ELPS 405:
Introduction to Educational Policy and Practice
Department of Cultural and Educational Policy Studies
Loyola University Chicago

Thursday: 16.15 to 18.45
Fall 2019 ~ Corboy Law Center - Room 323

Professor: Tavis D. Jules
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Email: tjules@luc.edu
Office Hours: Thursdays 1.30–3.30 (Appointments can be made at: http://my.setmore.com/bookingpage/fc89eff2-8edc-4442-90c7-d36b5fd81f1b)

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 class to facilitate class readings and discussions.

COURSE DESCRIPTION

The course approaches the foundations of educational policy and praxis by focusing on its practitioners, communities of practice, and organizations: their cultures, modes of learning and sense-making, and complex interactivity. This course probes intensely into the context and role of policymaking by considering the interconnections between the historical development and social, political, and economic aspirations of governments and their relationship to education. Additionally, this course allows students to analyze the role of the state in educational policy formation, adoption, and implementation by providing an overarching framework that examines the theoretical approaches to the policy process as it relates to government as a policy system. This class focuses on providing a broad overview of the three types of argumentative policy analysis (Fischer and Forester, 1993)\(^1\) – (i) Critical Policy Discourse Analysis (Gottweis, 1998; Hajer, 1995; Wagenaar, 2011; Yanow, 2006); (ii) Deliberative Policy Analysis (Hajer and Wagenaar, 2003) and (iii) Interpretative Policy Analysis (Yanow, 1996; 2006).

Upon completing this class, students will be able to use a multidisciplinary 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 public policy process influences educational policy. The course will consider why some problems are escalated to the public agenda, why some solutions are adopted, and others rejected, and why some policies appear to succeed while others seem to fail. This course will provide an overview of policymaking at all levels by examining: (i) How public policies get translated into practice, and who does that work? and (ii) Where does policy-relevant knowledge about critical societal issues and problems come from?

Course Objective: In keeping with the School of Education’s conceptual framework of advancing “Social Action through Education,” this class aims at:

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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;

Equipping students with the ability and skills needed to undertake a comparative and international project evaluation and analysis, which is both impartial and more likely to craft public value;

Familiarizing students with the different forms of policy analysis where they will be able to collect data, compose Policy Memos, Impact Memos, and Stakeholder Analyses that will contribute to their final project;

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 improve their overall learning experiences; and

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

**Smart Evaluation**
Towards the end of the course, students will receive an email from the Office of Institutional Effectiveness as a reminder to provide feedback on the course. Students will receive consistent reminders throughout the period when the evaluation is open, and the reminders will stop once the evaluation is completed.

- The evaluation is completely anonymous. When the results are released, instructors and departments will not be able to tell which student provided the individual feedback.
- Because it is anonymous and the results are not released to faculty or departments until after grades have been submitted, the feedback will not impact a student’s grade.
- The feedback is important so that the instructor can gain insight in to how to improve their teaching and the department can learn how best to shape the curriculum.

**DISPOSITIONS**
All students are assessed on one or more dispositional areas of growth across our programs: *Professionalism, Inquiry, and Social Justice*. The instructor in your course will identify the dispositions assessed in this course and you can find the rubrics related to these dispositions in LiveText. *For those students in non-degree programs, the rubric for dispositions may be available through Sakai, TaskStream or another platform.* Disposition data is reviewed by program faculty on a regular basis. This allows faculty to work with students to develop throughout their program and address any issues as they arise.

**LIVETEXT**
All students, except those who are non-degree, must have access to LiveText to complete the benchmark assessments aligned to the Conceptual Framework Standards and all other accreditation, school-wide and/or program-wide related assessments. You can access more information on LiveText here: [LiveText](#).

**Syllabus Addendum Link**
- [www.luc.edu/education/syllabus-addendum/](http://www.luc.edu/education/syllabus-addendum/)

This link directs students to statements on essential policies regarding *academic honesty, accessibility, ethics line reporting*, and *electronic communication policies and guidelines*. We ask that you read each policy carefully.
This link will also bring you to the full text of our conceptual framework that guides the work of the School of Education – *Social Action through Education*.

**ASSIGNMENTS**

Course delivery is achieved primarily through lectures; however, depending on the number of students enrolled, student-led discussions and presentations will occur. **All assignments will be done in pairs with a “Policy Buddy” that was pre-assigned at the beginning of class.** All assignments will be graded for: (i) the clearness, logic, and succinctness of your writing; (ii) your command of the intellectual content; (iii) your use of a comparative method for analysis; and (iv) your ability to propose a way forward.

