ELPS 491:
Issues in Educational Policy: Paulo Freire and Critical Education Policy Studies
Department of Cultural and Educational Policy Studies
Loyola University Chicago

Monday and Wednesday 4.15 to 6.45
Summer 2016 ~ Corboy Law Center - Room 526

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Sakai entry page: https://sakai.luc.edu/

Going Green: This class is committed to reducing our carbon and ecological footprints, and thus, students are encouraged to bring laptops and tablets to classes to facilitate class readings and discussions.

COURSE DESCRIPTION

This advanced seminar focuses on current issues in international educational policy by using a Critical Education Policy Studies approach to explore sites of policy contestation and ways in which educational policies are manifested, negotiated, conceptualized, and shaped. For the purpose of this course, the term 'policy' is used to designate a statement, process, or outcome that enunciates an institution’s outlooks on an issue. This intensive course will provide students with the opportunity to engage in the literature on critical pedagogy and the work of Paulo Freire (through the readings of (a) Pedagogy of the Oppressed; (b) Pedagogy in Process: The Letters to Guinea-Bissau; (c) Pedagogy of the Heart; (d) Education for Critical Consciousness; and (e) Pedagogy of hope) to rethink approaches to the development of education and international education policy.

Upon completing this class, students will be able to use a social justice approach to policy analysis as well as be provided with thoughtful insights about the essential characteristics of language and discourse in the policy process. This course will help students develop an understanding of how the social justice influences education policy at both the local and global levels. Students will examine: How social justice education oriented policies and programs translate into practice, and what are the processes?

Course Objective: In keeping with the School of Education’s conceptual framework of advancing "Social Action through Education", this class aims at:
Giving students familiarity with the seminal works in educational policy to enhance students’ aptitude to conduct trans-cultural policy work either in a single diverse institution, across a network, or in a globalized context;

Using technology, such as Sakai, to enhance students’ learning objectives. Thus, course delivery methods and student assignments are enhanced with the aid of additional technological tools to enhance their overall learning experiences; and

Creating a multi-cultural environment that respects issues of diversity including but not limited to disability, race, gender, sexual orientation, socio-economic status, and ethnicity.

This course is designed to provide students with the opportunity of:

- Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories);
- Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course; and
- Acquiring skills in working with others as a member of a team.

**Student Dispositions:** At the end of the semester, students will be assessed on the dispositions of ‘‘Professionalism,’’ and ‘‘Fairness’’ via live text [https://www.livetext.com](https://www.livetext.com).

**Academic Honesty:** Academic honesty is an expression of interpersonal justice, responsibility, and care, applicable to Loyola University faculty, students, and staff, which demands that the pursuit of knowledge in the university community be carried out with sincerity and integrity. A student’s failure to practice academic honesty, depending upon the seriousness of the misconduct, will result in a sanction ranging from the grade of ‘‘F’’ or the assignment to expulsion from the university. For specific policies and procedures see: [http://www.luc.edu/education/pdfs/academics_policies_grad.pdf](http://www.luc.edu/education/pdfs/academics_policies_grad.pdf) (M.Ed and Ed.D students) or [http://www.luc.edu/gradschool/academics_policies.shtml#academic_integrity](http://www.luc.edu/gradschool/academics_policies.shtml#academic_integrity) (M.A. and Ph.D students). To plagiarize is to present someone else’s writing or ideas as your own and will not be tolerated. There are several good ‘‘How not to plagiarize’’ guides available on the web, such as [http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize](http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize). In class, we will discuss how to cite and include the work of others in your own writing. Please also note that submitting the same paper or pieces of the same papers to meet the course requirements for two or more LUC courses is also academic dishonesty and will not be tolerated.

