

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

Voyage:	Spring 2023
Discipline:	Education
Course Number and Title:	EDUC 375 Comparative Education
Division:	Upper
Faculty Name:	George Salembier
Semester Credit Hours:	3

Prerequisites: Students must be of sophomore standing or higher

COURSE DESCRIPTION

This course will examine comparative and international education in a global and research context, with emphasis on the 11 countries we visit during the Spring 2023 SAS voyage. The course will provide you with a comprehensive overview of what comparative and international education means in a multi-cultural and changing world. Working within a variety of accessible frameworks you will be able to undertake comparisons between different educational systems within and across different countries.

Students will examine the conceptual and methodological questions underlying comparative and international education. Particular attention will be placed on the development of the field through a variety of lenses such as the exploration of the relationship between education, culture, and society in a global context. Among the specific topics discussed will be gender, race, class, teacher background, pay, teacher status in the community, curriculum and pedagogy, assessment of learning, remedial programs and education of children with disabilities, socio-political, and economic structures. Literacy in reading, mathematics, and science will provide the common content thread for analyzing programs and outcomes across countries, with attention paid to the impact of globalization on traditional learning, indigenous languages, and culture.

LEARNING OBJECTIVES

At the completion of the course, students will be able to:

1. provide an overview of the history of comparative education as a field of study;
2. provide examples of various techniques and methods in comparative education;
3. Identify the impact of various factors that influence education: culture, economics, environment, health, and politics;
4. discuss the education system of selected developing countries and high-income countries; and
5. examine the strengths and weaknesses of large-scale surveys like PISA and TIMSS that are used in comparative and international educational research.

REQUIRED TEXTBOOKS

AUTHOR: Jennifer Marshall
TITLE: Introduction to Comparative and International Education
PUBLISHER: Sage Publications
ISBN: 152644514X
DATE/EDITION: 2019/Second Edition

AUTHOR: OECD
TITLE: Education at a Glance 2021: OECD Indicators
PUBLISHER: OECD Publishing
ISBN: 1999-1487
DATE/EDITION: 2021

TOPICAL OUTLINE OF COURSE

Embarkation Day – January 5

1:

Introductions, overview of course processes, norms per the Voyage Community Values, and expectations regarding Field Class and Comparative Experiential Project.

Review Educational Autobiography requirement.

Assignments: Read Chapter 1: An Introduction to Comparative Education. What comparative education is, how the field has developed, who compares and the challenges of researching this area. Read OECD 2021, Introduction and Chapter A. Complete journal posting #1 on chapter 1.

2:

Reflections & questions on journal posting #1

Overview of Chapter 1

OECD Overview

Review & sign-ups for group educational system (micro, meso, & macro levels of perspective) and book group requirements.

Assignments: Read Chapter 2: How are comparisons made? Using multiple data and secondary sources in educational comparisons; and read Chapter 3: Culture and Education. What is the relationship between national culture and education? And, complete journal posting #2 on Chapters 2 & 3.

3:

Overview of Chapters 2 & 3 Comparisons, Culture and Education

Reflections & questions on journal posting #2

Assignments: Read Chapter 7: Understanding international education (IE)? What IE is and why it is important to study it? And, complete journal posting #3

4:

Overview of Chapter 7

Reflections & questions on journal posting #3

Assignment: Read Chapter 5: Education and the developing world. What is 'development', 'underdevelopment', and development policy? Read OECD, Chapter B. Complete journal posting #4.

5:

Overview of Chapter 5 & OECD Access & Participation

Reflections & questions on journal posting #4

Assignment: Meet with Book Group, Read OECD, Chapter C.

6:

Overview of OECD Financial Resources Invested in Education (Part 1)

Book Group Meeting

Assignment: Read designated book for your book club group

7:

OECD Financial Resources Invested in Education (Part 2)

Assignment: Read Chapter 4: Economic, political, social and historical contexts for comparison. What are the political, economic, social, and historical factors that affect education for understanding comparisons? and, complete journal posting #5.

8:

Overview & discussion of Chapter 4

Reflections & questions on journal posting #5

Assignment: Draft inquiry/research questions for comparative ed. report on 3 countries; Read OECD, Chapter D.

9:

Teachers, the learning environment and the Organization of Schools

Review inquiry/research questions to study

Assignments: Read Chapter 6: Gender and Education. What is the relationship between gender and education (cultural/social, participation, and achievement) in the countries we visit? And, complete journal posting #6.

