

EDU 644- Comparative And International Education (Winter 2020)

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CLASS MEETINGS:	Thursdays, 1-4PM 4212 School of Education
OFFICE HOURS:	Sign up for office hours appointments on Canvas here . Please allow at least 24 hours notice for making and canceling appointments.

COURSE DESCRIPTION

What can we learn from comparative and international education research, and how can investigations in one context inform educational policy and practice in multiple contexts? Comparative and international education is a growing field within education, and it is increasingly important in a globalized world. This course offers an overview of the multidisciplinary field of comparative and international education, introducing students to the theory and practice of comparative and international education research, the main stakeholders and mechanisms driving global educational policy, and theories of policy borrowing and transfer. Through scholarly accounts, policy documents, and teaching cases, students will become familiar with the core challenges facing educational actors and systems around the world, the relationship between education and national development, and how various stakeholders participate in the landscape of educational aid and development. We will also explore the prominent methodologies and approaches to research in comparative and international education, including large-scale surveys, descriptive and evaluation design, and vertical case studies. Throughout the course we will consider ethical issues relevant to conducting comparative and international education research and policy analysis. In the final section of the course, we will contemplate several areas of current interest and debate in the field, including democratic and citizenship education, gender equity, and the relationship between education and conflict.

Participants in the class will develop a deeper understanding of educational contexts, challenges, and innovations in cross-national perspective. Students will have the opportunity to pursue independent interests for course assignments.

COURSE FORMAT

This class meets weekly and includes a variety of learning activities. Every class will include space for individual reflection, small group discussion or cooperative learning activities, and full class discussion and debate. Nearly every class will include student presentations and student-led discussions. Several class sessions will be organized around teaching cases and analysis of large, publicly available datasets. These activities are designed to immerse students in educational challenges in particular contexts, while simulating the challenges of decision-making within and across international educational settings.

COURSE GOALS

University of Michigan School of Education’s mission is “to generate, study, and teach strategies, practices, and tools for addressing educational problems and to prepare practitioners, policy-makers, and researchers who can develop equitable and just educational opportunities.”

Our course goals reflect this shared mission:

- 1) To understand the landscape of comparative and international education as a multidisciplinary field of research, policy, and practice, the nature of comparative knowledge, and the strengths and limitations of this approach.
- 2) To develop an awareness of the core challenges facing educational actors and systems around the world, as well as the nature of global policy initiatives and educational stakeholders responding to those challenges.
- 3) To become familiar with methods and metrics widely adopted in the field and develop one’s own research questions that pertain to comparative and international education, with special attention to matching units of analysis across settings.
- 4) To become critical readers of educational policy and empirical research in the field of comparative and international education, and to develop the capacity to apply research-based knowledge to improve educational opportunities and outcomes.
- 5) To recognize the ethical, social, and political dimensions relevant to comparative and international education, and to reflect on one’s own identity, positionality, and ethical responsibility when working within and across international educational contexts.

COURSE READINGS

Course readings will draw from a range of texts in order to explore the historical, theoretical, and practical elements of the field of CIE. We will complement these readings with empirical case studies and policy documents in order to illuminate educational challenges and innovations in particular contexts within and across international educational settings, including some studies situated in US contexts.

ASSESSMENT

Assessment should be viewed as an integral part of the learning experience. During the course, there will be opportunities for formal and informal feedback.

FORMAL ASSESSMENT WILL BE WEIGHTED AS FOLLOWS:

- Attendance and participation: 20%
- Weekly reading reflections: 20%
- Presentation on educational stakeholder: 20%
- Annotated bibliography: 10%
- Writing workshop and peer review: 10%
- Final written assignment: 20%

PREPARATION AND CLASS PARTICIPATION

Participation is integral to the course design. Students are expected to come to class prepared and having read the assigned texts thoughtfully. You are encouraged to read with a lens toward the author's main argument, supporting evidence, limitations and alternative explanations, and implications for educational policy and practice.

Class attendance and participation comprise a portion of your grade in this course. Students are expected to attend all class meetings for the entire session. If you are absent or miss more than twenty minutes of class, you will be expected to share a 2-page single spaced reflection on assigned readings, which will be made available to your classmates.