**Accessibility:** Students who have disabilities which they believe entitle them to accommodations under the Americans with Disabilities Act should register with the Services for Students with Disabilities (SSWD) office. To request accommodations, students must schedule an appointment with an
SSWD coordinator. Students should contact SSWD at least four weeks before their first semester or term at Loyola. Returning students should schedule an appointment within the first two weeks of the semester or term. The University policy on accommodations and participation in courses is available at: [http://www.luc.edu/sswd](http://www.luc.edu/sswd)

**EthicsLine Reporting Hotline**
Loyola University Chicago has implemented EthicsLine Reporting Hotline, through a third party internet & telephone hotline provider, to provide you with an automated and anonymous way to report activities that may involve misconduct or violations of Loyola University policy. You may file an anonymous report here on-line or by dialing 855-603-6988. (within the United States, Guam, and Puerto Rico)

The University is committed to the highest ethical and professional standards of conduct as an integral part of its mission of expanding knowledge in the service of humanity through learning, justice and faith. To achieve this goal, the University relies on each community member's ethical behavior, honesty, integrity and good judgment. Each community member should demonstrate respect for the rights of others. [www.luc.edu/ethicsline](http://www.luc.edu/ethicsline)

**Electronic Communication Policies and Guidelines**
The School of Education faculty, students and staff respect each other’s rights, privacy and access to electronic resources, services, and communications while in the pursuit of academic and professional growth, networking and research. All members of the university community are expected to demonstrate the highest standards of integrity, communication, and responsibility while accessing and utilizing technology, information resources, and computing facilities. A link to the Loyola University Chicago and School of Education official policies and guidelines can be found at:
1. [www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf](http://www.luc.edu/media/lucedu/education/pdfs/SOE_Cyberbullying_Policy.pdf)
3. [www.luc.edu/its/itspoliciesguidelines/index.shtml](http://www.luc.edu/its/itspoliciesguidelines/index.shtml)

**Diversity**
A characteristic of research is an awareness of one's own values, beliefs, and biases. We will address diversity issues (gender, race, religion, ability, sexual orientation, socioeconomic status, methodological preferences, etc.) throughout the course in our readings and discussions as they relate to those biases and to engaging in ethical research. In order to foster a learning community in the classroom, openness to and respect of various perspectives and backgrounds is essential.


**ASSIGNMENTS**
Course delivery is achieved through blended learning techniques that use lectures and online discussions. All assignments are graded for: (i) the clearness, logic, and succinctness of your writing; (ii) your command of the intellectual content; and (iii) your ability to propose a way forward.

1. **Participation (25 points):** Weekly Active participation is a core requirement of this class. This includes: coming to and being on time for all sessions, reading the weekly coursework before class, and being ready to discuss all of the required readings. Use class discussions to ask questions, seek clarity, or provide insight to the readings. It is a way for your colleagues to understand how you are synthesizing and processing the readings and themes presented. Basically, class participation involves speaking and discussing in a knowledgeable manner about the texts based on your analysis of them. If you have difficulty speaking in class, a good method to employ is to come to class each week with a key quotation—several sentences or an entire paragraph—highlighted from the reading and be prepared to explain why this quote was meaningful to you. You might explain how the quotation helped to understand the author's primary argument, reflect on your education, or develop your own opinion on the topic. At times, I will randomly call on people to share, so be prepared every week to participate. Your participation will be evaluated on the degree to which your contributions to class discussions demonstrate that you have read the readings and reflected on them and not the absolute amount of time you speak in class. In other words, it is the quality of your remarks, informed by the readings, and not the quantity of words uttered in class that matters most.

1) **Online Student-Led Discussion (25 points):** Students should comment on each group’s postings within 24 hours of scheduled class time. Students are expected to comment at least twice during scheduled online sessions. Please note that you should strive to keep the discussion rich and lively. Rather than just summarizing the readings try to post questions, or raise things that you found interesting and ask each other to respond to them (see here for examples [https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/blended-learning/online-discussions-tips-students](https://uwaterloo.ca/centre-for-teaching-excellence/teaching-resources/teaching-tips/developing-assignments/blended-learning/online-discussions-tips-students)). The goal of the online session is to have a have a rich discussion. Students should try to include evidence (in the form of in-text citations) in their comments and responses that shows that they have read this week’s readings. For example, by citing the weekly readings or other published work in APA.