10:

Overview, activity, & discussion of Chapter 6

Reflections & questions on journal posting #6

Assignments: Read Chapter 8: Globalization and Education. What is globalization and how does it influence education in the US and the countries we visit? And, complete journal posting #7.

11:

Overview & discussion of Chapter 8

Reflections & questions on journal posting #7

Book Club Meetings

12:

Comparative Experiential Project Planning Time

Assignments: Read Chapter 9: Global citizenship education. What is global citizenship and its relationship to education and cultural identity? And, complete journal posting #8.

13:

Overview & discussion of Chapter 9

Reflections & questions on journal posting #8

Assignments: Read Chapter 11: International Schools. What are international schools? why do they exist? and, what challenges do they face? And, complete journal posting #9.

14:

Overview & discussion of Chapter 11

Reflections & questions on journal posting #9

Comparative Experiential Project Planning Time

15:

Book Club Planning Time

Assignments: Read article: Situating Disability within Comparative Education: A Review of the Literature. To what extent is the topic of disability present in comparative education literature? and, how is disability represented in comparative education literature? Complete journal posting #10

16:

Overview & discussion of disability article in the context of comparative education

Reflections & questions on journal posting #10

Assignments: Read Chapter 10: Multicultural education. What is multiculturalism, pluralism, and intercultural education? and, what is the historical context of multiculturalism and multicultural education? and, complete journal posting #11

17:

Overview & discussion of Chapter 10

Reflections & questions on journal posting #11

Assignments: Read Chapter 12: Internationalization of higher education. What does the construct internationalization mean? and, how is it represented in the national/institutional policies and practice of the countries we visit? and, complete journal posting #12.

18:

Overview & discussion of Chapter 12

Reflections & questions on journal posting #12

Planning Discussion for Book Club Presentations

19:

Planning Discussion & Meeting for Book Club Presentations

20:

Book Club Presentations & Discussions

21:
Book Club Presentations & Discussions

22:
Book Club Presentations & Discussions
Comparative Experiential Project & Discussions

23:
Comparative Experiential Project Presentations & Discussion
Share Educational Biographies

24:
Comparative Experiential Project Presentations & Discussion
Share Educational Biographies

25:
Final Exam

Disembarkation Day - April 20

FIELD WORK

Semester at Sea® field experiences allow for an unparalleled opportunity to compare, contrast, and synthesize the different cultures and countries encountered over the course of the voyage. In addition to the one field class, students will complete a Comparative Experiential Project that span multiple countries.

Field Class & Assignment

STUDENTS: Field Class proposals listed below are not finalized. Confirmed ports, dates, and times will be posted to the [Spring 23 Courses and Field Class page](#) when available.

Field Class attendance is mandatory for all students enrolled in this course. Do not book individual travel plans or a Semester at Sea sponsored trip on the day of your field class.

Field Classes constitute 20% of the contact hours for each course.

Outcomes:

Students will visit & participate in a lecture and discussion of the historical background, opportunities & challenges for the port country's educational system with faculty and students from a local university near or in the port city. After their visit to the university, students will visit a local partnership school with the teacher education program field coordinator and observe several primary &/or secondary classrooms and interview school administrators, teachers, and students. Specific outcomes for this course will include

- a) explaining the differences and similarities in the local educational system of the country visited and with their own background educational and cultural experiences.
- b) creating personal connections with teachers and students across different countries, and

- c) based on course readings and class discussions describing the various historical, social, political, & economic factors that influence the quality of the country's educational system.

Types of Activities:

- a) Visitation to a local university that includes either an arts and science curriculum (economics, political science, etc.) or a teacher preparation program. Interviews, meetings, and discussion with faculty, administrators, and university students. Interviews and discussion will focus on factors hosts believe influence the quality of their country's educational system.
- b) Visitation to both a local port-city primary or secondary public/governmental and international school. The purpose of this activity is to allow students to further understand how these schools are similar and different.
- c) Bus tour of local port-city area where local university, primary or secondary students live to observe the social, cultural, and economic context and conditions people live in.

Assessment:

The field class assessment will be worth 20% of the overall course grade (10% field trip participation and 10% summary matrix reflection paper). The assignment will include both active participation and completion of a summary matrix/reflection paper. The matrix will be designed by students early in the course and utilized for the field class assignment and the comparative experiential project. The paper and active participation will be evaluated using a rubric with quality criteria detailing active engagement and what needs to be included in the matrix/reflection, etc. (e.g., gender identification, race, class, teacher background, pay, teacher status in the community, curriculum and pedagogy, assessment of learning, student performance in reading/literacy, mathematics, and science, or remedial programs & services for children with disabilities. The assignment will be due within 4 days of returning from the port stay.

