

SEMESTER AT SEA COURSE SYLLABUS

Colorado State University, Academic Partner

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| Voyage: | Spring 2019 |
| Discipline: | Education |
| Course Number and Title: | EDUC 375 Comparative Education |
| Division: | Upper |
| Faculty Name: | Kelly McKenna |
| Semester Credit Hours: | 3 |

Prerequisites: The standard prerequisite – completion of no fewer than 30 credit hours – has been waived by the instructor

Meeting: B days, 1230-1350 in Adlon

COURSE DESCRIPTION

Comparative education studies the similarities and differences in education within a country or among multiple countries, based on both data and insight regarding educational theories and practices. This course utilizes a global perspective focusing on the eleven countries visited on the spring 2019 Semester at Sea Voyage. 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 issues discussed will be gender, race, class, socio-political and economic structures, and their relationship to the schooling process. Students will work independently and in groups to explore both their own educational experiences and the educational systems of the countries visited at the macro, mezzo and micro levels.

LEARNING OBJECTIVES

Participants of this course will be able to:

- Define and understand comparative education. Focus on pk-16 (k-12 feeds university system)
 - Establish generalized statements about education that are valid in more than one country
 - Describe commonalities and differences in education systems and educational issues around the world
- Understand background and influences of application
 - Controversies surrounding international education development (what goes into education in various areas?)
- Critically evaluate educational systems, processes, or outcomes in relation to

- Politics (Centralized/Decentralized, Secular/non-Secular, etc.)
- Policies
- Practices
- Equity
- Economics
- History
- Social and cultural constructs (collective/individual, gender, etc.)
- Critique current issues in educational curriculum and pedagogy in schools around the world

REQUIRED TEXTBOOKS

AUTHOR: Jennifer Marshall

TITLE: Introduction to Comparative and International Education

PUBLISHER: Sage

ISBN #: 9781446273203

DATE/EDITION: 2014/1st edition

TOPICAL OUTLINE OF COURSE

Classes will meet for 80 minutes every other day at sea, with 25 class meetings in total, including the final exam day.

Depart Ensenada, Mexico — January 5

B1—January 8:

Introduction to course

B2—January 10:

Introduction to comparative education

Chapter 1 – An introduction to comparative education

Historical background and definitions of comparative education

What is Comparison and Why do we do it?

Honolulu, Hawaii — January 12

B3—January 13:

Comparative Methods

Chapter 2 – How are comparisons made?

B4—January 15:

International Education

What is international Education?

Chapter 7 – Understanding international education

UNESCO Resources

January 16—International Date Line crossing (Lost Day)

B5—January 18:

Access and Opportunity

Chapter 5 – Education and the developing world

Study Day (No Class) — January 19

B6—January 21:

Politics, Education, and the State

Educational Systems and Perspectives Around the World (Micro, Mezzo, Macro)

Educational Bios Due

B7—January 23:

Educational systems presentation - Japan

Kobe, Japan — January 24-28

B8—January 30:

Educational systems presentation - China

Shanghai, China — January 31 - February 1

In-Transit — February 2-3

Hong Kong, SAR — February 4-5

B9—February 7:

Educational systems presentation - Viet Nam

Ho Chi Minh City — February 8-13

B10—February 15:

Economics of Education

Chapter 4 – Economic, political, social and historical contexts for comparison

Community Programming (No Class) — February 16

B11—February 18:

Educational systems presentation - Myanmar

Yangon, Myanmar — February 19-23

Field Class February 20 Parami Institute International Comparative Experience

B12—February 25:

Parami Institute Debrief Activity

B13—February 27:

Educational systems presentation - India

Cochin, India – February 28 - March 5

Community Programming (No Class) – March 7

B14–March 8:

Gender in Education

Chapter 6 – Gender and education

B15–March 10:

Educational systems presentation - Mauritius

Port Louis, Mauritius – March 11

B16–March 13:

Cultures in Education

Chapter 3 – Culture and education

B17–March 15:

Globalization

Chapter 8 – Globalization and education

B18–March 17:

Educational systems presentation – South Africa

Cape Town, South Africa – March 18-23

B19–March 25:

Globalization

Chapter 9 – Global citizenship education

B20–March 27:

Internationalization

Chapter 11 – International schools

Definitions Paper Due

B21–March 29:

Educational systems presentation - Ghana

Takoradi, Ghana – March 30 - April 1

Tema, Ghana – April 2-3

B22–April 5:

Internationalization

Chapter 10 – Multicultural education

B23—April 7:

Internationalization

Chapter 12 – Internationalization of higher education

Study Day (No Class) – April 8**B24—April 10:**

Educational systems presentation - Morocco

Casablanca, Morocco – April 11-15**Study Day (No Class) – April 16****B25—April 18: Final Exam**

Educational systems presentation – The Netherlands

Bio Revisited Due

Arrive Amsterdam, The Netherlands – April 21**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 & Assignment**Field Class:**

The field class for this course is on **Wednesday, 20 February in Yangon, Myanmar.**

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.