2. This class has one assignment that will be graded (50 points): students will be given the necessary materials needed for the creation of a national school policy in an emerging market. Additional details will be available on Sakai.
3. If a student misses an in-person class session, they are required to write a 1000-word summary of that week’s reading and submit it by 5 PM CST two days following class.

- More than two unexcused absences from class will automatically result in a grade point reduction.
- All written assignments should use 1-inch margins, Times New Roman 12pt, include references in APA style, and place the student’s name in the top margin. Include in your bibliography all of the literature that you have referenced in your written assignments and the final project. For more information on APA style see recommended text.
- All assignments are due on the dates listed in the syllabus. Late assignments will be penalized one point for each day that they are late. Late assignments due to medical or family emergencies will be exempted from penalties on a case-by-case basis, but there will be no exception made as the result of poor planning.

Failure to post in the online discussion section promptly will result in a course grade drop.

10 Tips for Academic Reading

1. Know your purpose: Though you may read instructions word by word, you really should not read a complex journal article one word at a time. Understanding the purpose of your reading is critical to the development of effective reading strategies.

2. Develop sound note-taking skills: Taking notes as you read a text improves your understanding of the material. Keep the purpose of the reading in mind and use a note-taking style that works for you.

3. Concentrate on what’s being done, and not only on what’s being said: Pay attention to both the author’s purpose for writing (which is often different than your purpose for reading) and the organizational structure of the writing. For example, is the author making an argument or comparing two things? If arguing, what are the sub-arguments and supporting points?

4. Get to know the genre: Understanding the type of text you’re reading gives you a better idea of where key information is located, which will save you time by speeding up the reading process.

5. Read actively: Engage with the text by asking yourself questions as you read and by trying to figure out what’s coming up next. Is information missing or are your questions unanswered? Do you understand the key points? Do you feel the author’s ideas are clear and well supported?

6. Keep a dictionary on hand: Avoid simply guessing at a word’s meaning if you’ve never come across it before or are unsure of its meaning in a new context. Look it up in a dictionary!

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7. Set aside blocks of reading time: It takes a considerable amount of time to read an academic text. Give yourself enough time to complete your weekly readings and be realistic about how long it usually takes.
8. Read material before class, not after: Reading assigned articles or chapters before class puts you ahead of the game.
9. Summarize your readings: Many textbooks have chapter summaries and most journal articles have abstracts that detail their contents. Look for a synopsis in your reading and review it closely to make sure that you’ve understood the central points. Jotting down a summary of your own will improve your chances of remembering key ideas.
10. Use the academic support available to you: Effective reading strategies for university-level texts aren’t always self-evident. Drop by Learning Support Services for more information about reading techniques that can save you time and help you retain content. Loyola’s writing center information can be found at: http://www.luc.edu/writing/home/

REQUIRED COURSE BOOKS (❐)


RECOMMENDED


MODULE 1: CONCEPTUALIZING A SOCIAL JUSTICE APPROACH TO EDUCATION POLICY (MAY 23)

CLASS HELD VIA WHATSAPP/FACETIME/SKYPE

MODULE OBJECTIVE:

• Upon attending this class and completing the readings, students will be able to use a Critical Education Policy Studies approach in
conceptualizing the essential characteristic of a social justice approach to education policy design and implementation.

REQUIRED READINGS

Pedagogy of the Oppressed (first-half of the book)


MODULE 2: CONCEPTUALIZING A SOCIAL JUSTICE APPROACH TO EDUCATION POLICY (MAY 25)

CLASS HELD VIA WHATSAPP/FACETIME/SKYPE

MODULE OBJECTIVE:

- Upon attending this class and completing the readings, students will focus on identifying different the theoretical and methodological approaches to conceptualizing and designing national education policies that use a social justice approach.

