences category.

Address the criteria implied by the following instructions. Courses satisfying the UDGE Social Science DD requirement focus on broad, unifying themes in the social sciences from cross-disciplinary perspectives. Social science courses should enhance student awareness of and comprehension of human, social, political and economic institutions and behavior and their historical background.

5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.
6. Please specify how this course explores the ways in which society and culture are affected by two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities.
7. Please specify how this course helps students to recognize the value of multidisciplinary explorations.

Assessment for Upper Division Area DD Courses:

Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

8. a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.
b. If you use any course assessment activities (e.g., "pre" and "post" testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education Learning objectives for this course, please attach examples of these as well.

**Responses to Questions 4 – 8 of Form DD
of the Upper Division General Education New Course Proposal**

4. Upper division general-education students may have fulfilled their lower division area D requirements in broad, interdisciplinary courses or in a different discipline than the discipline in which this course is offered. Please explain how this course introduces such students to the basic assumptions, principles and methods of the discipline, and how connection is made between these fundamentals and the particular applications emphasized in the course.

EDUC 374 - International Comparative Education is a field of study in its own right, and consists of an active community of scholars who study educational issues, policies and practices in multiple settings around the world with the intent of illuminating what best supports learners and learning within their own context. As part of that endeavor constant comparative methodology is utilized as a means of constructing understanding. The GE course under consideration serves as an introduction to schooling around the world through study of education in sixteen countries. The nations under study are home to about 4.7 billion people, about 70 percent of the total world population, and were selected as “high-interest” nations, meaning they are significant both geopolitically and illustrative of important principles, lessons and assumptions for understanding education principles and practices (Mazurek & Winzer, p. 8) The selected text, *Schooling Around the World*, is comprised of chapters written by scholars invited either because they are residents of the nations they write about as well as active professionals within the education systems of their nations, or in a few cases are scholars who have extensive professional experience in the nations they describe.

Course readings, activities and assignments are focused both on the ‘process’ of comparative education by introducing and using grounded theory and comparative analysis and the ‘content’ of comparative education by exploring specific policies and practices in each of the countries under study. This is accomplished through multiple discourse groupings including individual reflection for development of background knowledge and a stance, pairs for peer review, small groups for reading response, and large group forums for debate of key issues and exploration of questions in the field. The forums additionally provide experience defending one’s point of view with evidence from readings/activities. Each student will explore education in one country in some depth in parallel collaboration with others exploring the same country and construct an “education brief” that concisely sums up the mini-research they conduct around a framework outlined in one of the texts for the course: *The Social Fabric: Schooling and Successes/Challenges/Debates*. This consistent framework facilitates the comparative analysis that comes later. As part of constructing the ‘education brief’ students will identify, locate and conduct a brief interview of an individual with knowledge or experience with education in the country they are studying. The final assignment is a Reflective Paper outlining one or more of their own schooling experiences and placing it into the context of schooling around the world using the comparative method we have explored and practiced throughout the course.

Criteria for Upper Division Area DD Courses:

Questions 5-7 will help the General Education Committee decide if the course belongs in the Social Sciences category.

5. Please specify how this course enables students to do one or both of the following: (a) analyze problems using social scientific reasoning; and/or (b) understand the historical and/or social context of major political, intellectual, economic, scientific, technological, or cultural developments.

All decisions made about the GE course International Comparative Education were designed to support students in analysis of issues/problems/challenges currently under debate in the scholarly comparative education community. The text used to support the instructor’s preparation for lectures/framing of prompts outlines four key questions in the field that form the basic structure of the course (Kubow & Fossum, p 4):

- What are the purposes of schooling?
- What is equitable education, and who decides?
- What is the appropriate balance between educational authority and accountability?

What factors reinforce or hinder teacher professionalism?
The systematic examination of schooling in sixteen countries followed by comparative analysis is set up to facilitate analysis of successes and challenges historically and within the unique political, economic and cultural contexts in which they arose. The text students will rely on for the basic information about schooling in their country of study specifically outlines societal assumptions, historical contexts, and political forces that led to the schooling arrangements, practices and principles seen in each location. The consistent format of each chapter supports systematic comparative analysis.

Each session a number of readings/watchings/browsings offers background information. A progression from individual to small group to large group hones critical dialogue skills including disagreeing agreeably and supporting assertions with evidence. Production of a concise education brief supports development of basic research skills such as locating and assessing reliable sources while citing them appropriately, as well as winnowing large amounts of data into key ideas. Throughout the course students have multiple opportunities to use the constant comparative method from simple weighing in on “choice questions” and reflecting on the results, to conducting a word sort and examining the various ways they might be categorized and the array of sorting criteria employed, to comparing schooling in different countries using specific frameworks to guide the comparison. The course culminates in a paper comparing a student’s own schooling experience in the larger world context.

6. Please specify how this course explores the ways in which society and culture are affected by two or more of the following: (a) gender; (b) ethnicity; (c) class; (d) regional identities; (e) global identities.