Title:

Parami Institute International Comparative Experience

Description:

In this field class participants will visit the Parami Institute in Yangon, Myanmar. The Parami Institute in Yangon, Myanmar, is among the first institutions attempting to promote democratic principles, critical thinking, interdisciplinary learning and responsible citizenship for the long-term needs of this developing country. With the vision to create change agents from all walks

of life, Parami institute aims to transform youth to effective leaders and responsible citizens through liberal education. Students from the Parami Institute and Semester at Sea will tour the University of Yangon campus and Inya Lake. Participants will also learn about the student uprising in 1988 that resulted in 300 student deaths at the hands of the government. Visiting with Parami Institute students creates opportunities for cross-cultural exchange in which students can share their educational experiences. The field class will culminate with students, faculty, and staff from the Parami Institute returning to the ship for dinner with the class.

Learning Objectives:

Participants in this course will:

1. explain the differences and similarities in the local educational system and their own experiences
 2. recognize the cultural and educational system elements that led to the student uprising in 1988.
 3. create personal connections with students from Myanmar.
 4. describe the various elements that attribute to the educational system in Myanmar.
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Independent Field Assignments

Students will compare various aspects of education at each destination with their own educational experiences. Education of each destination country will be presented in groups prior to arrival and debriefed based on individual experiences following departure.

Reflections from these experiences will be incorporated into the definitions paper and educational bio revisited.

METHODS OF EVALUATION

All assignments will be evaluated on the degree of excellence and the quality of the essential attributes, as described in the syllabus and assignment descriptions. Specificity, accuracy, organization, clarity, and mechanics are evaluation components. All written papers are expected to be scholarly, formal writings. They should include appropriate in-text citations and a reference page (unless otherwise noted), follow APA format, be double-spaced and cleanly edited, and be work of which you are proud. All assignments should be submitted by the due date. Timeliness, engagement, and respectful interactions with course content and class members are benchmarks of professionalism and requirements of this course.

1. Educational Bio – 10%

Write an education bio of your educational experience. Consider your experience at the macro, mezzo, and micro levels.

- Would you consider your education a successful experience?
- Did the system in place support you?

2. Case Study – 10%

In small groups, facilitate a lesson/discussion on one of the 12 case studies presented in the text.

3. Educational Systems Group Project – 20%

Choose one of the countries on the itinerary and consider each of the elements listed below in relation to education in that country. Include a comparison between your chosen country and the United States; consider each of your experiences. Present your country to the class. This project can be completed using any method you consider appropriate for the material (PowerPoint, Video, Website, Games, VoiceThread, Interactive activities, Prezi etc.)

- Politics (centralized/decentralized, secular/non-secular, etc.)
- Policies
- Practices
- Equity
- Economics
- History
- Social and Cultural Constructs (collective/individual, gender, class relations etc.)

4. International Comparative Education Definitions Paper – 15%

Write a paper reflecting on your understanding of International and Comparative Education based on our readings, additional resources, and port experiences.

Consider the following:

- What are the definitions of comparative education, international education?
- Why are comparisons made?
- Why is it important to study international comparative education?
- Are educational comparisons accurate representations?

5. Educational Bio Revisited (final assessment) – 10%

Revisit your educational bio from the beginning of the semester. Again, consider your experience from the macro, mezzo, and micro levels.

- Has your perception of your experience changed based on your participation in this class?
- Did you experience an international education?
- Would you consider your education a successful experience?
- Did the system in place support you?

6. Field Class – 20%

- Myanmar – Parami Institute
 - What is the significance of this system to international comparative education?
 - Why was development of the Parami Institute necessary?
 - What are some of the concerns with education in Myanmar?
 - How will this experience impact you?

- 7. Field Assignment Participation and Engagement – 5%
- 8. Class Participation and Engagement – 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.

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

None

ADDITIONAL RESOURCES

UNESCO
UNICEF