REQUIRED READINGS

Pedagogy of the Oppressed (second-half of the book)


MODULE 3: CONSCIENTIZACAO (MAY 30)

Guest Speaker: Dr. Yohana Dukhan - Public-Private Partnerships and Social Reforms

Guest Speaker: Agustín Depetris - Re-thinking the Politics of Education Policy

(Talk is scheduled for Saturday May 28, 6PM Tunisian time via Adobe Connect)

MODULE OBJECTIVES:

- Upon attending this class and completing the readings, students will be able to take the life situation of the learner to develop policies and practices in education that focus on raising the consciousness of individuals and empowering vulnerable groups.
Additionally, with the aid of guest speakers, students will understand the emergence “parachute researchers” in education and their influence in shaping policy analytics. The concept of “parachute researchers” has emerged as a way of describing “scientists from wealthy nations who swoop in when a puzzling disease breaks out in a developing country. They collect specimens, then head straight back home to analyze them. They don't coordinate with people fighting the epidemic on the ground — don't even share their discoveries for months, if ever” (see Aizenman, 2016).²

REQUIRED READINGS

Education for Critical Consciousness (first-half of the book)


MODULE 4: CONSCIENTIZACAO (JUNE 1)

ASYNCHRONOUS DISCUSSIONS — GROUP WORK (JACOB & MARTIN) (CHRISTOPHER & VANIA)

MODULE OBJECTIVE:

Upon attending this class and completing the readings, students will have a clear understanding of how to design education policies and practices that change the institutional structures which dehumanize both the oppressor and the oppressed.

REQUIRE READING

Education for Critical Consciousness (second-half of the book)

SAKAI DISCUSSION QUESTIONS

1. What three ideas discussed in Pedagogy in Process still hold lessons for today's post-global recessionary world?
2. Explain what the characteristics of a model of raising conscientizacao in educational policymaking should entail?

MODULE 5: POLICYMAKING AND DEMOCRATIC ‘TRANSITOLOGIES’ PART I (JUNE 6)

ASYNCHRONOUS DISCUSSIONS – GROUP WORK (JACOB & VANIA) (MARTIN & CHRISTOPHER)

MODULE OBJECTIVE:
- Upon attending this class and completing the readings, students will have a clear understanding of how role of education in fostering development during transiting periods or "transitologies."

REQUIRED READINGS
Pedagogy in Process: The Letters to Guinea-Bissau (first-half of the book)


SAKAI DISCUSSION QUESTIONS
1. What role, if any, does conscientizacao paly during times of transitologies?
2. In this book, Freire discusses 'leadership' and 'cultural circles' how would this translate into today global policy environment undergirded by the rise of the Fourth Industrial Revolution (see additional resources here: (i) https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/ (ii) https://www.weforum.org/agenda/2016/01/what-role-will-education-play-in-the-fourth-industrial-revolution/
3. Explain which aspects of Freire’s work in the current volume that you find inapplicable to today’s changing global context?

MODULE 6: POLICYMAKING AND DEMOCRATIC 'TRANSITOLOGIES' PART II (JUNE 8)
CLASS HELD VIA WHATSAPP/FACETIME/SKYPE

MODULE OBJECTIVES:
- Upon attending this class and completing the readings, students will have a clear understanding of the challenges that countries face as they reform their education systems and have to account for both internal and external ideas.

REQUIRED READINGS
Pedagogy in Process: The Letters to Guinea-Bissau (second-half of the book)

 MODULE 7: POLICY ANALYTICS - PART I (JUNE 13)

 ASYNCHRONOUS DISCUSSIONS - GROUP WORK (JACOB & CHRISTOPHER) (VANIA & MARTIN)

 MODULE OBJECTIVE:

- Upon attending this class and completing the readings, students will have a clear understanding of the interrelations of education and political struggles.

