



Drexel University
School of Education
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EDGI 500: INTRODUCTION TO GLOBAL & INTERNATIONAL EDUCATION, PART I

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COURSE DESCRIPTION¹

This course surveys the substance and methods of global, international, and comparative education in a coherent framework. Since formal education has typically been an activity *financed* and usually *managed* by the public sector, all analyses of national educational systems, educational reforms, and comparisons between systems have implicit in them a theory of politics, or the state. Theories of the state will be the framework used to understand theories of education.

Major theoretical perspectives for explaining educational development are assessed and illustrated, along with the array of methods for international and comparative research on education. Students will be introduced to the literature for the purpose of developing an understanding of the relative utility of different theoretical approaches and research methods for understanding formal and non-formal educational issues in a global, international, and comparative perspective. Particular attention will be placed on the development of the field and to the styles of social analysis which may be applied to comparative and cross-national studies in education, such as the exploration of the relationship between education, culture, and society in a global context. Among the issues discussed will be gender, race, class, socio-political and economic structures, and their relationship to the schooling process. Assignments are designed to support the course learning goals and develop specific research skills that are necessary in creating academic literature reviews and research papers within a practical context/application.

To begin, please review this syllabus. Read any weekly announcements and actively participate in the online discussions. The intent is to create an online environment where students actively engage each other to create a sense of community. Please complete the Student Orientation prior to beginning class this quarter.

REQUIRED TEXTS²

APA Manual, 6th Edition. (2010). Washington, DC: American Psychological Association.

¹ For technical support, contact Joel Rodriguez at: 215-571-3919 or jpr36@drexel.edu

² Required reading materials (except the APA manual) are located within the course for your convenience.

Arnove, R.F. and Torres, C.A. (Eds.) (2008). *Comparative education: The dialectic of the global and the local*. (3rd Ed.). Oxford, U.K.: Rowman and Littlefield Publishers, Inc. **ISBN: 074255984X**

Carnoy, M. (1984). *The state and political theory*. New Jersey: Princeton University Press. **ISBN: 0-691-07669-3**.

De Wit, H. (2002). *Internationalization of higher education in the United States of America and Europe: A historical, comparative, and conceptual analysis*. Connecticut: Greenwood Press. **ISBN: 0313320756**

RECOMMENDED READING

Baker, D. and LeTendre, G.K. (2005). *National differences, global similarities*. California: Stanford University Press. **ISBN-10: 0804750203**

Steiner-Khamsi, G.(Ed). (2004). *The global politics of educational borrowing and lending*. New York: Teachers College Press. **ISBN-10: 080774493X**

THE BIG PICTURE

Course Learning Goals: The student will:

- Identify and analyze key historical elements and cultural/social factors that have created the current conditions for schooling across cultures.
- Identify and analyze circumstances and environmental factors that have lead to education being used as an instrument of political change in selected societies.
- Analyze the impact of educational development assistance across cultures.
- Analyze ways adults learn in different cultures – their motivations, variety of forms of knowledge, the contexts, and barriers concerning how adults learn.
- Identify and analyze key elements of globalization such as the way women are schooled across cultures.
- Explore the underlying research principles in international and comparative education within a global context.
- Explore a variety of applications in different contexts and/or realms of education.

