

CIED 5341: Comparative Education
Fall, 2017

CIED 5341 is a required course for the Master Degree in International Education

College of Education, Department of Curriculum & Instruction

Instructor: James W. Hynes
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Office hours: By appointment (schedule via email). Office meetings can take place face to face, online, via Skype or by telephone.

Class Format: This class is conducted online with weekly Zoom sessions. We want this to have a strong seminar approach to the discussions and presentations.

Class day and time: N.A.

Class location: If one wishes to meet with me face to face during our scheduled Skype sessions, that can be arranged. The Skype meetings will originate from 278 C in the Garrett Teacher Education Center

Course Description: Candidates evaluate theories in comparative education, cross-national comparative analysis, educational indicator research, educational transfer and borrowing, and the relationship between culture and education. Special attention is devoted to similarities and differences in educational policy and practice among various nations.

Textbooks: None. Scholarly articles will be used instead. All readings are available online at the Newton Gresham Library.

Required Reference Book:

American Psychological Association (2009). *Publication manual* (6th. Ed.). Washington, DC

For August and September meetings, please read and be prepared to discuss the concepts presented in the following articles. * denotes a new listing.

Blomeke, S., (2012). Content, professional preparation, and teaching methods: How diverse is teacher education across countries? *Comparative Education Review*, 56(4), 684-714.

*Bolotov, V. (2012). Development pedagogy – The crisis of the genre? *Journal of the Siberian Federal University. Humanities & Social Sciences*. 11. 1583-1592.

Chudgar, A. (2015). Association between contract teachers and student learning in five Francophone African countries. *Comparative Education Review*, 59(2), 261-288.

Garnoy, M., Ngware, M., & Oketch, M. (2015). The role of classroom resources and national educational context in student learning gains: Comparing Botswana, Kenya and South Africa. *Comparative Education Review*, 59(2), 199-233.

Ozmen, K., S. (2011). Washback effects of the inter-university foreign language examination of foreign language competencies of candidate academics. *Novitas Royal*, 5(2), 215-228.

Spaull, N., & Taylor, S. (2015). Access to what? Creating a composite measure of educational quantity and educational quality for 11 African countries. *Comparative Education Review*, 59(1), 133-165.

Udris, R., (2014). Cyberbullying among high school students in Japan: Development and validation of the online distribution scale. *Computers in Human Behavior*, 41. doi: org/10.1016/j.chb.2014.09.036

Weiss, C. C., & Garcia, E., (2015). Student engagement and academic performance in Mexico: Evidence and puzzles from PISA. *Comparative Education Review*, 59(2), 305-331.

As presenters are added to the schedule, we will add readings appropriate for their presentations.

Course Objectives: This course is designed to offer the opportunity to study education in a global context. The universal similarities of the needs and wants of students and teachers will be examined in great detail.

IDEA Objectives: The instruction in this course will address the following major objectives (as assessed by the IDEA course evaluation system):

Essential:

Gaining factual knowledge (terminology, classifications, methods and trends)

Learning fundamental principles, generalizations or theories

Course/Instructor Requirements: Skype capabilities. The list of journal articles to be read for this class will be made available month by month. With guest lecturers, a certain flexibility must be maintained. The readings will provide background information to better enable understanding of the cultural and historical backgrounds of the speakers and their topics.

Measurement (including performance based)

Standards Alignment

S—SPA Standard Alignment **TS**—Texas Educator Standards/Competencies **DDP**—Diversity and Disposition Proficiencies

[CF—Conceptual Framework Indicator](#)

[N/C—NCATE/CAEP Standard 1 \(if there is no SPA\)](#)

[NETS*S – ISTE NETS Technology Standards for Students](#)

Topics/Objectives	Activities/Assessments	Measurement	S – SPA Standard Alignment TS – Texas Educator Standards/Competencies CF – Conceptual Framework N – NCATE Knowledge and Skills/ Proficiencies by indicator DDP – Dispositions & Diversity Proficiencies
Introduction to International Education	Zoom sessions with guest speakers	Final Exam and Scholarly papers	NCATE Unit Standards Standard 1

	Round table discussions		<p>State Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp</p>
			<p>Conceptual Framework: 1, 3, & 4 Dispositions & Diversity 2,3,4,5,10</p>
Presentation of research	Group discussions		<p>NCATE Unit Standards Standard 1</p> <p>Conceptual Framework: 1, 2, 3, 4, & 5</p>
Comparison of Educational Systems	Submitted assignment	Written report	<p>NCATE Unit Standards Standard 1</p> <p>State Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp</p> <p>Conceptual Framework: 1, 3, & 4 Dispositions & Diversity: 1,2,3,4,5,10</p>
Oral report to the class	Material presented by guest lecturers	Via Zoom	<p>NCATE Unit Standards Standard 1</p> <p>State Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlevl.asp</p>
			<p>Conceptual Framework: 1, 2, 3, 4, & 5 Dispositions & Diversity 2,3,4,5,10</p>

Written reports on the presentations	Discussion of the reports	Demonstration of familiarity with the philosophies and techniques discussed by the presenters/guest lecturers	<p><u>NCATE Unit Standards Standard 1</u></p> <p>State Standards: http://www.sbec.state.tx.us/SBECOnline/standte st/edstancertfieldlevl.as p</p> <p><u>Conceptual Framework:</u></p> <p><u>1, 2, 3, 4, & 5 Dispositions</u></p> <hr/> <p><u>& Diversity</u> <u>1,2,3,4,5,6</u></p>
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Course Outline

Assignments

There will be selected reading assignments, recordings and Zoom presentations that will entail viewing and participation. Please read the designated articles, listen to the recordings and be prepared to lead and participate in the weekly Zoom sessions.