In preparation for case discussions, analysis of shared datasets, and class presentations, you will occasionally conduct outside research and gather additional materials to enrich class activities.

WEEKLY READING REFLECTIONS

Weekly reading reflections should be between 100-200 words. They should demonstrate that you have done the reading, and that you are making substantive connections across course texts and discussions. Ultimately these are for *your benefit* so that you can track your own thinking throughout the course. You will not receive written feedback on these, but their timely submission comprises a portion of your grade. Your comments will be viewable by your peers, and we will occasionally consult these comments during class. You are not expected to read all students' comments before class, though you are welcome to do so. The deadline for the reflection and question submission is **Thursdays, 11AM**. Students will submit this weekly assignment in Canvas Discussions, labeled for each week.

PRESENTATION ON EDUCATIONAL STAKEHOLDER

There are a number of educational stakeholders playing critical roles in the field of comparative and international education. These actors range from local organizations to global networks, including national governments, non-governmental organizations, and international institutions. In order to familiarize ourselves with the breadth and depth of educational activities coordinated by these actors, each student will research a key stakeholder and give a brief class presentation to the class. Additional information will be shared in class. There is a graphic organizer in *Canvas>files>assignments* where you are invited to track your learnings about stakeholders across the semester. ***Before our first class session, review the list of organizational actors on Canvas.***

FINAL WRITTEN ASSIGNMENT

Students in this class will have the opportunity to develop their own interests in a topic within the field of CIE. There are three approaches for the culminating class project, depending on student interests, including: a research paper, curriculum development, or a policy brief/ white paper. Whichever format you select, you are expected to draw on course themes and texts, in addition to conducting external research to explore your topic in greater depth. Across these formats, you will have the opportunity to explore any aspect of education that you wish, e.g., universal access, language of instruction, community-based school models, indigenous rights, peace education curriculum, learner-centered pedagogy, teacher preparation, literacy,

whole school reform. You may work in pairs, with instructor approval and an expanded scope for the project.

You are not required to incorporate more than one educational setting in the final project, though at least one of the contexts highlighted ***must be a non-US educational setting*** (e.g., a comparison of early childhood education policy in US and China; a teaching case focused on interpreting education and sustainability in Rwanda).

The final project should be 4000-5000 words (excluding references). **DEADLINE: Tuesday April 28, 12PM.** In order to support your progress towards this final assignment, several intermediate assignments are due throughout the semester, which are noted below.

Please note that all written assignments should be submitted by the stated deadlines in order to be eligible for full credit.

GENERAL ACADEMIC EXPECTATIONS

Plagiarism is a serious offence. Plagiarism includes copying material from outside texts or presenting outside information as if it were your own by not crediting authors through proper citations. It can be deliberate or unintended. If you're in doubt about the use of a source, cite it (and quote text when necessary). Students are expected to abide by [University of Michigan's policy regarding academic integrity](#). Ensure that all of your work is original and cited, where appropriate.

Students are expected to adhere to **APA citation format** in the final written assignment. For weekly reflections, you do not need to include bibliographies for course texts, but please be clear about which class texts you are referencing. If you reference materials from outside the course, include a full reference.

Late Assignments and Resubmissions

Deadlines for all course assignments are firm, with exceptions only granted under extraordinary circumstances and with instructor approval.

Students must contact the instructor if they experience extenuating circumstances or have emergencies that might affect their ability to submit an assignment on time.

Student Accommodations

If you think you need an accommodation for a special need or disability, please let me know at your earliest convenience. As soon as you make me aware of your needs, we can work with the Office of Services for Students with Disabilities (SSD) to help us determine appropriate accommodations. SSD (734-763-3000; <https://ssd.umich.edu>) typically recommends accommodations through a Verified Individualized Services and Accommodations (VISA) form. I will treat any information that you provide in as confidential a manner as possible.

Technology and Social Media Use

We will use technology in many ways throughout the course, and you are welcome to bring your laptops, cellphones, and other devices to class. Please refrain from using these devices for non-course related pursuits during class sessions.

