COURSE DESCRIPTION

Comparative Education can be defined as the study of the interaction of society and education with the goal of identifying similarities and differences across multiple countries, or within one country. Societal factors that influence and shape education within a country include language, culture, religion, politics, health care, environment, and economics. Recently, access to large data sets from international assessments has led to a focus on how societal factors and globalization influence teaching practices, expectations, and learning outcomes.

This course will examine comparative education in a global context, with emphasis on the countries visited in the spring 2018 SAS program. Specific topics that will be addressed include the economics of education; teacher preparation, pay, and status in the community; curriculum and pedagogy; assessment of learning; remedial programs and education of children with disabilities. The course will also look at the role of religion and colonization in defining systems, curricula, and values. Language development and mathematical literacy will provide the common content thread for analyzing programs and outcomes across countries, with attention paid to the impact of globalization on traditional learning and indigenous languages. Although the course will focus on primary and secondary education, access to preschool and tertiary programs as well as pass through rates at all levels will be examined.

LEARNING OBJECTIVES

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

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

REQUIRED TEXTBOOKS

AUTHOR: Jennifer Marshall
TITLE: Introduction to Comparative and International Education
PUBLISHER: Sage Publishing
ISBN #: 9781446273203
DATE/EDITION: 2014

AUTHOR: OECD
TITLE: Trends Shaping Education 2016
PUBLISHER: OECD Publishing
ISBN #: 978926425017
DATE/EDITION: 2016

AUTHOR: OECD (free PDF download)
TITLE: Lessons from PISA for the United States, Strong Performers and Successful Reformers in Education
PUBLISHER: OECD Publishing.
ISBN: 9789264096660
DATE: 2011

Electronic Course Materials


TOPICAL OUTLINE OF COURSE

Depart Ensenada, Mexico — January 5


A3—January 11: Practice analyzing data with USA as a case study. Readings: Chapter 1 in Lessons from PISA for the United States and Carnoy & Rothstein.

A4—January 14: The USA school model: pros and cons of local and state systems over a national curriculum. Reading: Chapter 2 in Lessons from PISA for the United States.

Honolulu, Hawaii — January 12

January 16—International Date Line crossing (Lost Day)

A5—January 17: What stories do data tell about education around the world? Reading: PISA 2015 Results in Focus, and selected PISA data sets.

No Class — January 19

A6—January 20: The impact of culture on teachers, pedagogy, and education. Chapter 3: Marshall

A7—January 22: Case study: Japan. Reading: Chapter 6 in Lessons from PISA for the United States.

Kobe, Japan — January 24-28

A8—January 29: Success stories- Shanghai and Hong Kong: Reading: Chapter 4 in Lessons from PISA for the United States.

Shanghai, China — January 31 - February 1

In-Transit — February 2-3

Hong Kong, SAR — February 4-5


Ho Chi Minh City, Vietnam — February 8-13

A10—February 14: Economic, political, social and historical contexts for comparison. Reading: Chapter 4 in Marshall.
No Class — February 16

A11—February 17: Impact of nationalism, religion and disease on education. Reading: Chapter 2 in OECD Trends Shaping Education.

Yangon, Myanmar — February 19-23


A13—February 26: Mid-term exam

Cochin, India — February 28 – March 5


No Class — March 7

A15—March 9: Disabilities and gender: access and barriers. Reading: Chapter 6 in Marshall and Chapter 4 in OECD Trends Shaping Education.

Port Louis, Mauritius — March 11

A16—March 12: Understanding international education. What is the impact of IEB and AP programs? Chapter 7: Marshall

A17—March 14: Globalization and education. Readings: Chapter 8 in Marshall and Chapter 1 in OECD Trends Shaping Education.

A18—March 16: Case study: South Africa. Readings: Education for All and South Africa’s Education Crisis.

Cape Town, South Africa — March 18-23

A19—March 24: A20—March 26: Regional comparisons: SADC countries.

A21—March 28: Impact of GDP on education Case studies: Ghana, Nigeria, Sudan

Tema, Ghana — March 30- April 1

Takoradi, Ghana — April 2-3

A22—April 4: OECD data: Francophone sub-Saharan Africa compared to the former British colonies

Study Day — April 8


Casablanca, Morocco — April 11-14

A25—April 15: Final Exam

Arrive Bremerhaven, Germany — April 19

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 independent field assignments that span multiple countries.

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 at least 20% of the contact hours for each course, and are developed and led by the instructor.

Field Class & Assignment
The Field Class for this course will take place on Friday, 23 March, in Cape Town, South Africa.

In South Africa, students will visit a rural primary school in the winelands area of Cape Town, followed by a lecture on challenges for the South African education system at the University of Stellenbosch. (In Ghana, this would be a secondary school in the industrial region near Tema, with a lecture at the local teacher’s college, Accra College of Education.)

Following the field class, students will submit a report on their experience using the “Travelers’ story” format outlined in the Marshall text. This report may be a 1200 - 1500 word paper with photos, or may be submitted as a power point presentation.

Independent Field Assignments
Students will also examine and compare the structure and issues facing the education system in three of the countries visited. This should be reported in a table, outline, spreadsheet, or graphs that provide the following information:

- Country profile: ethnicity, religions, infant mortality, population, life span, GDP, adult literacy rate
- System structure: national, regional or local and private or public
- Student population by gender for key grades (e.g.: 1, 3, 6, 9, and 12)
- Typical student to teacher ratios
- Cost per student in public schools
- PISA performance with short analysis (300-500 words) that connects social and economic factors to performance variances.
METHODS OF EVALUATION / GRADING SCALE

There will be one midterm exam and a final exam that will be a mixture of short answers and multiple-choice questions covering material from the lectures and the text. In lieu of a second mid-term, students will write a country case study using OECD data (approximately 1000 words) on a country on the itinerary. Student must attend all classes, and there will be three unannounced quizzes on material from the text.

Course Evaluation

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<td>Mid-term exam</td>
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<td>Final exam</td>
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<td>Country case study</td>
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<td>Independent field assignment</td>
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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:

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

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 the student’s home institution verifying the accommodations received on their home campus (dated within the last three years) is required before any accommodation is provided on the ship. Students must submit this verification of accommodations to academic@isevoyages.org as soon as possible, but no later than two months prior to the voyage.

**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

**FILM REQUEST**

None

**ELECTRONIC COURSE MATERIALS**

**AUTHOR. OECD**

**TITLE:** PISA 2015 Assessment and Analytical Framework

**PUBLISHER:** OECD Publishing

**ISBN #: 978926425542 (online: 19963777)**

**DATE/EDITION:** 2016

http://dx.doi.org/10.1787/9789264255425-en

www.pisa.oecd.org

**ADDITIONAL RESOURCES**