At the heart of this course is the use of various lenses to make sense of difference and similarities in schooling practices, policies, and curriculum around the world. Part of accomplishing this is to look at schooling from various stances as indicated in session titles such as: dialogue among critical friends, conceptions of knowledge, considering educational access and opportunity, considering gender, considering indigenous knowledge, and others. This is a course about how regional and global identities impact schooling around the world.

7. Please specify how this course helps students to recognize the value of multidisciplinary explorations.

In order to compare education around the world a number of disciplines are critically important. A fundamental understanding of educational practices and policies in the United States forms an anchor for making sense of schooling in other countries. The importance of the context and how it shapes policy and practice is supported by sociology, history, economics and business. Knowledge of the political forces that influence how and what students learn is essential. A global perspective on education creates opportunities for future teachers, entrepreneurs and administrators to develop an open mind about the educational possibilities and leads to innovation and 'outside the box' thinking. International comparative education is necessarily a multi-disciplined undertaking.

Assessment for Upper Division Area DD Courses:

Question 6 will help the General Education Committee to evaluate whether you have planned sufficiently for assessing the success of your course.

Upper Division General Education provides an opportunity for students to learn about areas of study outside their academic major. Upper Division General Education courses assume satisfaction of Lower Division General Education Requirements and develop upper division skills. Courses should not require discipline-specific prerequisites. Designed for non-majors, these courses make explicit the basic assumptions, principles and methods of the disciplinary or interdisciplinary area of study. This conceptual framework and the applicability of these principles and methods should be emphasized throughout the course.

Upper Division General Education courses should help students see how disciplines, ideas, issues and knowledge are often interrelated, intersecting and interconnected. Upper Division General Education courses should present knowledge which can enhance students' lives outside the classroom or their studies in other subjects. These courses should also provide students with a classroom environment that fosters independent, active, engaged learning and a genuine curiosity about the subject matter.

8. a. Please give examples explaining how the work assigned to students (quizzes, tests, essays, projects, etc.) allows you to measure how successful individual students are in meeting the UDGE learning objectives for this course. Please attach an example of the type of assignment you will use to evaluate how successfully students meet the UDGE learning objectives.

As outlined in the syllabus and indicated by the "course objective" excerpt below, this course explicitly is designed to illuminate the basic assumptions, principles and methods of comparative education.

Students are both taught the key characteristics of critical friend dialogue and provided multiple opportunities to practice it on a regular basis in groups of multiple sizes and purposes. Expectations are clearly articulated in the assignment description and rubric provided in the syllabus for the Scholarly Critical Friend Dialogue Participation Assignment.

The principles are then applied to a partner Peer Review process undertaken on several occasions throughout the course, as described and illuminated in the assignment guidelines and rubric for the Peer Review Assignment.

Search, interview, and synthesis of information skills are taught and practiced in the development of the Education Brief/Mini-study Assignment.

Students read and reflect across briefs for different countries to construct their own comparative analysis that is honed and refined in small and whole group discussion forums. Their exploration is captured by the Individual Comparative Analysis of Countries Notes Assignment in a rough draft form as preparation for their more in-depth small and large group discussions.

Connections to students' lives come throughout the course as students explore vouchers, their own gender observations/experiences, and finally reflect on their schooling experiences in the Schooling Reflection/Comparative Analysis Paper Assignment. In the final session students will also explore other arenas of their lives in which the Comparative Analysis Method might be useful, appropriate or enlightening.

Throughout the course students will demonstrate their skill and facility with technology as the course is taught fully online and incorporates a number of technology skills such as use of Moodle Tools, development of assignments to share online, incorporating video/audio into assignments, and communication with classmates and the instructor electronically.

Excerpt from ICE Course Syllabus:

Course Objectives

After completion of this course, participants should be able to:

- *Participate in structured whole class and small group discussion/debate/reflective forums using guiding questions about readings/topics with a high degree of proficiency as defined in a discussion rubric and critical friend description for the Scholarly Critical Friend Dialogue Participation Assignment*
- *Engage in one on one Peer Review to consult and respond to early drafts / components of larger assignments as outlined in the Peer Review Assignment guidelines.*
- *Use research, interview, layout and technology skills to develop a high quality Education Brief by identifying key customs, schooling practices, and contexts for education in one country in alignment with Education Brief guidelines outlined in the International Education Brief / Mini-study Assignment (framed around Mazurak & Winzer text for 16 countries)*

- *Use the constant comparative method and grounded theory methodology to comparatively analyze schooling across countries for the Individual Comparative Analysis of Countries Notes Assignment.*
- *Articulate clearly, concisely and coherently in a 3-5 page paper a reflection on one's own schooling using comparative analysis with schooling in another country(ies) by choosing three areas of comparison in accordance with guidelines outlined in the Schooling Reflection/Comparative Analysis Paper Assignment*
- *Demonstrate faculty and innovation with technology and course management format through academic achievement in a fully online environment.*

b. If you use any course assessment activities (e.g., “pre” and “post” testing, class-wide analysis of individual test questions, etc.) that measure whether or not the class as a whole successfully meets the General Education learning objectives for this course, please attach examples of these as well.