Mental Health and Overall Wellbeing

This course centers on educational issues and experiences that are illustrative of domestic and global inequities. It is perfectly normal to feel angry and upset as you interact with these texts, and as we discuss these topics. As a class, we will make an effort to check in about our emotional responses to these materials, while also pursuing analytic and practical connections. If you or someone you know is feeling overwhelmed, depressed, and/or in need of support—*regardless of its connection to this class*—services are available. For help, contact Counseling and Psychological Services (CAPS) at (734) 764-8312 and <https://caps.umich.edu/> during and after hours, on weekends and holidays or through its counselors physically located in schools on both North and Central Campus. For a more comprehensive listing of the broad range of mental health services available on campus, please visit: <http://umich.edu/~mhealth/>. I will treat any information that you share in as confidential a manner as possible.

Any student who faces challenges securing food, housing or other basic needs and believes this may affect their performance in the course is urged to contact the Dean of Students Office (734-764-7420; deanofstudents@umich.edu; 609 Tappan Street) for resources and support.

WK 1- Jan 9- Overview and introductions

How will this course be structured? What is expected of me? How will I pursue my individual interests and support our collective goals? What can we learn about each other and ourselves from exploring education with a comparative perspective?

Please read the syllabus thoroughly. Note assignments and their deadlines, including the task assigned on page 3, which is expected to be completed before our first meeting. Consider potential themes and contexts of interest for your independent work, and come prepared to discuss a few ideas of interest to you.

Khokhar, T. & Serajuddin, U. (2015, Nov 16). Should we continue to use the term “developing world”? *World Bank Blogs*. <https://blogs.worldbank.org/opendata/should-we-continue-use-term-developing-world>

Williams, J.H. (2003). Why compare?: Why all educators should think internationally. *International Educator*, 12, pp. 18-25.

WK 2- Jan 16- Introduction to comparative and international education

What is comparative education? How did the field evolve? What can we learn from exploring education in multiple contexts? What is the value of comparative inquiry? How has globalization shifted the nature of comparative inquiry? Is all educational research inevitably comparative?

Arnové, R. (2013). Introduction: Reframing comparative education. In Arnove, R.F., Torres, C.A. & Franz, S. (Eds.) *Comparative education: The dialectic of the global and the local* (4th ed.) (pp. 1-25). Plymouth, UK: Rowman & Littlefield Publishers.

Baker, D., & LeTendre, G. K. (2005). Preface and Chapter 1: The global environment of national systems. In *National differences, global similarities: World culture and the future of schooling* (pp. i-15). Stanford University Press.

WK 3- Jan 23- Education and development in comparative inquiry

What is the relationship between education and national development? What do we mean by educational development and educational progress? What problems does development aim to solve, and how? What theories underlie development interventions?

Phillips, D. & Schweisfurth, M. (2008). *Comparative and international education: An introduction to theory, method, and practice*. London: Continuum. Chapter 4, Education and national development: An introduction to key ideas and questions, pp. 60-76.

Bajaj, M., Cislighi, B., & Mackie, G. (2016). *Advancing transformative human rights education (THRED): Appendix D to the Report of the Global Citizenship Commission*. Cambridge, UK: Open Book Publishers.

<https://www.openbookpublishers.com/shopimages/The-UDHR-21st-C-AppendixD.pdf>

Read “Case One: Formal THRED in India” pp. 32-42.

Katz, C. (2004). *Growing up global: Economic restructuring and children’s everyday lives*. Minneapolis: University of Minnesota Press, pp. 143-152.

Kirk, J., Winthrop, R., & DeStefano, J. (2006). Meeting EFA: Afghanistan home-based schools (Paper for Equip2). Washington, DC: USAID.

WK 4- Jan 30- Aid, development, and education

What is the landscape of global educational development, and where does it intersect with legacies of colonialism and humanitarian aid? What are the ethical issues and discourses of power relevant to the field? What unintended consequences of development have emerged? Is more education always better? Do alternative approaches exist?

Carillo, E.C. (2017). Preparing college-level readers to define reading than more than mastery. *Deep Reading: Teaching Reading in the Writing Classroom*, National Council of Teachers of English, **Read pp. 188-192. After reading, consider, what is “mindful reading” for you? What strategies will support you to read more mindfully?**

Kendall, N. (2008). “Vulnerability” in AIDS-affected states: Rethinking child rights, educational institutions and development paradigms. *International Journal of Education and Development*, 28, 365-383.