<p><i>Enduring Understandings:</i></p> <ul style="list-style-type: none"> • Analysis of the State and current political, economic, and social influences/changes are transforming educational policy and practice within and across borders. • How is the “national” exported in different settings? • Reach-out policies in spreading mass education through distance learning must also reorient itself to the local conditions. • The frontiers of knowledge continue to expand at such a rapid rate, that earlier methods and methodologies tend to become obsolete. 	<p><i>Essential Questions:</i></p> <ul style="list-style-type: none"> • What is the relationship between the nature of the state and education? • What is the impact of globalization upon the transitions of post-colonial societies? • How is the international nationalized? • Do gains accrue from girls’ education despite the constraints to access?
<p><i>Students will know...</i>the relative utility of different theoretical approaches and research methods for understanding formal and non-formal educational issues in a global, international, and comparative perspective.</p> <p><i>Students will be able to...</i>develop specific research skills that are necessary in creating academic literature reviews and research papers.</p>	
<p style="text-align: center;">Assessment Evidence</p>	
<p><i>Authentic Performance Tasks to Demonstrate Understanding:</i></p> <ul style="list-style-type: none"> • Literature Review • Practical comparative Study-Paper/Presentation (Format can be other than a paper, e.g., video presentation, something creative?) 	<p><i>Other Evidence Desired:</i></p> <ul style="list-style-type: none"> • Self assessment, reflection papers, module activities, and discussions/postings

COURSE EXPECTATIONS

Students in this course are expected to be active learners and participants, requiring all students to take an active role in their own learning and to share the learning process with the class. Evidence of active learning includes:

- “*Attending*” all modules – essential to promoting a learning community within the class.
- *Reading and watching all assigned materials* and making note of questions, areas of interest, and connections you find to other readings.
- *Active participation in discussions*, allowing each student to test his or her own assumptions about student development as well as expand the worldview of others in the class. Each member has an equally important story to share based on his or her own experiences and students will benefit from the viewpoints of their classmates.
- *Posting Key Learning Points*, sharing with your colleagues and the faculty what you learned with each module.

EVALUATION PROCEDURES³

		Course grading scale:
Participation	35%	A+ = 100-96
Week 2, Group Activity	10%	A = 93-95
Article Critiques	10%	A- = 92-90
Key Learning Points	10%	B+ = 89-87
Week 6, Group Activity	10%	B = 86-83
Position Paper	10%	B- = 82-80
Interview Activity	15%	C+ = 79-77
		C = 76-73
		C- = 72-70
		D+ = 69-67
		D = 66-63

³ Students should realize that this course is a participatory class; therefore, a major portion of the class grade will be on class participation. Students who do not contribute at all in class discussions via discussion board postings, group projects, etc., will not be eligible for an “A” letter grade. Also, no assignments will be accepted late.

SCORING RUBRIC FOR PAPERS⁴

Note: When saving and uploading a document, please ensure that the name of the file also contains your name (e.g., Urias_D_Position_Paper).

Grade of “A” High Level Performance (5 points)

High level performance deserving the grade of A implies excellence in thinking and performance with the course knowledge and skills, along with the development of critical insights acquired through the exercise of reasoning skills. A-level work is, on the whole, clear, precise, well-reasoned, and insightful. Basic terminology and concepts are used and applied correctly. The A-level student often raises important questions and issues, analyzes key questions and problems clearly and precisely, recognizes key questionable assumptions, clarifies key concepts effectively, frequently identifies relevant competing points of view, and demonstrates sensitivity to important implications and consequences. A-level products reflect accurate and precise application of the knowledge and skills learned in the course and the products meet the standards of excellence in the field and contain minimal flaws in appearance and grammar. In other words, all information is clearly-stated, grammatically correct, follows **APA style 6th edition**, and demonstrates a thorough understanding of the topic.

Grade of “B” Competent Performance (4 points)

The grade of B implies sound thinking and performance with the course knowledge and skills. B-level work is, on the whole, clear, precise, and well-reasoned, but does not have depth of insight. Basic terminology and concepts are, for the most part, used correctly, but some flaws and minor misconceptions are evident. The B-level student often raises questions and issues, analyzes questions and problems clearly and precisely, recognizes some questionable assumptions, clarifies key concepts competently, sometimes identifies relevant competing points of view, and shows some sensitivity to important implications and consequences. B-level products reflect accurate application of the knowledge and skills learned in the course and meet the basic requirements of the products, although some grammatical flaws may be evident. In other words, some spelling, grammar errors, and/or incorrect use of **APA style 6th edition** are evident.