Grades

Grades will be earned based on performance in 1 online exam, oral presentations and 3 papers.

Exam (multiple choice and true/false questions) – 100 points Rubric – correct answers

Oral Presentation – 100 points

3 Papers – 100 points each
 Rubric – APA format

Total points for the course – 400 points

360 – 400 points = A

320 – 359 points = B

280 – 319 points = C

279 points or less = F

Schedule

Calendar Fall 2017 – Due dates of the assignments and Zoom sessions are noted. Please read the syllabus and acknowledge you have done so on Blackboard in Module 1.

August

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
20	21	22	23 First Class Day	24	25	26
27	28	29 Zoom 6-9 pm	30 Dr. Assoumane Alhassane Maiga Mali, West Africa	31		

September

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
					1	2
3	4	5 Zoom 6-9 pm	6 Dr. Tosiro Tsuruta Conducting Educational Research in Japan Cyberbullying	7	8	9
10	11	12 Zoom 6-9 pm	13 Alexander Seryakov Syktyvkar State University Komi Republic, Russia	14	15	16

17	18	19 Zoom 6-9 pm	20 TBD	21	22	23
24	25	26	27 Dr. Manuel Pina Mexico Zoom 6:00 pm Live	28	29	30

October

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3 Submit a 5 page report demonstrating your understanding of the lectures	4	5	6	7
8	9	10	11 Dr. Baburhan Uzum High Stakes Testing in Turkey	12	13	14
15	16	17 Group presentations Pick 2 countries and discuss the positives that could be incorporated into our educational system	18	19	20	21
22	23	24	25 Dr. Craig Edwards "Observations from working with Institutions of Higher Education in Sub-Saharan Africa:	26	27	28

			Contrasting the Influences of Anglophone, Francophone and Lusophone Colonial powers.”			
29	30	31 Zoom 6-9 pm				

November

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Farah Gulzar Education in Pakistan	2	3	4
5	6	7 Zoom 6-9 pm	8 TBD	9	10	11
12	13	14 Zoom 6-9 pm Group Presentations	15 TBD	16	17	18
19	20	21 Review for Final paper	22 Thanksgiving Holiday	23 Thanksgiving Holiday	24 Thanksgiving Holiday	25
26	27	28	29	30		

December

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
		Final paper due			1 Last Class Day	

Student Guidelines

University Policies

- SHSU Academic Policy Manual-Students
 - [Procedures in Cases of Academic Dishonesty #810213](#)
 - [Disabled Student Policy #811006](#)
 - [Student Absences on Religious Holy Days #861001](#)
 - [Academic Grievance Procedures for Students #900823](#)
- SHSU Academic Policy Manual-Curriculum and Instruction
 - [Use of Telephones and Text Messagers in Academic Classrooms and Facilities #100728](#)
 - Technology during instruction: Skype
 - Technology during exams: Online exams
 - Technology in emergencies: INSTRUCTOR'S POLICY ON TECHNOLOGY USE IN EMERGENCIES

Attendance

Attendance and informed participation in the discussions is required.

Course Expectations

We will have available a number of scholarly journal articles. Our expectation is the reading material will be read before the guest lecturer addresses the class. I will hold regular class meetings on Skype to discuss the course and the materials presented. Because we will be working with people from many different time zones, the Skype sessions will not always be at the same time and day of the week. I will have the speakers lined up 1 month in advance so you will be able to plan your attendance via Skype. My expectations are you will ask questions of the presenters.

College of Education Information

Accreditation

The programs within the SHSU College of Education have the distinction of receiving accreditation and national recognition from multiple accrediting bodies. All educator certification programs, including teaching and professional certifications, have received ongoing accreditation from the Texas Education Agency ([TEA](#)). Additionally, the educator preparation program has been accredited by the Council for the Accreditation of Educator Preparation ([CAEP](#)-formerly NCATE) since 1954. Many of the educator preparation concentration areas have also chosen to pursue national recognition from their respective Specialized Professional Associations ([SPA](#)), signifying the program is among the best in the nation. The programs within the Department of Counselor Education have also received accreditation from the Council for Accreditation of Counseling and Related Educational Programs ([CACREP](#)).

Course and Program Evaluation

Near the end of the semester, students are asked to take part in the University's adopted course evaluation system, IDEA. The assessments are completed online and instructions are emailed to each student. Students' assessments of courses are taken are systematically reviewed by the Dean, Associate Deans, Department Chairs, and individual faculty members. Only after the semester has completed are faculty members allowed to view aggregated results of non-personally-identifiable student responses.

The College of Education conducts ongoing research regarding the effectiveness of the programs. Students receive one survey in the final semester prior to graduation regarding the operations of the unit during their time here. A second survey occurs within one year following completion of a program, and is sent to students and their employers. This survey requests information related to students' quality of preparation while at SHSU. Students' responses to these surveys are critical to maintaining SHSU's programs' excellence.