

CIED 5341: Comparative Education 7 B
Fall, 2017

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

College of Education, Department of Curriculum & Instruction

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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 is an online class.

Class day and time: N.A.

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 are 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

Journal articles

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.

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: The list of journal articles to be read for this class is available in this syllabus. 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	Journal articles and listening to presentations from scholars.	Final Exam and Scholarly papers	NCATE Unit Standards Standard 1 State Standards: http://www.sbec.state.tx.us/SBECOnline/standte/st/edstancertfieldlev1.asp

			<u>Conceptual Framework: 1, 3, & 4</u> <u>Dispositions & Diversity</u> 2,3,4,5,10
Presentation of research	Scholarly articles		<u>NCATE Unit Standards Standard 1</u> <u>Conceptual Framework: 1, 2, 3, 4, & 5</u>
Comparison of Educational Systems	Submitted assignment	Written report	<u>NCATE Unit Standards Standard 1</u> State Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlev1.asp <u>Conceptual Framework: 1, 3, & 4</u> <u>Dispositions & Diversity: 1,2,3,4,5,10</u>
Oral report to the class	Material presented by guest lecturers	Via recordings	<u>NCATE Unit Standards Standard 1</u> State Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlev1.asp
			<u>Conceptual Framework:</u> 1, 2, 3, 4, & 5 <u>Dispositions & Diversity</u> 2,3,4,5,10
Written reports on the presentations	Discussion of the reports	Demonstration of familiarity with the philosophies and techniques discussed by the presenters/guest lecturers	<u>NCATE Unit Standards Standard 1</u> State Standards: http://www.sbec.state.tx.us/SBECOnline/standtest/edstancertfieldlev1.asp <u>Conceptual</u>

			<u>Framework:</u> 1, 2, 3, 4, & 5 <u>Dispositions</u> & <u>Diversity</u> 1,2,3,4,5,6
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Course Outline

Assignments

There will be selected reading assignments to be read and recordings that that must be heard. which will entail viewing and participation. Please read the designated articles, listen to the recordings and be prepared to write about the presentations.

Grades

There are five grading opportunities. Each one is worth 100 points. **All assignments must be completed for the student to be eligible to receive a passing grade. There is a penalty for late work. Up to 24 hours late will result in the loss of 50% of the grade for the assignment. If an assignment is submitted more than 24 hours late, only 10 points can be earned.**

Total points for the course – 500 points

450 to 500 points = A

400 to 449 points = B

350 to 399 points = C

349 points or less = F

Calendar

October 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18 Class Begins Listen to Dr. Maiga's Presentation and read Garnoy, Ngware & Oketch's article	19	20 Module 1 Submit a five-page report, in addition to the title page, outlining the problems discussed in the reading and presentation. Adhere to the APA format 100 points	21
22	23 Listen to Dr. Tsuruta's presentation. Read the article by Udris	24	25 Listen to the Syktyvkar State University presentation. Read the article by Bolotov	26	27 Module 2 Discuss some of the similarities and differences between the two education systems in a five page report. Use the APA format. 100 points	28
29	30 Dr. Baburhan Uzum High Stakes Testing in Turkey	31				

November 2017

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			<p>1</p> <p>Module 3</p> <p>Pick 2 countries that have been studied and discuss on Zoom the positives that could be incorporated into our educational system</p> <p>100 points</p>	2		
5	<p>6</p> <p>Listen to Dr. Craig Edwards' Presentation "Observations from working with Institutions of Higher Education in Sub-Saharan Africa: Contrasting the Influences of Anglophone, Francophone and Lusophone Colonial powers."</p> <p>Read the article by Chudgar</p>	7	<p>8</p> <p>Module 4</p> <p>3 page report due on Dr. Edwards' presentation.</p> <p>Compare and contrast the influences of Anglophone, Francophone and Lusophone Colonial powers</p> <p>100 points</p>	9	10	11
12	<p>13</p> <p>Farah Gulzar Education in Pakistan</p>	<p>14</p> <p>Nara Martirosyan Armenia Education Live Zoom</p>	15	16	17	18
19	20	21	22	23	24	25

			Thanksgiving Holiday	Thanksgiving Holiday	Thanksgiving Holiday	
26	27	28 Module 5 Final paper due Compare and contrast the educational systems between Pakistan, Armenia and the U.S. 100 points	29	30 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

This is an online class.

Course Expectations

We will have available a number of scholarly journal articles. Our expectation is the reading material will be read and all assignments must be submitted.

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'