Comparative Experiential Project

The CEP is the required comparative assignment that span multiple countries. The Comparative Experiential Project constitutes at least 5% of the grade for each course.

The CEP field-based experience will be worth 10% of your final grade in this course. Students in the early part of the voyage will identify one or two inquiry/research questions related to the course learning objectives and the educational systems across countries. Your research inquiry will focus on similarities and differences between educational systems in three (3) different countries during our Spring 2023 voyage. For each of the three countries chosen you will contact and visit or one or two schools or educational agencies (local educational agencies, universities, public/governmental/international, and private schools are acceptable visitations) in the port city. Through document and research review, interviews, and observations you will collect evidence to answer your inquiry questions. Protocols and local customs for contacting and visiting schools will be discussed in the beginning of the semester. Towards the end of the voyage, students will write a summary brief of their three countries and then develop a short presentation for each of the three field observations that

introduces their inquiry questions, observations, discusses the findings, and provides reflections of how you might structure future research in this area. Students will have time in class, following each port, to share what they investigated & discovered. We will compare ports/countries as we move along on the voyage. Further details and criteria for topics/questions, observation reports & presentations will be discussed early in the semester.

Suggested topics may focus your inquiry/research questions on comparing your 3 countries on issues such as the role that gender, race, class, teacher background, pay, teacher status in the community, curriculum and pedagogy, assessment of learning, student performance in reading/literacy, mathematics, and science, or remedial programs & services for children with disabilities have on the quality of life and well-being of the citizens of that country.

METHODS OF EVALUATION

All course assignments will be evaluated based on the degree of meeting the quality and expectation criteria outlined in the syllabus and assignment descriptions. Information and evidence, structure, analysis and interpretation, mechanics, voice and style, and conclusions will guide the evaluation process for each written assignment. All written papers are expected to include appropriate in-text citations and a reference page (unless otherwise noted), follow APA format, be double-spaced, using 12pt font and be peer reviewed and carefully edited.

This course will focus on professionalism, student engagement, and respectful dialogue. Good dialogue depends a great deal on the open-mindedness and consideration of all participants. This course is designed to be highly interactive and will be based on new knowledge that we all create rather than on lecture or instructor recitation. Your active participation is critical and therefore you must come prepared each class to talk about the readings and field-based experiences. This includes probing questions, exhibiting collegiality, being prompt to class, considering different perspectives, meeting assignment due dates, and engaging in all those behaviors that will foster a positive experience in the classroom. Many classes will include a written knowledge check, entrance card, or exit card. You may hand write or use your computer to write and submit your responses to these activities. I will grade some of these responses, and these grades will count towards your “professionalism, participation, and attendance” grade. It will be necessary to be familiar with the assigned materials in order to attain full credit.

In addition to the Field Class and Comparative Experiential Project Assignments described above the following descriptions complete all course requirements for HDUC 375:

1. Educational Autobiography (Part I) – 10%

Write an educational autobiography of your past educational experience. Consider your personal experience in relationship to how it connects to issues at the macro, mezzo, and micro levels.

- Would you consider your past education a successful experience? Why? or Why not?
- Did the system in place support you? How was it supportive or not?

Educational Autobiography Revisited (Part II) – 10%

Revisit your educational autobiography from the beginning of this course. Again, consider your personal experience in relationship to how it connects to issues at the macro, mezzo, and micro levels.

- Has your perception of your past educational experience changed based on your participation in this voyage, class & field experiences? Please explain how?
- Did you experience an international education? Why? or Why not?
- Would you consider your recent education on this voyage a successful experience? Why? or Why not?
- Did the system in place support you? How was it supportive or not?

2. Small Book Club Paper & Presentation – 20%

In an effort to add to a more in-depth understanding of comparative education in international contexts and the countries we visit, students will participate in a small group book club. Student groups will be comprised of a minimum of four to five students (depending upon class size). Each small group will choose from one of the books shared and distributed on the first class. A small amount of class time will be dedicated to student discussions for the book club; however, the vast majority of the work (read, analyze, and discuss the material) must be conducted outside of class. Each small group will prepare and implement an engaging presentation (you can use a Socratic format) to present this material/the book to classmates. This will occur during the middle to second half of the semester (there will be designated dates for these). The presentation should be about 1/3 of the class period (approximately 20-25 minutes) and should engage classmates in the topic by presenting the authors' position and viewpoint(s), the work's application to international education and the 11 countries we visit on this voyage, and the robustness of the comparisons made by the author (where applicable).