Students will complete a self-evaluation as part of the final exam period designed to assess their growth in the course.

Reading this prompt inspired me to make this a pre-/post- measurement tool. This measurement tool will consist of a timed quick write around the four questions at the heart of this course and one additional one:

- 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?
- What is the comparative analysis method and how does it help us deepen understanding of schooling around the world?

CALIFORNIA STATE UNIVERSITY, SAN MARCOS
SCHOOL OF EDUCATION

XXXX-XXX GE Course: Introduction to International Comparative Education, 3 units
Course location, days and time
Fall 2013

Professor: Robin Marion
Phone:
E-Mail: rmarion@csusm.edu
Office: virtual office hours
Office Hours: TBD

School of Education Mission Statement

The mission of the School of Education Community is to collaboratively transform public education by preparing thoughtful educators and advancing professional practices. We are committed to diversity, educational equity, and social justice, exemplified through reflective teaching, life-long learning, innovative research and on-going service. Our practices demonstrate a commitment to student-centered education, diversity, collaboration, professionalism, and shared governance. (Adopted by COE Governance Community, October, 1997).

COURSE DESCRIPTION

In an era in which schools are being closely examined in the context of an increasingly globalized world, educators must reexamine assumptions and practices related to the purposes of schooling, the relationship between schooling and development, and questions of teacher professionalism (Kubow & Fossum). This debate is worth undertaking for all citizens, but is of particular importance for future teachers. Awareness of other nations and their cultures, political and economic processes, and education systems is one way of better understanding and making commitments to excellence in our own (Mazurek & Winzer). This course is designed to introduce critical examination of education in sixteen countries as representative of regions around the world using issues of educational importance that lead to four questions (Kubow & Fossum):

- What are the purposes of schooling?
- What is “equitable education,” and who decides?
- What is the appropriate balance between education authority and accountability?
- What is teacher professionalism, and what factors reinforce or hinder its development?

Course Prerequisites

None

Course Objectives

After completion of this course, participants should be able to:

- *Participate in structured whole class and small group discussion/debate/reflective forums* using guiding questions about readings/topics with a high degree of proficiency as defined in a discussion rubric and critical friend description for the **Scholarly Critical Friend Dialogue Participation Assignment**
- *Engage in one on one Peer Review* to consult and respond to early drafts / components of larger assignments as outlined in the **Peer Review Assignment** guidelines.

- **Use research, interview, layout and technology skills to develop a high quality Education Brief** by identifying key customs, schooling practices, and contexts for education in one country in alignment with Education Brief guidelines outlined in the **International Education Brief / Mini-study Assignment** (framed around Mazurek & Winzer text for 16 countries)
- **Use the constant comparative method and grounded theory methodology to comparatively analyze schooling across countries for the Individual Comparative Analysis of Countries Notes Assignment.**
- **Articulate clearly, concisely and coherently in a 3-5 page paper a reflection on one's own schooling using comparative analysis with schooling in another country(ies) by choosing three areas of comparison in accordance with guidelines outlined in the Schooling Reflection/Comparative Analysis Paper Assignment**
- **Demonstrate facility and innovation with technology and course management format** through academic achievement in a fully online environment.

Unique Course Requirements

The class will be conducted online in its entirety, and assignments will be shared in the online environment with some or all of the course participants.

Required Texts

Mazurek, K. & Winzer, M.A. (2006). *Schooling Around the World: Debates, Challenges and Practices*, Pearson; Boston, MA, ISBN 0-205-45459-3.

Articles/websites/videos on various course topics are required reading/watching/browsing and will be linked in the course 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 *need to address the SLO's*

This General Education course is designed to increase knowledge and awareness of schooling policy and practice in a number of international contexts. This contextual understanding will arise from learning about schooling using structured comparative strategies that will be explored and practiced throughout the course. The insights gained will then be applied to class participants' own schooling experiences using the comparative methods. Class participants who go on to become teachers will have a foundation for critiquing and systematically improving the system where they eventually teach. Class participants who go on to other fields of endeavor will be better prepared to be leaders in their fields since educational policy and practice are foundational in every context. Those completing the course will have the tools to make informed decisions about future changes to schooling as they participate in local school governance, and be more effective consumers as they make decisions about their own or their family's schooling needs. Comparative analysis is a fundamental skill that is applicable in multiple contexts.

School of Education Attendance Policy

Due to the dynamic and interactive nature of courses in the School of Education, all students are expected to attend all classes and participate actively. At a minimum, students 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 student have extenuating circumstances, s/he should contact the instructor as soon as possible. *(Adopted by the COE Governance Community, December, 1997).*

Instructor addendum to attendance policy:

In an online environment there is room for flexibility in time and space, and therefore all course activities including discussion must be completed prior to receiving a final grade for the course. **Notify the instructor to negotiate modified deadlines for extenuating circumstances BEFORE missing activities/assignments.** Your voice and perspective are critically important to the learning of your classmates!