The grade of C (**3 points**) implies mixed thinking and performance with the course knowledge and skills. C-level work is inconsistently clear and lacks precision; moreover, it does not display depth of insight or consistent competence. Basic terminology and concepts are often used correctly, but important distinctions are misunderstood. Typically, the C-level student contributes little to group discussions. The C-level student sometimes raises questions and issues, sometimes analyzes questions and problems, recognizes some questionable assumptions, clarifies some concepts, sometimes identifies relevant competing points of view, but does not demonstrate consistent sensitivity to important implications and consequences. C-level products reflect several errors in the application of the knowledge and skills learned in the course and minimally meet the basic requirements of the product; several flaws, including grammar, may be evident. In other words, several spelling, grammar errors, and/or incorrect use of **APA style 6th edition** are evident.

⁴ The scoring rubric is a grading scale and is not to be confused with the amount of points toward your final grade. Individual assignments are weighted.

The grade of D (**2 points**) implies poor thinking and performance with the course knowledge and skills. On the whole, the student attempts to acquire knowledge by memorization rather than through comprehension and deep understanding. Basic terminology and concepts are used in a way that indicates superficial understanding, misconceptions, and little, if any, ability to apply terminology and concepts in flexible or novel ways. D-level work represents thinking that is typically unclear, imprecise, and poorly reasoned. The D-level student rarely raises questions and issues, superficially analyzes questions and problems, does not recognize assumptions, only partially clarifies concepts, rarely identifies relevant competing points of view, and is insensitive to important implications and consequences. D level products reflect several errors in the application of the knowledge and skills learned in the course and fail to meet the basic requirements of the products in some important ways.

SCORING RUBRIC FOR CLASS PARTICIPATION

Grade of “A” High Level Performance (**3 points**): Asks/posts thought provoking questions and generates comments, which demonstrate understanding based on course materials. Postings offer original insights or responses that build on the ideas of classmates. Ideas are clearly expressed. Content of postings elicit reflection and responses from other participants. Just posting “I agree/disagree” with your comment or “I think the same” to someone else’s thoughts is not considered adequate.

Grade of “B” Competent Performance (**2 points**): Asks/posts questions, which demonstrate general understanding based on course materials. Postings offer some original insights or responses that build on the ideas of classmates. Ideas are clearly expressed. Content of postings elicit some reflection and responses from other participants. Just posting “I agree/disagree” with your comment or “I think the same” to someone else’s thoughts is not considered adequate.

Grade of “C” Average Performance (**1 point**): Asks questions for clarification, occasional participation. Postings offer few original insights or responses that build on the ideas of classmates. Ideas are somewhat clearly expressed. Content of postings elicit little reflection and responses from other participants.

Grade of “D” Poor Performance (**0 point**): Minimal participation of any kind.

STUDENT SUPPORT

Library

Drexel University’s [Haggerty Library](#) has special services for online students, such as book and journal article mailings from the library. Such resources include:

[LIBRARY NEW STUDENT BROCHURE](#)

[LIBRARY DISTANCE LEARNER BROCHURE](#)

Video presentation of [short online research orientation session](#) (This was originally designed for the MS in Higher Education, but the information is relevant for the GIE program).

Title: Research Tricks to Save you Time and Effort

Viewing: <http://goodwincollege.na4.acrobat.com/p39412937/>

Summary: School of Education Librarian Tim Siftar shares a crash course on research goodies.

Distance Learning Policies and Procedures

www.library.drexel.edu/services/distancelearning.html

Information Resources & Technology

www.drexel.edu/irt/services/webct/vista/

Librarian help link: Ask a Librarian

www2.library.drexel.edu/research/infosciask.html

If you are having any technical difficulties, go to the [Technical Support Website](#), click on the appropriate college or school link, and fill out the technical support request form. Technical support will contact you in a timely manner.

If content is missing from a module in the course, please contact the instructor and inform him/her about the issue.