Klees, S.J. 2010. Aid, development, and education. *Current Issues in Comparative Education* 13(1), 7-28.

Samoff, J. (2007). Institutionalizing international influence. *Safundi: The Journal of South African and American Studies* 4(1), 1-34.

WK 5- Feb 6- Global policy: EFA, MDGs, SDGs

What are the core challenges facing educational actors and systems around the world? What is the nature of international frameworks, such as the MDGs and EFA, and how can we assess their success? What goals and priorities (and whose) have shaped the SDGs? What has changed from MDGs to SDGs? How are these global agendas envisioned and communicated? What are the critiques?

MDGs & EFA

- Review the 8 MDGs.
- Explore Education for all (EFA).
- Browse the themes covered in UNESCO’s EFA Global Monitoring Reports: <https://en.unesco.org/gem-report/>
- UNESCO. (2015). EFA Monitoring Report, 2015, Education for all, 2000-2015: Achievements and challenges, Read overview, p. 1-43. <http://unesdoc.unesco.org/images/0023/002322/232205e.pdf>

SDGs:

- Review the 17 SDGs: <http://www.undp.org/content/undp/en/home/mdgoverview/post-2015-development-agenda.html>
- *Education 2030: Incheon Declaration: Towards inclusive and equitable quality education and lifelong learning for all:* http://uis.unesco.org/sites/default/files/documents/education-2030-incheon-framework-for-action-implementation-of-sdg4-2016-en_2.pdf

(2016, Winter). A dialogue about the Sustainable Developments Goals (SDGs), Education, and Comparative and International Education Research. *CIES Perspectives*. Lewin, Keith M. "Education for Sustainable Development or Sustainable Educational Development?" pp. 37-41; Wulff, Antonia. "The SDGs: A renewed impetus for quality education for all," pp. 41-44.

WK 6- Feb 13- Educational policy borrowing and pathways of transfer

How do we use comparisons of educational systems to inform policy recommendations? How do educational ideas and practices travel from one context to another? How do we know when policy transfer is feasible and beneficial? What are the power dynamics in play during the process of policy transfer, and who should borrow from whom? What are the challenges of implementation?

Dyer, C. (1999). Researching the implementation of educational policy: A backward mapping approach. *Comparative Education*, 35(1), 45-61.

Muro, T. (2009). AIDS and edutainment: Inter/national health education in Tanzanian secondary schools. In F. Vavrus & L. Bartlett (Eds.) *Critical approaches to comparative education: Vertical case studies from Africa, Europe, the Middle East, and the Americas* (pp. 57-71). New York: Palgrave Macmillan.

Steiner-Khamsi, G., Stolpe, I. (2004). Decentralization and recentralization reform in Mongolia: Tracing the swing of the pendulum. *Comparative Education*, 40(1), 29-53.

Reimers, F., Cooc, N., and Hashmi, J. (2011). Adapting innovations across borders to close equity gaps in education. In Heymann, J. & Cassola, A. (Eds.), *Lessons in Educational Equality: Successful approaches to Intractable problems around the world* (pp. 315-339). New York: Oxford University Press.

At this point in the semester, you should be making key decisions about your topic, in order to advance the research process. What geographic region(s) will you focus on, and what units of comparison will you consider? What kinds of literature and empirical data sources will you draw on? What topics from class resonate with you thus far, and what do you want to learn more about? Come to class prepared to discuss your ideas.

WK 7- Feb 20- Research methods and metrics in CIE

How do we approach research and generate knowledge within the field of CIE? What are the available units of analysis in comparative work, and what do they allow us to compare and generalize within and across educational settings? What are the main indicators used to measure educational performance in cross-national studies, and how do these measures influence research, policy, and practice? How does the identity and positionality of the researcher shape the findings? What are the critiques of (academic and programmatic) research and data collection within CIE?

Bartlett, L. & Vavrus, F. (2017). *Rethinking case study research: A comparative approach*. New York: Routledge. Chapter 1: Follow the inquiry: An introduction, pp. 1-26.