**ASSIGNMENT DUE DATES AT A GLANCE**

- Module 4 – September 19 (Policy Memo)
- Module 6 – October 3 (Policy Blog 1)
- Module 8 – October 17 (Stakeholder Memo)
- Module 10 – October 24 (Impact Memo)
- Module 12 – November 14 (Policy Blog 2)
- Module 14 – December 5 (Policy Brief)
- Module 14 – December 5 Chicago Council on Global Affairs (2 reflections)

1) **Participation (10 points):** Weekly active involvement 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 into the readings. It is a way for your colleagues to understand how you are synthesizing and processing the readings and themes presented. **Class participation** involves speaking and discussing knowledgeably the texts based on your analysis of them. If you have difficulty speaking in class, an excellent method to employ is to come to class each week with a **critical quotation**—several sentences or an entire paragraph—highlighted from the reading and be prepared to explain why this quotation was meaningful to you. You might tell how the quote helped to understand the author’s principal 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 number of words uttered in class that matters most.

   a) Students should meet with me **four times** during the semester, **twice accompanied by their policy-buddy and twice individually**.

   b) Students are expected to attend **two events**, given by the Chicago Council on Global Affairs, ([http://www.thechicagocouncil.org](http://www.thechicagocouncil.org)) that directly relate to issues in International Education (preferably the young scholar’s events) and write a 750-900 word reflection for each session attended.

2) **Student-Led Discussion (5 points):** From Module 5 through Module 11. Depending on the number of students in the class, individuals, pairs, or groups of students will be
3) All assignments should consider the Macro-level, Meso-level, and Micro-level:

   i. **Macro-level** provides the reader with an understanding of the significance of the historical context, political-ideological climate, political-institutional culture, and economic and social makeup of countries engaging in policy reform.

   ii. **Meso-level** focuses on the rules and incentives that govern the implementation of policy reform, transmitted through price-based incentives, and less predictable organizational cultures and social norms, within the countries analyses.

   iii. **Micro-level** offers an analysis of the distributional impacts of policy reform, identifying winners and losers, and explaining the dynamics of local settings.

   iv. **Reviewing Policy** gives the reader your conclusions and recommendations.

Source: Adopted from the World Bank (2007)²

   i. **This class has** four small assignments that will be graded: (i) **Policy Memo**; (ii) **Stakeholder Memo**, and (iii) **and Impact Memo**. Each assignment builds upon the previous assignment. Students will then have permission cut and paste the relevant

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information from each of the three smaller assignments into the final class projects that culminate in writing a policy brief.

a) **POLICY MEMO (10 points – 3-5 pages double spaced DUE September 19):**

Write a policy memo based on a current case of policy partnerships (similar to the five cases in Brinkerhoff & Crosby, 2002, pp. 92-100) and describe the policy case using the policy characteristics questions (Brinkerhoff & Crosby, 2002, pp. 157-161). Explain why this issue is essential and provide appropriate evidence to justify your claims.

*What is a policy memo?*

The document that provides an analysis and/or recommendations for a particular audience regarding a particular situation or problem called a policy memo. The first step to writing your policy memo is determining whether or not there is an issue or set of issues. The goal of the policy memo is to describe the current challenges within/across the system and then use available data to show why and how the system needs to be reformed. A well-written policy memo reflects attention to purpose; it is well organized; and it has a clear, concise style.

*Determining and responding to your audience:* In most cases, you will know the audience for your work because: (i) you have been hired by that individual or organization or (ii) your instructor provides that information to you. Think carefully about the needs and expectations of your audience. For example, if your audience is an elected official seeking analysis on a highly technical matter, you should generally assume that the official lacks substantial technical expertise. You will need to define technical terms and provide enough background about the situation you are discussing that such a “lay” audience can grasp your arguments. On the other hand, if you are writing for a technically trained audience, you will waste time and energy, providing background information that your readers already know.

*Introduction:* Start your Policy Memo with a clear declarative statement. One distinguishing characteristic of a policy memo is that a summary of the document’s conclusion(s) and recommendation(s) is placed right at the beginning of the memo. Remember that the purpose of the document is generally to provide your audience advice about a decision, project, or policy stance. Thus, you open the memo by summarizing the problem or situation about which you are writing, and by providing a very brief summary of the conclusions/recommendations you have reached during your analysis. The rest of the memo is designed to support the findings or recommendations you present.

*Background:* Keeping in mind that different audiences need different amounts of background information (see above), follow your introduction with a concise summary of any historical or technical that your audience needs to understand the arguments you are building. (It may be that no background information is needed at all.)

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Supporting arguments or analysis: Once you have set the stage for your audience, show how this information leads logically to the conclusions/recommendations you have provided.