ACADEMIC HONESTY POLICY

The School of Education's Writing Policy will be supported on all written assignments. "Drexel University's School of Education recognizes that clear, correct, and concise use of language is a characteristic of an educated person. Grades on papers and examinations which are poorly written may be reduced for the quality of the writing." Additionally, if an act of academic dishonesty is determined to have occurred, for a first offense, one of the following sanctions will be imposed:

- Reduction of a course grade;
- An "F" for the assignment or exam;
- Failure for the entire course with the inability to withdraw; or
- Other action deemed appropriate by the faculty member. Examples include, but are not limited to, requiring the student to re-take the exam, re-complete an assignment, or complete an assigned exercise. The decision of the faculty member and the department head shall be reported to the Office of Judicial Affairs, which is responsible for maintaining student conduct records. The incident will result in an official disciplinary record for the student(s).

Any academic honesty infraction beyond a first offense is subject to the sanctions described above, as well as to disciplinary sanctions that may be imposed through the University judicial process, administered through the Division for Student Life and Administrative Services/Office of Judicial Affairs.

These sanctions may include suspension or expulsion from the University.

DISABILITY POLICY

Students with disabilities requesting accommodations and services at Drexel University need to present a current accommodation verification letter (AVL) to faculty before accommodations can be made. AVL's are issued by the Office of Disability Services (ODS). For additional information, contact the ODS at www.drexel.edu/edt/disability, 3201 Arch St., Ste. 210, Philadelphia, PA 19104, V 215-895-401 or TTY 215-895-2299.

ADDITIONAL RESOURCES

Journals

- *Comparative Education*
- *Comparative Education Review*
- *Comparative Studies in Society and History*
- *Convergence*
- *Current Issues in Comparative Education*, on-line: www.tc.columbia.edu/cice/
- *European Journal of Education*
- *Gender and Education*
- *Higher Education*
- *Higher Education Policy*
- *International Educator*
- *International Journal of Educational Development*
- *International Review of Education*
- *International Journal of Lifelong Education*
- *Journal of Education Policy*
- *Journal of Studies in International Education*
- *Oxford Studies in Comparative Education*
- *Prospects: Quarterly Review of Education*

Websites

International Council on Adult Education (ICAE)

[Website addresses below can all be found at the World Council of Comparative Education Societies (WCCES) website, hosted by the Comparative Education Research Centre (CERC), Faculty of Education of the University of Hong Kong. <http://www.hku.hk/cerc/>

National (by Country) Education websites,
<http://www.hku.hk/cerc/Links/links.htm>

Comparative Education Societies

- Association Francophone d'Éducation Comparée (AFEC)
- Australia and New Zealand Comparative and International Education Society (ANZCIES)

- British Association for International & Comparative Education (BAICE)
- China Comparative Education Society (CCES)
- Comparative Education Society in Europe (CESE)
- Comparative and International Education Society (CIES)
- Comparative and International Education Society of Canada (CIESC)
- Korean Comparative Education Society (KCES)
- Southern African Comparative and History of Education Society (SACHES)

Comparative & International Education Research Centers

- Boston College Center for International Higher Education
- The Centre for Comparative Studies in Education
- Centre for Research and International Collaboration, Hong Kong Institute of Education
- Center for Slavic, Eurasian and East European Studies at University of North Carolina
- Comparative Education Policy Research Unit, City University of Hong Kong
- Centre for the Study of Education in an International Context, University of Bath, UK
- The European Association For International Education (EAIE)
- FIU International Institute of Educational Development
- Flinders University Institute of International Education
- Institute of International Education
- The International and Comparative Education Research Group
- Monash Center for Research in International Education
- Netherlands Organization for International Cooperation in Higher Education
- New York University Program in International Education
- OECD Center for Educational Research and Innovation
- Pitt Institute for International Studies in Education
- University of Canberra Centre for Research in International Education
- University of Southern California Centre for Global Education

International Education

- Association for the Study of Higher Education
- The Brookings Institution
- The Center for Civil Society International
- Global Alliance for Transnational Education