PISA

Explore OECD PISA text and 2018 results: <https://www.oecd.org/pisa/>

TIMSS

Explore key findings for the 2015 cycle: <https://www.iea.nl/timss-2015>

Think about patterns you see and questions you have.

**** Students will be in groups with additional readings and guiding questions for PISA and TIMSS.**

WK 8- Feb 27- Global convergence and the internationalization of education

How do global dynamics influence national and local policies and practices? How is globalization serving as a converging mechanism within and across educational settings? What are the benefits and drawbacks of an increasingly global society for education around the world? In what ways are globalizing economic, political, and cultural forces shifting the ways we think about educational structures and learning priorities? To what extent do we share a global culture of schooling?

Anderson-Levitt, K. (2008). Globalization and Curriculum. In F. M. Connelly, M. F. He, & J. I. Phillion (Eds.), *The SAGE Handbook of Curriculum and Instruction* (pp. 349-368). Thousand Oaks, CA: Sage.

Jiménez, J.D., Lerch, J.C., & Bromley, P. (2017). Education for Global Citizenship and Sustainable Development: Content in Social Science Textbooks. *European Journal of Education*, 52(4), 460-476.

Ramirez, F.O. (1997). The nation-state, citizenship, and educational change: Institutionalization and globalization. In Cummings, W.K., & McGinn, N.F. (Eds.), *The International Handbook of education and development: Preparing schools, students, and nations for the Twenty-first Century*, (47-62). Pergamon.

Writing workshop- Review the course assignment guidelines. **Read one of the two student assignments** from previous years, making marginal comments in areas you would like to discuss. Using criteria outlined in the rubric, identify specific areas in the text that are particularly strong. What is the main argument? What would you encourage this author to revise, and why?

WK 9- Mar 5- spring break- no class

WK 10- Mar 12- Education, culture, and cultural change

In what ways have Western models of school influenced culture and contributed to cultural change? How have communities used education to transmit and transform culture? How should culture, communities, and educational systems interact? What role is culture playing in the organization of formal teaching and learning interactions, and what role should culture play in 21st Century debates about schooling and school reform?

Demerath, P. (1999). The cultural production of educational utility in Pere Village. *Comparative Education Review*, 43, 2, 162-192.

Niyozov, S. (2017). Understanding pedagogy: Cross-cultural and comparative insights from Central Asia. In Bickmore, K., Hayhoe, R., Manion, C., Mundy, K., Read, R. (Eds.), *Comparative and international education: Issues for teachers* (pp. 88-118). Toronto: Canadian Scholars.

Tobin, J., Hsueh, Y., Karasawa, M. (2009). *Preschool in three cultures revisited: China, Japan, and the United States*. Chicago: University of Chicago. Chapter 5: Looking across time and cultures (pp. 224-248).

WK 11- Mar 19- The politics of diversity and inclusion

How do global forces and im/migration influence national, regional, and local educational policies aimed at

diversity and inclusion? How do language of instruction, curriculum, and inter/multi/bi-cultural discourses and policies interact in schools, classrooms, and communities? How do policies and practices aim to address various dimensions of diversity across educational settings?

Farrell, J.P. (2008). Community education in developing countries: The quiet revolution in schooling. In F. M. Connelly, M. F. He, & J. I. Phillion (Eds.), *The SAGE Handbook of Curriculum and Instruction* (pp. 369-389). Thousand Oaks, CA: Sage.

Murphy-Graham, Erin. 2008. "Opening the Black Box: Women's Empowerment and Innovative Secondary Education in Honduras." *Gender and Education* 20(1), 31–50.

Valdiviezo, L.A. (2009). "Don't you want your child to be better than you?": Enacting ideologies and contesting intercultural policy in Peru. In F. Vavrus & L. Bartlett (Eds.) *Critical approaches to comparative education: Vertical case studies from Africa, Europe, the Middle East, and the Americas* (pp. 147-162). New York: Palgrave Macmillan.