 REQUIRED READINGS

Pedagogy of the Heart (first-half of the book)


 SAKAI DISCUSSION QUESTIONS:

1. What policy sentiments does Pedagogy in Process echo that can be further illuminated with characteristics from Pedagogy of the Heart?
2. How should Reflecting on Freire’s “theory of dialogic action” discussed in Pedagogy of the Oppressed, what lessons, if any, can be drawn from this emphasis on communication in Pedagogy of the Heart?
3. How would you seek to account for transformative theories and practices in policymaking described in the current volume?

 MODULE 8: POLICY ANALYTICS - PART II (JUNE 15)

CLASS HELD VIA WHATSAPP/FACETIME/SKYPE

 MODULE OBJECTIVE:

- Upon attending this class and completing the readings, students will have a clear understanding of the dialogic or communicative perspective of education policymaking in an era challenged by varied voices of stakeholders that demand that their voices be taken into account at the decision-making levels.

 REQUIRED READINGS

Pedagogy of the Heart (second-half of the book)
MODULE 9: POLICY FOR SOCIAL CHANGE (JUNE 20)
CORBOY LAW CENTER - ROOM 526

MODULE OBJECTIVE:
- Upon attending this class and completing the readings, students will have a clear understanding of how to design politics that have the power to transform reality.

REQUIRED READING
📖 Pedagogy of the Hope (first-half of the book)

MODULE 10: POLICY FOR SOCIAL CHANGE (JUNE 22)
CORBOY LAW CENTER - ROOM 526

MODULE OBJECTIVE:
- Upon attending this class and completing the readings, students will have a clear understanding of how to design politics that have the power to transform reality.

REQUIRED READING
📖 Pedagogy of the Hope (second-half of the book)

MODULE 11: RE(THINKING) SOCIAL JUSTICE ORIENTATED POLICY PERSPECTIVES
PART I (JUNE 27)
CORBOY LAW CENTER - ROOM 526

MODULE OBJECTIVES:
- Upon attending this class and completing the readings, students will have new theoretical and methodological insight in framing policymaking for a social justice perspective.

REQUIRED READING
📖 TBA

MODULE 12: RE(THINKING) SOCIAL JUSTICE ORIENTATED POLICY PERSPECTIVES
PART II (JUNE 29)
CORBOY LAW CENTER - ROOM 526

MODULE OBJECTIVES:
- Upon attending this class and completing the readings, students will have new theoretical and methodological insight in framing policymaking for a social justice perspective.

REQUIRED READING
📖 TBA
Students are expected to undertake supplemental readings for their final papers. Below are some relevant journals in our field and those in bold are particularly useful for research ideas and understanding the major trends and interests of comparative and international education.

**Alternatives**
**Anthropology of Education**
**Asia Pacific Journal of Education**
**Comparative Education**
**Comparative Education Review* (the premier journal in the field)**
**Compare**
**Community College Review**
**Convergence**
**Discourse: Studies in the Cultural Politics of Education**
**Economics of Education Review**
**European Education**
**Gender and Education**
**Harvard Educational Review**
**Higher Education**
**Higher Education Policy**
**International Education**
**History of Education Quarterly**
**International Higher Education**
**International Journal of Early Childhood**
**International Journal of Educational Research**
**International Journal of Educational Development**
**International Journal of Qualitative Studies in Education**

**On-line Journals**
**CICE "Current Issues in Comparative Education”**
http://www.tc.columbia.edu/cice/
**Education Review** http://www.ed.asu.edu/edrev
**CIE "Current Issues in Education”** http://cie.ed.asu.edu/
**In Focus: Journal of the International Institute of Educational Development, Florida International University**
http://www.fiu.edu/~iied/web/journal.html

**Handbooks and Monographs:**
New Directions for Institutional Research
New Directions for Teaching and Learning
New Directions for Community Colleges