- International Association of Universities
- International Bureau of Education, UNESCO
- International Comparisons in Education
- International Education Forum
- NAFSA: Association of International Educators
- Organization of Economic Cooperation and Development (OECD)
- UKCOSA: The Council for International Education
- UNDP
- UNESCO
- UNICEF
- United Nations
- World Bank
- The World Trade Organization

Practitioner-based Organizations




- NAFSA
- UKCOSA
- JAFSA
- CIEE: Council on International Education Exchange
- IIE: Institute for International Education
- AIEA: Association of International Education Administrators
- EAIE: European Association of International Educators
- IEASA: Int'l Ed Association of South Africa
- CBIE: Canadian Bureau for International Education
- NUFFIC: Netherlands Organization for International Cooperation in Higher Education
- AMPEI: Mexican Association for International Education
- CONAHEC
- Forum on Education Abroad

Regional Education

- African Educational Research Network
- Asia Pacific Higher Education Research Network
- Asian Development Bank (ADB)

- Association of African Universities
- Association for the Development of Education in Africa
- Association of Southeast Asian Nations (ASEAN)
- The CEPES-UNESCO European Center for Higher Education
- European Community Education Servers
- European Union
- Higher Education in the Nordic Countries
- Higher Education Research and Development Society of Australasia
- The International Monetary Fund
- International Research and Exchanges Board (IREX)
- The Non-Governmental Organization Network (Central and Eastern Europe)
- South East Asian Ministers of Education Organization
- South East Educational Cooperation Network (South East Europe)

Dates	Topic	Objectives & Course Learning Goals	Readings & Activities
<p>Week I (September 20 – September 28)</p>	<p>Introduction</p> <p>The Origins of International and Comparative Education</p>	<p>Examine the historical foundations and origins of global and international education</p> <p>Define and distinguish between global, international, and comparative education</p> <p><i>Identify and analyze key historical elements and cultural/social factors that have created the current conditions for schooling across cultures.</i></p>	<p>PowerPoint lecture that provides a foundational examination of the field and discussion board.</p> <p>Required Reading:</p> <p>📖 Arnové and Torres: Introduction & Chapter 1.</p> <p>📖 Carnoy: Introduction & Chapter 1.</p> <p>📖 De Wit, Chapters 1-4</p>
<p>Week II (September 29 – October 5)</p>	<p>Globalization, Education, Neo-liberalism, and the State</p>	<p>Examine the overarching conceptual frameworks used in the exploration and analysis of international and comparative education</p> <p>Work cooperatively on a group activity and presentation</p> <p><i>Identify and analyze circumstances and environmental factors that have led to education being used as an instrument of political change in selected societies</i></p> <p><i>Identify and analyze key historical elements and cultural/social factors that have created the current conditions for schooling across cultures.</i></p>	<p>Group activity and presentation</p>
<p>Week III (October 6 – October 12)</p>	<p>Globalization, Education, Neo-liberalism, and the State</p>	<p>Examine the overarching conceptual frameworks used in the exploration and analysis of international and comparative education</p> <p><i>Identify and analyze circumstances and environmental factors that have led to education being used as an instrument of political change in selected societies</i></p> <p><i>Identify and analyze key historical elements and cultural/social factors that have created the current conditions for schooling across cultures.</i></p>	<p>Discussion Board</p> <p>Required Reading:</p> <p>📖 Arnové and Torres: Chapters 3, 8 & 12.</p> <p>📖 Carnoy: Chapters 2-4 & 6-8.</p>