WK 12- Mar 26- No class / CIES Mar 22-26

- The CIES Presidential address should be available during the meeting week. There are also links to addresses from previous years. As you listen, note a few ideas that stand out to you as particularly interesting, puzzling, or problematic. How do they relate to the discussions we have been having in this class?
- Browse the open access program for the CIES meeting. Note topics and individuals/groups doing work you are interested in. These might be useful for your final projects, as well as your work beyond this course: <http://cies2020.org/>
- Past CIES Presidential addresses are printed in *Comparative Education Review*, if there are particular figures, issues, or historical periods that appeal to you.

Because we are not meeting this week, you are expected to make significant progress towards your final paper. Complete an annotated bibliography, highlighting 7-10 sources on your topic. You will likely need to consult more than 10 sources before cultivating a list of texts that you find integral to your main argument.

WK 13- Apr 2- Accessing and implementing education in exile

What expectations do societies have for education during conflict and displacement? How are the lives and educational trajectories of young people affected by conflict? **Through the case discussion, we will consider:** what is the role and responsibility of educational stakeholders to children and young people in emergency settings? How do we prioritize educational goals in contexts with limited capacity and resources? How does global educational policy influence and guide our decisions?

Bellino, M.J. & Dryden-Peterson, S. (2015). Teaching case: "Access or quality?: Decision-making on education in Kakuma Refugee Camp, Kenya." Harvard Education Publishing Group.

[This text will be handed out in class and cannot be posted for copyright reasons.]

Mendenhall, M., Dryden-Peterson, S., Bartlett, L., Ndirangu, C., Imonje, R., Gakunga, D., Gichuhi, L., Nyagah, G., Okoth, U., & Tangelder, M. (2015). Quality education for refugees in Kenya: Pedagogy in urban

Nairobi and Kakuma Refugee Camp settings. *Journal on Education in Emergencies*, 1(1), 92-127. Issue available at: http://s3.amazonaws.com/incc-assets/resources/Journal_on_EiE_Vol1_Num1_Oct2015.pdf

UNHCR. (2012). Global strategy, 2012-2016. <http://www.unhcr.org/5149ba349.html>
[SKIM for main elements of the policy]

Maker Mayen. (2015). The rush for space. *The Refugee Magazine*, 6. Nairobi, Kenya: Film Aid, 5.
[PDF available on Canvas. Full issues available here: <https://www.filmaid.org/refugee-magazine/>]

WK 14- Apr 9- Within and beyond the nation-state: Citizenship education in comparative perspective

How is citizenship education conceptualized and implemented in cross-national contexts? What are the similarities and differences within and across educational settings? What is the role of culture, history, and politics in the development of education for, and young people's attitudes towards, democratic principles, civic participation, and belonging? Where do pedagogy and content intersect in the civic space of the classroom? What is the relationship between national and global citizenship(s)?

Banks, J.A. (2008). Diversity, group identity, and citizenship education in a global age. *Educational Researcher*, 39(3), 129-139.

Bellino, M. J. (2018). Is development 'the new peace'? Global citizenship as national obligation in postwar Guatemala. *Anthropology and Education Quarterly*, 49(4). doi:10.1111/aeq.12266

Schulz, W., Ainley, J., Fraillon, J., Losito, B., Agrusti, G., & Friedman, T. (2018). *Becoming Citizens in a Changing World: IEA International Civic and Citizenship Education Study 2016 International Report*. Amsterdam, The Netherlands: International Association for the Evaluation of Educational Achievement.
<https://link.springer.com/book/10.1007%2F978-3-319-73963-2>

- Read the executive summary, pp. xv-xxi.
- Skim a section covering a country, region, or theme that interests you.
- Home page for all International Civic and Citizenship Education Study (ICCS) materials: <https://iccs.iea.nl/home.html>

WK 15- Apr 16- Writing workshop

Piper, B. (2016). International education is a broken field: Can ubuntu education bring solutions? *International Review of Education*. 62, 101–111.

The final class session is devoted to workshopping your draft texts for the final project with peers. You are not expected to have an entire draft completed; it is expected that students will be in different stages with their work. **Bring ~3 pages of text to workshop in class. At the top of the first page, record two questions you would like to pose to your readers. Make sure they are not simple yes/no questions.**

After class, please remember to fill out the **course evaluation form**. Your reflections will help me understand what elements of the course best supported your learning, and what elements should be rethought in future iterations.