How to Write a Public Policy Memo (recommended for guidance):

- https://libguides.usc.edu/writingguide/policymemo
- https://wws.princeton.edu/admissions/wws-blog/item/policy-memo-writing-tips

A sample memo will be handed out in class.

b) STAKEHOLDER ANALYSIS (3 pages double-spaced – 15 points DUE October 17): Include in the assessment analysis all the potential stakeholders and those responsible for affecting a policy – an example of which can be found on Brinkerhoff and Crosby (2002, p. 150). Your Stakeholder Analysis Memo should address: how each stakeholder group is involved and/or affected. (see Table 1 below and example in Sakai)

<table>
<thead>
<tr>
<th>Table 1: Sample heading for a Stakeholder Analysis Matrix</th>
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<td>Group</td>
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c) IMPACT MEMO (3 pages double-spaced – 15 points DUE October 24): Critically analyze the “Impact” of the main issues identified in the assessment. Highlight the policy recommendations which are made and the policy implications (the language of instruction, reading acquisition, teacher education, management, school improvement, etc.), if applicable. This should be succinct and suitable for policymakers and should clearly state the findings and conclusions of the case study on which you are basing the policy implications. Since the aim is to capture the attention of a policymaker, avoid excessive detail and inventories of findings. Focus on telling a story that is consistent, articulate, and crisp. (see example in Sakai)

ii. Policy blogs (20 points DUE October 3 and November 14): Two policy blogs are due for a client. International Institute of Islamic Thought’s blog, Thoughts in the Third Space, is currently accepting 800-900 word submissions in response to any of the following questions or themes below:

1. If you were to propose plans for policy changes to advance education in Muslim societies and developing countries which area/s would you address first and why?
2. When looking at the curriculum of a specific country, what are the specific changes in policy guidelines you think are necessary to promote 21st century skills?
3. What are the best ways to incorporate religious education into the curriculum in a way that is compatible with 21st century skills, and which policy changes would be necessary to achieve this?

4. Can you identify successful case studies (in Muslim societies or others) where a policy or policies promoting values based education are directly contributing to improvements in human development?

Writers of blog entries are advised to keep each paragraph 4–5 sentences, including hyperlinks within the paragraphs where appropriate to articles or online sources of material that are quoted or referenced. Entries should be submitted to amina@iiit.org, CC’ing tjules@luc.edu, as Microsoft word documents, including the author’s name(s) and a brief bio about themselves they would feel comfortable having on IIIT’s website. The best ones will be selected to be published on IIIT’s blog.

iii. **Policy Brief (25 points DUE December 5):** Your final assignment will be Policy Brief, which provides a method for you to learn how to write a succinct summary of a particular issue, and some recommendations on the best option forward. Additional details will be given in class.

**PLEASE NOTE**

4. If a student misses a class, they are required to write a 1000-word summary of that week’s reading and submit it by 5 PM CST the Monday 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 the literature that you have referenced in your written assignments and a final project. For more information on APA style, see the 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 to the result of poor planning.

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.

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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!

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 the 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 (10)**


- **Kettle, D. F. (2018).** Little Bites of Big Data for Public Policy. CQ Press.
MODULE 1: INTRODUCTION (AUGUST 29)

MODULE OBJECTIVE: Upon attending this class and completing the readings, students will be able to identify and explain the factors that have contributed to the development of the global education policy.

REQUIRED READING
- Thomas (entire book)
- Egbert & Sanden (entire book)

MODULE 2: WHAT IS POLICY? (SEPTEMBER 5)

MODULE OBJECTIVE: Upon attending this class and completing the readings, students will be able to explain the critical policy functions, the challenges they entail, and how educational officials may address the challenges as they implement and evaluate policies.

REQUIRED READING
- Bates et al., Chapters 1 and 2
- Pennock Chapters 1 and 2

MODULE 3: THE POLICY PROBLEM (SEPTEMBER 12)

MODULE OBJECTIVES: Upon attending this class and completing the readings, students will be able to explain the theories that inform contemporary education policy, its purposes and political formation as well as the key issues that have shaped the historical trajectory of policy development in education.

REQUIRED READINGS

MODULE 4: POLICY RESEARCH (SEPTEMBER 19)

POLICY MEMO DUE

MODULE OBJECTIVE: Upon attending this class and completing the readings, students will have a clear understanding of what constitutes policy research.

REQUIRED READINGS
- Majchrrzak & Markus Chapters 1 to 4
- Pennock Chapters 5, 6 and 7
- Bardach & Patashnik Part II and Appendix B

MODULE 5: POLICY DESIGN (SEPTEMBER 26)

MODULE OBJECTIVE: Upon attending this class and completing the readings, students will be able to identify and explain the various steps in the policy process.