Students with Disabilities Requiring Reasonable Accommodations

Students with disabilities who require reasonable accommodations must be approved for services by providing appropriate and recent documentation to the Office of Disabled Student Services (DSS). This office is located in Craven Hall 4300, and can be contacted by phone at (760) 750-4905, or TTY (760) 750-4909. Students authorized by DSS to receive reasonable accommodations should meet with their instructor during office hours or, in order to ensure confidentiality, in a more private setting.

Course Requirements

Total Points Possible = 500

150 points – Scholarly Critical Friend Dialogue Participation Assignment

Throughout the semester you will engage in two levels of weekly group discussion and response to course issues/materials: small group, and whole group. These discussions are designed to teach/develop critical eyes, reflective practice, engaged learning, and argumentation skills that are all characteristics of a scholarly learner.

- **75 points - Small groups – typically four students** – function as debriefing areas to prepare for the large group forum each week. The purpose is to raise the level of discourse in the larger group dialogue.

Small groups meet weekly to discuss the assigned session materials and issues from 15 minutes to an hour, bouncing ideas, helping each other with questions, and compiling discussion notes. Group members rotate roles as:

- ✓ **Facilitator** – keeps the dialogue moving by acknowledging contributions/asking questions
- ✓ **Task Master** – Reminds group of task/moves topics along to ensure all are addressed/reminds members of their roles and ensures roles are rotated
- ✓ **Cheerleader** – encourages attendance by all members through regular contact and reminders / acknowledges presence of group members
- ✓ **Note takers** – prepare a summary of the group's discuss/answers to questions/reflections on the concept depending upon the small group prompt for the week, using Small Group Note guidelines.

Small Group Notes are completed on the form provided and contain:

- Group member names and roles
- 2-3 points key to understanding, noting specific text where the points are mentioned by page number and paragraph on the page
- 2-3 points works had in common
- 2-3 points where works differed
- Questions to pursue during the large group discussion
- Reflection on level of participation by each group member

The instructor will enter small group discussions in order to score participation by all group members, but rarely participate. Each group member must take multiple turns through all four roles throughout the semester.

- **75 points - Large groups – typically 25 +/- students or whole class** – function to comparatively analyze assigned readings/videos/events focused on key course concepts. Students who miss the deadline for posting will not get credit for the post.

Group participation grades are based on the following rubric. There are several types of participation, and you should be aiming for Type 5 during each group activity to earn full credit and avoid being Type 11.

Rubric for Scholarly Critical Friend Dialogue Participation Assignment

Type 5: The interested/engaged citizen – You(r):

- Leave class 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 the group (small and large) respectfully
- Ask insightful questions
- Contributions extend the class readings/viewings/events
- Refer to specific lines in the text and related experiences in contributions
- 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 remaining in the shadows
- Are well prepared by thorough reading and thinking BEFORE joining the group
- Clear evidence of engagement, critical friend skills, comments based on specific reliable sources, and reflective interface with all course readings / viewings / browsings.

Type 4: The responsible student – You(r):

- Leave class wondering (pondering / uncertain / surprised / speculating / questioning / struck / stuck / amazed / caught up, etc.) and glad you thought of something to contribute, determined to have a deeper contribution next time, but pleased that contributions of others helped push you to think
- Ask questions, often for clarification rather than to probe or deeply understand
- Contributions are related to the readings
- Refer to text and experiences in contributions
- Participate regularly
- Share collective space, neither dominating nor intimidating nor remaining in the shadows
- Are prepared by reading and thinking BEFORE joining the group
- Evidence of engagement, some critical friend skills, most comments based on reliable sources that are usually indicated, and thoughtful interaction with most course readings / viewings / browsings.

Type 3: The caught up in the moment student – You(r):

- Leave class wondering (pondering / uncertain / surprised / speculating / questioning / struck / stuck / amazed / caught up, etc.) thanks to the contributions of others
- Contributions are your perspective based on experience but not informed by readings, a more “in the moment” response to others’ comments
- Sometimes participate, sometimes not
- Sometimes prepare, sometimes not
- Some evidence of engagement, a few critical friend skills, some comments based on mostly reliable sources that are sometimes mentioned, others are mostly opinion not backed up, and some indication that some of the course readings / viewings / browsings have been done.

Type 2: The anonymous spectator – You(r):

- May or may not leave class wondering (pondering / uncertain / surprised / speculating / questioning / struck / stuck / amazed / caught up, etc.) thanks to the contributions of others
- Ask yourself insightful or probing questions; engage yourself in thought

- Attend and listen attentively to others' contributions and may find them interesting
- Do not regularly contribute to the group, and may not know group members very well
- Preparation is hit and miss, and you strive to do better but are a bit hasty
- Occasionally engaged, with rare use of critical friend skills, comments mostly thinly informed opinion, and only occasional sign that a course reading or two has been completed.