Dates	Topic	Objectives & Course Learning Goals	Readings & Activities
<p>Week IV (October 13 – October 19)</p>	<p>Traditions and Methods in international and Comparative Education</p>	<p>Explore the underlying research principles and issues in international and comparative education</p> <p>Become familiar with scholarly publications in international and comparative education through this module's activity</p> <p>Gain awareness of specific research methodologies used through the critique of two substantive research articles</p> <p><i>Explore the underlying research principles in international and comparative education within a global context.</i></p>	<p>Critique two substantive research articles in 750 words or less</p> <p>Discussion board</p> <p>Key Learning Points Voice Board</p> <p>Required Reading:  Arnove and Torres: Chapters 4 & 5  De Wit, Chapter 12</p>
<p>Week V (October 20 – October 26)</p>	<p>Globalization Issues in an Educational Context</p>	<p>Articulate opinions with support about specific globalization issues within an education context</p> <p>Research specific issues of gender and poverty using a variety of resources and make comparisons based on this research</p> <p>Create graphic organizers to support and present research findings and illustrate solutions to problems.</p> <p>Discuss and debate issues based on what has been learned from research and watching a video, listening to a podcast, and engaging with selected reading material</p> <p>Draw conclusions about the implications for education among different socio-economic classes, different ethnic groups, gender, etc.</p> <p><i>Identify and analyze key elements of globalization such as the way women are schooled across cultures.</i></p>	<p>Complete anticipation guide.</p> <p>View two very short video segments and listen to one podcast.</p> <p>Discussion Board</p> <p>Lecture document</p> <p>Complete economic prosperity comparison worksheet (individually or in small group).</p> <p>Required Reading:  Arnove and Torres: Chapters 6 & 7</p>

Dates	Topic	Objectives & Course Learning Goals	Readings & Activities
<p>Week VI (October 27 – November 2)</p>	<p>Globalization Issues in an Educational Context</p>	<p>Articulate opinions with support about specific globalization issues within an education context</p> <p>Research specific issues of gender and poverty using a variety of resources and make comparisons based on this research</p> <p>Create graphic organizers to support and present research findings and illustrate solutions to problems.</p> <p>Discuss and debate issues based on what has been learned from research and watching a video, listening to a podcast, and engaging with selected reading material</p> <p>Draw conclusions about the implications for education among different socio-economic classes, different ethnic groups, gender, etc.</p> <p><i>Identify and analyze key elements of globalization such as the way women are schooled across cultures.</i></p>	<p>Educating women around the world group activity.</p> <p>Discussion Board</p>
<p>Week VII (November 3 – November 9)</p>	<p>Globalization and its Impact on Higher Education</p>	<p>Examine various issues of "Globalization and its Impact on Higher Education" by researching, writing, and posting a position paper on one of the following: brain drain, student flows, Tuscaloosa access & equity, uses of educational technology, the Madaris religious educational system in Pakistan, education in the market place (host country has no control of other country's universities coming in and setting up shop - example: Mexico), etc. (This list is not exhaustive.)</p> <p><i>Analyze the impact of educational development assistance across cultures.</i></p>	<p>Discussion Board.</p> <p>Research, write, and then post a position paper – Due following week.</p> <p>Required Reading: 📖 Arnove and Torres: Chapters 11 & 12</p>

Dates	Topic	Objectives & Course Learning Goals	Readings & Activities
Week VIII (November 10 – November 16)	Globalization and its Impact on Higher Education	Examine various issues of "Globalization and its Impact on Higher Education" <i>Analyze the impact of educational development assistance across cultures.</i>	Position Paper Due Discussion Board: After completing last and this week's readings, post/discuss what you perceive to be any common threads/themes and then respond to another person's posting. Required Reading: 📖 Arnove and Torres: Chapters 13 & 17
Week IX (November 17 – November 23)	Non-Formal and Adult Education	<i>Analyze ways adults learn in different cultures – their motivations, variety of forms of knowledge, the contexts, and barriers concerning how adults learn.</i>	Discussion board of key learning points. Post your thoughts on what the key learning points have been up to this point in the course with special attention to this week's readings. Required Reading: 📖 Arnove and Torres: Chapters 9 & 16
Week X (November 24 – November 30)	Practical Applications	Explore a variety of practical applications in different contexts of the education field through readings and activities.	Listen to two podcasts Final Project: Interview activity (Due December 3, 2010) Discussion board