REQUIRED READINGS
- Bardach & Patashnik Part III
- Majchrrzak & Markus Chapter 5
- Brinkerhoff & Crosby Chapter 10

STUDENT-LED DISCUSSION

MODULE 6: DOING POLICY ANALYSIS I: STAKEHOLDERS (OCTOBER 3)

POLICY BLOG DUE

ONLINE DISCUSSION SESSION

MODULE OBJECTIVES: The module is aimed at helping students understand how external actors and events shape domestic policy agendas.

REQUIRED READINGS
- Bates et al., Chapters 3, 4 and 5

STUDENT-LED DISCUSSION
MODULE OBJECTIVES: Students should be able to conduct a Stakeholder Analysis that critically assesses the main issues identified in their study; highlight several policy recommendations, and justify why they should be implemented according to stakeholders. Include in the assessment analysis of the stakeholders and those responsible for affecting a policy – an example of which can be found on Brinkerhoff and Crosby (2002, p. 150).

REQUIRED READINGS
- Majchrrzak & Markus Chapter 6
- Bates et al., Chapter 8
- Bardach & Patashnik Appendix D
- Brinkerhoff & Crosby Chapter 4 & 6

REVIEW OF STAKEHOLDER ANALYSIS

STUDENT-LED DISCUSSION -----------------------------------------------

IN-CLASS WORKING SESSION
Bring to class the policy that students plan to analyze. The session will focus on how actors influence the policy process reform that you intend to undertake.

MODULE 8: DOING POLICY ANALYSIS II: IMPACT MEMO (OCTOBER 17)

STAKEHOLDER MEMO DUE

MODULE OBJECTIVE: Upon attending this class and completing the readings, students should be able to identify the different approaches to analyzing global educational policies and the actors involved in shaping them.

REQUIRED READINGS
- Bates et al., Chapter 7
- Bardach & Patashnik Appendix C
- Brinkerhoff & Crosby Chapters 7 and 8

STUDENT-LED DISCUSSION -----------------------------------------------

MODULE 9: ISSUE BRIEFS, OPEDS AND DECISION MEMOS (OCTOBER 24)

MODULE OBJECTIVE: The module is aimed at helping students understand the purpose of a Needs Assessment – which provides a method to learn what has already been done and what gaps in learning remain.

REQUIRED READINGS
- Pennock Chapter 8, 10, and 11
STUDENT-LED DISCUSSION

MODULE 10: NON-TRADITIONAL WRITING (OCTOBER 31)

**MODULE OBJECTIVE:** The module is aimed at helping students understand the different steps involved in conducting a Needs Assessment.

**REQUIRED READING**
- Pennock Chapter 12 and 13
- Bates et al., Chapters 8

STUDENT-LED DISCUSSION

MODULE 11: BIG DATA (NOVEMBER 7)

**MODULE OBJECTIVE:** The module is aimed at helping students understand the different tools and techniques of a Needs Assessment.

**REQUIRED READING**
- Kettl (full book)

STUDENT-LED DISCUSSION

MODULE 12: POLICY IMPLEMENTATION II (NOVEMBER 14)

**POLICY BLOG**

**MODULE OBJECTIVES:** Upon attending this class and completing the readings, students will be able to explain the different stages of policy implementation.

**REQUIRED READING**
- Brinkerhoff & Crosby Chapters 1, 2 and 5

MODULE 13: POLICY EVALUATION (NOVEMBER 21)

**MODULE OBJECTIVES:** Upon attending this class and completing the readings, students will be able to explain the core facets of policy evaluation.

**REQUIRED READING**
- Brinkerhoff & Crosby Chapter 12
MODULE OBJECTIVES: Upon attending this class and completing the readings, students will be able to explain the historical trajectory of policymaking, its various manifestations, and its possible futures.

REQUIRED READING
Brinkerhoff & Crosby Chapter 9
Majchrzak & Markus Chapter 7

ADDITIONAL INFORMATION
REFEREED PRINT JOURNALS
Students are expected to undertake supplemental readings for their final papers. Below are some relevant journals in our filed, 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
- International Journal of Science Education
- International Organization
- **International Review of Education**
- International Studies in Sociology of Education
- Journal of African Studies
- Journal of Educational Policy
- Journal of Moral Education
- **Journal of College Student Development**
- Journal of Student Affairs Research and Practice
- Journal of College Student Retention
- Journal of College Admissions
- Oxford Review of Education
- **Prospects (UNESCO)**
- Race, Ethnicity, and Education
- Review of Higher Education
- Research in Higher Education
- Sociology of Education
- Studies in International Education
- Third World Quarterly
- Women's Studies International Forum
- World Development
- World 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