Type 1: The outsider

- Sometimes join the groups, sometimes not
- Arrive late, Leave early
- Drop in and out
- Log in then walk away from the computer, or begin to multi-task checking back once in a while
- Feel disengaged (for a variety of reasons), not included, not responsible to the group
- Assume it is someone else's fault you are not engaged
- Absent, frustrated, focused on your own needs without regards to classmates, rare contribution to class, rarely prepared, not exhibiting good scholarly skills.

40 points – Peer Review Assignment

At several points during the semester pairs of students will provide focused feedback to one another on specific assignments. These might include for example multiple drafts of the Schooling Reflection/Comparative Analysis Paper Assignment and several of the Education Brief components. Peer Reviews and Partner Scores should be completed on the form provided and submitted in the drop box provided in the Course Shell.

Two elements of peer review include:

- 20 points – Written feedback on form and substance of the item being reviewed
- 20 points – Partner Scoring for the caliber of feedback provided

Use the scoring form provided and the scale below for scoring. Submit the form when peer review is completed according to the deadlines in the session. Your partner for peer review serves in the role of a "critical friend" (CF) providing feedback based on what the author/creator wants support with in the piece. Peer review grades are based on the following rubric for both scores on written feedback assigned your provide your partner AND their scoring of your feedback to them:

Rubric for Peer Review Assignment

Type 5: The Critical Advocate

This CF listens carefully to the type of feedback requested by a partner, reads the text carefully using that lens, and provides first praise for specific strengths in the piece, and then offers multiple thoughtful suggestions for improvement or asks questions to stimulate thinking.

Type 4: The Careful Listener

This CF listens to the type of feedback requested, browses the text generally, and lists strengths of the piece with a mild suggestion for improvement or asks questions for clarity.

Type 3: The Effective Editor

This CF half listens to the type of feedback requested, goes right to the text looking for typos/grammatical problems and marks up the text, then hands it over and says, "that's really good, just a few typos."

Type 2: The Vacuous Cheerleader

This CF impatiently listens, browses the text and says, "great job, I have no suggestions for improvement."

Type 1: The Non-Responder

This CF apologizes for being late to the meeting, and admits they haven't read the text or read your email about the sort of feedback requested. They suggest just scoring each other as "fantastic" and calling it a day. They have may have little or no substantive text of their own to share.

140 points – International Education Brief / Mini-study Assignment

Each student will complete research, development and completion of an Education Brief on one country. Several students may be working on the same country and may choose to consult one another, but each will prepare a unique Education Brief. The completed Briefs will be shared with all course participants to facilitate comparative analysis of schooling around the world. The development of an Education Brief occurs in three steps: research/exploration, identify person with first hand experience / interview, completion of the Brief. Grades on the briefs will be earned as follows:

- 50 points – Sources – Caliber of search / sources / interviewee
- 50 points – Content – Appropriateness / quality / completeness / conciseness / synthesis
- 40 points – Format – Accessibility / creativity / appropriate use of technology

International Education Brief/Mini-study grades are based on the following rubric:

Rubric for International Education Brief / Mini-study Assignment

- Outstanding –
 - Search was rigorous, thoughtful and thorough, based on effective search terms, with careful consideration of quality/reliability of sources, The process to choose an interviewee is thoughtful, rigorous, and targeted on a person with expertise/experience with schooling in the target country, and resources are current unless reviewing a historical timeline. Multiple reliable sources are explored and clearly included.
 - Content is concise, clearly written/presented, accurate, and sources are clearly cited. The material is integrated and synthesized into a coherent whole with evidence of analytical thinking. The interview is focused, concise and timely, and is written up clearly and concisely. The Brief clearly addresses each required element.
 - The Brief format is well designed with creative use of data displays and appropriate but not distracting technology. Text/images/tables/charts/links are easily accessed, and emphasizes brief but pithy information about schooling in the country. There are no obvious errors.
- Above Average
 - Some evidence of a rigorous search using good search terms with some consideration of the quality of mostly up to date sources. Choice of interviewee is effective with some first hand knowledge of schooling in the country. Resources are mostly current and several are clearly used to prepare the brief.
 - Content is mostly concise, fairly clearly written/presented, mostly accurate, with most sources cited clearly. Material is usually integrated/synthesized into an overall Brief that demonstrates some analytical thinking. The interview is mostly focused and only runs a little short/long and is written up fairly concisely. Most required elements are addressed in the Brief.
 - The format for the Brief is easy to read, somewhat creative/appropriate use of technology, and focuses on mostly appropriate information about schooling in the country. Text/images/tables/charts/links are mostly accessible and emphasize information about schooling. There are very few errors.
- Average
 - A search was completed using some effective search terms, around some quality sources that fall evenly in a range from older to a few newer ones. Interviewee has at