3. Field Class and Field Experiences – 20%

4. Comparative Experiential Project – 10%

5. Final Exam – 20%

The final exam is a combination of multiple choice and short answer questions. It will cover major course concepts and constructs discussed during the semester.

6. Class participation, engagement, journal postings (12 postings) and professionalism - 10%

GRADING SCALE

The following Grading Scale is utilized for student evaluation. Pass/Fail is not an option for Semester at Sea® coursework. Note that C-, D+ and D- grades are also not assigned on Semester at Sea® in accordance with the grading system at Colorado State University (the SAS partner institution).

Pluses and minuses are awarded as follows on a 100% scale:

<u>Excellent</u>	<u>Good</u>	<u>Satisfactory/Poor</u>	<u>Failing</u>
97-100%: A+	87-89%: B+	77-79%: C+	Less than 60%: F
93-96%: A	83-86%: B	70-76%: C	
90-92%: A-	80-82%: B-	60-69%: D	

ATTENDANCE/ENGAGEMENT IN THE ACADEMIC PROGRAM

Attendance in all Semester at Sea® classes, including the Field Class, is mandatory. Students must inform their instructors prior to any unanticipated absence and take the initiative to make up missed work in a timely fashion. Instructors must make reasonable efforts to enable students to make up work which must be accomplished under the instructor's supervision (e.g., examinations, laboratories). In the event of a conflict in regard to this policy, individuals may appeal using established CSU procedures.

CLASSROOM CLIMATE

Semester at Sea® is committed to the Voyage Community Values. Consequently, the classroom environment is founded on mutual respect, community, and an aim toward equity. The Voyage Community Values support the creation of a collaborative and vibrant community. Our community is the foundation of our learning, critical inquiry, and discovery. Each member of this course has a responsibility to uphold these values when engaging with one another.

With that, please review the following Voyage Community Values:

- **Well-Being:** We commit to the health, safety and well-being of ourselves, all members of our voyage community, *and* members of the communities we will visit.
- **Interconnectedness:** We understand our actions and attitudes have an impact locally and globally. We always seek to positively affect the planet and the people around us near and far.
- **Respect:** We honor the inherent dignity of *all people* with an abiding commitment to freedom of expression, scholarly discourse and the advancement of knowledge. We have the right to be treated, and the responsibility to treat others, with fairness and equity.
- **Inclusion:** We ensure inclusive environments that welcome, value, affirm and embrace *all people* within the shipboard community and in each country we visit.
- **Integrity:** We are honest and ethical in all of our interactions, including our academic work. We hold ourselves accountable for our actions.
- **Excellence:** We model the highest academic standards of preparation, inquiry and knowledge and consistently seek to understand complex issues and express informed opinions with courage and conviction.

LEARNING ACCOMMODATIONS

Semester at Sea® provides academic accommodations for students with diagnosed learning disabilities, in accordance with ADA guidelines. Students who will need accommodations in a class, should contact ISE to discuss their individual needs. Any accommodation must be discussed in a timely manner prior to implementation.

A letter from students' home institutions verifying the accommodations received on their home campuses (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit verification of accommodations to their Student Services advisor as soon as possible, but no later than two months prior to the voyage. More details can be found within the **Course Registration Packet**, posted to the student portal prior to registration.

STUDENT CONDUCT CODE

The foundation of a university is truth and knowledge, each of which relies in a fundamental manner upon academic integrity and is diminished significantly by academic misconduct. Academic integrity is conceptualized as doing and taking credit for one's own work. A pervasive attitude promoting academic integrity enhances the sense of community and adds value to the educational process. All within the University are affected by the cooperative commitment to academic integrity. All Semester at Sea® courses adhere to this Academic Integrity Policy and Student Conduct Code.

Depending on the nature of the assignment or exam, the faculty member may require a written declaration of the following honor pledge: "I have not given, received, or used any unauthorized assistance on this exam/assignment."

RESERVE BOOKS FOR THE LIBRARY

None

FILMS

None

ELECTRONIC COURSE MATERIALS

None