- least peripheral knowledge of schooling in the country, or knows someone with first hand knowledge. Some of the sources are used to prepare the brief.
 - Content is a bit wordy and unclear for the reader, but with some effort is mostly present. The interview wanders a bit but does include some focused questions. It is a bit too short/long. The write up/analysis is concise and somewhat superficial but contains some helpful information
 - The format is a bit hard to follow and wordy or too brief, but the information is all located with some effort. There are some creative parts, but there could be more. Some text/images/tables/charts/links are accessible; others are hard to access/interpret. There are some errors.
- Below Average
 - A cursory search using general search terms located some resources that are somewhat off target and older for the most part, some from sketchy sources. The interviewee is a stretch, but familiar with some general background. Few of the sources are used to prepare the brief, which relies mostly on the class text.
 - Content is hard to follow, wandering in some areas, missing in others. The interview was so brief and off topic that little was learned about schooling in the country. The write up / analysis is so superficial that little is learned from the Brief.
 - The format is somewhat hard to follow, and several parts of the assigned elements are missing. There are few to none tables/charts/images/links to enrich the Brief. There is little evidence of creativity and quite a few errors.

- Unacceptable
 - The search is a one shot Google search with only the top three items explored, and they are not all on target, and/or are from questionable sources
 - There is no interview or the interviewee has no knowledge of the country under study, and the interview is a short email with no back and forth communication
 - The format is so poorly thought out that it is hard to impossible to locate critical information, and multiple parts are missing. There are many errors. The Brief must be redone and resubmitted to earn a grade.

50 points – Individual Comparative Analysis of Countries Notes

During sessions 9-13 you will be reading Education Briefs/Browsing readings about schooling in 16 countries. Prior to meeting in small groups you will prepare a rough comparative analysis of your own using the form provided, and submit it for completion credit. Each week's form is worth 10 points fully completed, with partial credit for partially completed forms as follows.

Rubric for Individual Comparative Analysis of Countries Notes

- 10 points – Each section of the form is thoughtfully addressed using several excellent bulleted examples from Education Briefs, readings / watchings / browsings to illustrate points made through comparative analysis
- 9 points – All sections of the form are completed and appropriate examples are included but enough errors occur to keep the form from earning full credit
- 7 points – Most sections of the form are completed and one or two examples do an above average job of illustrating most points made using comparative analysis
- 5 points – At least some point is made for each section of the form, with an example that somewhat supports the point. There is some evidence of comparative analysis
- 3 points – Some sections of the form are completed with partial thoughts, some of which contain examples that could be indications of comparative analysis
- 1 point – The form is so poorly completed that there is little evidence of reading/reflection or comparative analysis

120 points – Schooling Reflection/Comparative Analysis Paper Assignment

Three drafts of this written assignment are designed to result in a high caliber, well articulated, clearly written final paper. The drafts are as follows:

- 20 points – **Outline** – This early sketch of the paper will include each of the elements of the final paper, brainstormed with your Peer Review partner. The elements include:
 - *Introduction*, including country(ies) in which you were schooled to date,
 - *Description of the Social Fabric/Overview of Schooling/Successes & Challenges* you faced,
 - Two or three “*stories of schooling*” that address two or more of the lenses we are using to explore schooling in a number of countries (purpose of schooling/teacher as professional/educational equity/inequity, and educational accountability & authority) – if desired you may include another lens not listed here with permission of the instructor
 - *Comparative analysis* of your schooling experiences with those in two or more other countries we have studied
 - *Reflection* on what you have learned about your schooling experience and that of others by employing comparative analysis
 - *Sources* indicating the context for your stories, the information used for comparison with other countries, including classmates’ Education Briefs.

Grading for the outline will be based on:

Rubric for Outline for Schooling Reflection/Comparative Analysis Paper

- *Outstanding* – All parts are present, each is well articulated in a concise way (phrases/words), coherence, evidence of thoughtful brainstorming, all sources are listed/cited
 - *Average* – Most parts are present, each is stated somewhat briefly, logical connections among most parts, evidence of some brainstorming, most sources are listed/cited
 - *Unacceptable* – Several parts are missing, vague or rambling descriptions, no connections among sections, not clear much brainstorming occurred. Outline must be revised and resubmitted for a revised grade, few or no sources are listed/cited.
- 40 points – **First Draft** – This draft of your paper will arise from expanding each of the items in the outline, crafting sentences from words and paragraphs from sentences. The draft will be first peer reviewed by your partner who will provide feedback in writing. Then revise the draft based on the peer feedback and turned in with the peer review, and evaluation of the quality of the peer review included. The instructor will then provide feedback.

Rubric for Draft One of Schooling Reflection/Comparative Analysis Paper

- *Outstanding* – Each part is well fleshed out by expanding words/phrases into sentences and paragraphs, language is clear and paragraphs flow clearly from one to the next, analysis is well back with examples from the self stories and sources about schooling in other countries, grammar/punctuation/spelling supports a reader’s clear understanding of the text, sources are all cited in text and in reference section of paper
- *Average* – Most parts are expanded clearly and concisely, most paragraphs flow smoothly from one to another, most analysis is clearly linked to text from stories and other schooling around the world sources, most of the text is clearly understood due to effective grammar/punctuation/spelling, most sources are cited in text and in reference section.
- *Unacceptable* – Many parts are not well fleshed out, language is unclear and paragraphs do not flow from one to the next, analysis is sketchy and lacks logic and connection to text, grammar/punctuation/spelling errors interrupt reader’s comprehension, few if any

sources are cited and the reference section is too brief or missing. First Draft must be revised again and resubmitted.

- 60 points – Final Paper – This final version of your Schooling Reflection/Comparison Paper will arise from revising the First Draft with peer review changes and incorporating the feedback from the instructor. It must have a thorough edit to eliminate grammar/punctuation/typo errors. The Final Draft will be turned in with the instructor feedback attached.
 - Outstanding – Fully fleshed out paper is engaging, coherent and well articulated. The language pulls the reader into the paper awaiting the next idea with interest. The rationale for comparative analysis is clear through ample evidence from texts used to support the paper. There are no obvious errors in grammar / punctuation / spelling as checks / edits have been performed and revisions made.
 - Average – Mostly fleshed out paper is interesting, clear and effectively articulated. The text keeps the reader moving through the paper. Evidence supports comparative analysis. There are few errors in grammar / punctuation / spelling.
 - Unacceptable – Several sections are not well fleshed out. The paper is hard to follow and the poor writing blurs the message for the reader. Readers are easily distracted from the points being made. Evidence for the analysis is thin to non-existent. There are numerous errors in grammar / punctuation / spelling that hinder meaning. The final draft must be revised and resubmitted for a final grade.

Grading Standards

The grading scale is out of a total possible of 500 points.

A	465 – 500	93 – 100%
A-	450 – 464	90 – 92%
B+	435 – 449	87 – 89%
B	415 – 434	83 – 86%
B-	400 – 414	80 – 82%
C+	385 – 399	77 – 79%
C	365 – 384	73 – 76%
C-	350 – 364	70 – 72%
D+	335 – 349	67 – 69%
D	315 – 334	63 – 66%
D-	300 – 314	60 – 62%
F	< 300	< 60%

Assignments are weighted as follows:

150 points – Scholarly Critical Friend Dialogue Assignment

40 points – Peer Review Assignment

140 points – International Education Brief / Mini-study Assignment

50 points – Individual Comparative Analysis of Countries Notes

120 points – Schooling Reflection / Comparative Analysis Paper Assignment

500 points – Total Points Possible

Tracking Progress

Use the Grades tool to track your progress in the course. Grades will be continuously updated throughout the course.

Policy on Late Work

Every session activity / assignment must be completed and submitted into Moodle to earn a grade. In the event of an emergency situation notify the instructor and request an extended deadline. Extensions are not automatic. Late assignments will be docked 10% per day late. Due to the flexibility of the online environment all session activities must be completed.

Attendance Policy

Due to the fluid nature of time and space in the online environment due dates occur over an entire week and therefore should be completed in spite of small emergencies that come up. In the event of a long-term situation or extenuating circumstances, please contact the instructor at the earliest possible time, and before work is missed, to work out a modified schedule of completion. You are all adults who are capable of determining when/if you need a postponement.

All University Writing Requirement

The writing requirement will be met in three primary ways for this course. All Forum Posts are in a written/structured format and contribute to the writing requirement. The Education Brief contains additional tightened text that is a part of the required 2500 words. The final Reflection/Comparative Analysis paper rounds out completion of the writing requirement.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments until final grades have been recorded on transcripts. All assignments will be submitted online. Details will be provided.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender

Every session activity / assignment must be completed and submitted into Moodle to earn a grade. In the event of an emergency situation notify the instructor and request an extended deadline. Extensions are not automatic. Late assignments will be docked 10% per day late. Due to the flexibility of the online environment all session activities must be completed.

Attendance Policy

Due to the fluid nature of time and space in the online environment due dates occur over an entire week and therefore should be completed in spite of small emergencies that come up. In the event of a long-term situation or extenuating circumstances, please contact the instructor at the earliest possible time, and before work is missed, to work out a modified schedule of completion. You are all adults who are capable of determining when/if you need a postponement.

All University Writing Requirement

The writing requirement will be met in three primary ways for this course. All Forum Posts are in a written/structured format and contribute to the writing requirement. The Education Brief contains additional tightened text that is a part of the required 2500 words. The final Reflection/Comparative Analysis paper rounds out completion of the writing requirement.

CSUSM Academic Honesty Policy

“Students will be expected to adhere to standards of academic honesty and integrity, as outlined in the Student Academic Honesty Policy. All written work and oral presentation assignments must be original work. All ideas/materials that are borrowed from other sources must have appropriate references to the original sources. Any quoted material should give credit to the source and be punctuated with quotation marks.

Students are responsible for honest completion of their work including examinations. There will be no tolerance for infractions. If you believe there has been an infraction by someone in the class, please bring it to the instructor’s attention. The instructor reserves the right to discipline any student for academic dishonesty in accordance with the general rules and regulations of the university. Disciplinary action may include the lowering of grades and/or the assignment of a failing grade for an exam, assignment, or the class as a whole.”

Incidents of Academic Dishonesty will be reported to the Dean of Students. Sanctions at the University level may include suspension or expulsion from the University.

Plagiarism:

As an educator, it is expected that each student will do his/her own work, and contribute equally to group projects and processes. Plagiarism or cheating is unacceptable under any circumstances. If you are in doubt about whether your work is paraphrased or plagiarized see the Plagiarism Prevention for Students website <http://library.csusm.edu/plagiarism/index.html>. If there are questions about academic honesty, please consult the University catalog.

Use of Technology:

Students are expected to demonstrate competency in the use of various forms of technology (i.e. word processing, electronic mail, Moodle, use of the Internet, and/or multimedia presentations). Specific requirements for course assignments with regard to technology are at the discretion of the instructor. Keep a digital copy of all assignments until final grades have been recorded on transcripts. All assignments will be submitted online. Details will be provided.

Electronic Communication Protocol:

Electronic correspondence is a part of your professional interactions. If you need to contact the instructor, e-mail is often the easiest way to do so. It is my intention to respond to all received e-mails in a timely manner. Please be reminded that e-mail and on-line discussions are a very specific form of communication, with their own nuances and etiquette. For instance, electronic messages sent in all upper case (or lower case) letters, major typos, or slang, often communicate more than the sender

originally intended. With that said, please be mindful of all e-mail and on-line discussion messages you send to your colleagues, to faculty members in the School of Education, or to persons within the greater educational community. All electronic messages should be crafted with professionalism and care.

Things to consider:

- Would I say in person what this electronic message specifically says?
- How could this message be misconstrued?
- Does this message represent my highest self?
- Am I sending this electronic message to avoid a face-to-face conversation?

In addition, if there is ever a concern with an electronic message sent to you, please talk with the author in person in order to correct any confusion.

Schedule/Course Outline

**During each week students meet individually, in small groups and in whole class forums. All sessions involve reading/watching session materials, small group notes, forum postings, and session summaries. Only additional assignments will be listed course sessions.*

Date	Topic	Assignment (see * above)
SESSIONS 1-3	INTRODUCTION TO COMPARATIVE EDUCATION	
Session 1 Date	Course introduction Community building Dialogue among 'critical friends'	Syllabus quiz, practice using course tools*
Session 2 Date	Comparative education & globalization	
Session 3 Date	Impulses that shape education	Course email with country preferences
Session 4 Date	Conceptions of Knowledge The language of theoretical frameworks	Theoretical framework quiz Mini-study country assignments are posted
SESSIONS 5-7	DEVELOPING A PROFILE INTO AN EDUCATION BRIEF	
Session 5 Date	Introduction to a mini-study: Developing a profile of education in one country	Identify interviewee & contact information
Session 6 Date	Strategies for locating sources and asking good questions	Work time: Locating sources & drafting interview questions – choose which to use Peer Review: 5-10 sources for Ed Brief and interviewee Contact interviewee & schedule interview

Session 7 Date	Construction Zone – Education Brief	Peer Review: Draft layout of Education Brief Conduct interview DUE Draft of Education Brief layout
SESSION 8	COMPARATIVE ANALYSIS METHOD	
Session 8 Date	Looking for Patterns – Grounded Theory	DUE – Final Education Brief
SESSIONS 9-15	COMPARATIVE ANALYSIS ACROSS CULTURES	
Session 9 Date	Considering the Purposes of Schooling	
Session 10 Date	Considering Teacher Professionalism Comparative Analysis – Pacific Rim	DUE – Outline: Schooling Reflection / Comparative Analysis Paper
Session 11 Date	Considering Educational Access & Opportunity Comparative Analysis – North American Neighbors	Peer Review – Outline of Schooling Reflection / Comparative Analysis Paper
Session 12 Date	Considering Educational Accountability and Authority Comparative Analysis – The New Europe	DUE – Draft One: Schooling Reflection / Comparative Analysis Paper
Session 13 Date	Considering Indigenous Knowledge Comparative Analysis – The Southern Continents	Peer Review: Draft One: Schooling Reflection / Comparative Analysis Paper
Session 14 Date	Considering Gender Equity Comparative Analysis – The Middle East & Southwest Asia	DUE – Final Schooling Reflection / Comparative Analysis Paper

Session 15 Date	Considering our own educational experiences	DUE By Mon: Post excerpt of one of your Stories of Learning from the final Reflection Paper
FINAL WEEK	FINAL REFLECTIONS	
Final Exam Date	Reflections on the Comparative Perspective Responses to Globalization In Education	

Tentative Course Schedule: Subject to Adjustment
Course Sessions (S1-S15) 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.**