**Title of the course: Theories and Concepts of Comparative Education Domestic and Foreign Experience**

# Prof. Dr. Bulent Tarman

## Introduction

The goal of this Comparative and International Education (CIE) course is to provide educators with an overview of the development of comparative and international education, including major concepts and current trends in comparative and transnational education. As a class we will examine how historical, geographic, economic, social, political, and cultural forces impact educational systems. Members of the course will “cross borders” to apply theoretical approaches to issues in current educational systems.

# Professional Standards

International and comparative education is a growing and important field within education and as a result there are a growing number of organizations that are oriented to specific international education audiences, such as the NAFSA: The Association of International Educators, the Association for the Advancement of International Education (AAIE), which serves international schools; the Institute of International Education (IIE), The Alliance for International Education (AIE) focused on developing partnerships between higher education institutions and international schools; the Comparative and International Education Society (CIES), whose purpose is to promote cross-cultural understanding and social development through international education research, policy and practices, and many others. This course addresses some of the aims and goals of the above international education organizations and is intended for policymakers, practitioners and researchers who are interested in international education.

# Overview:

What are some of the core global educational policy challenges? What should students learn in the 21st century? What can we learn from comparative educational research? How can governments, non- government organizations and international institutions throughout the world support the work of teachers and school leaders in ways that foster the academic success and development of all students? How can comparative education inform education policy reform? What do policy advisors do and which are the institutions that engage their services? This course examines these and related questions about the theory and practice of education policy and international and comparative education.

The course highlights the analysis of the education system from comparative perspectives. Comparative Education analyses the educational system using data and techniques from other countries and designs policies to improve education. The education system in a country does not isolate from the education systems of other countries. With the requirement of equivalence in a global world, it is essential to compare Pakistan's education system with those of other developing and developed countries. Knowledge about the education systems of various countries helps policymakers reflect on education in the context of competition and excellence. It is, therefore, important for Instructors to be aware of the objective, curricula, teacher education, admission criteria, and staff recruitments of the education systems of other developed and developing countries. In this course, a comparison among various streams of education presents for the students. The study also provides an insight into the qualitative and quantitative methods of comparison

This introductory course to education policy analysis and comparative and international education reviews some of the main issues affecting the opportunity to access and learn in schools in several national contexts. The course is divided into three parts:

1. The first section is an introduction to the field of comparative and international education in which we examine contemporary education challenges and the factors that influence educational opportunity.
2. The second section of the course reviews the process of education policy analysis, evaluation and research as avenues to inform policy choices. We discuss how education policy is shaped and review alternative ways to conceptualize the role research and analysis play in policy formation.
3. The last section of the course reviews comparative and international research on selected areas of policy to improve opportunity to learn, and examines how to integrate this knowledge into policy analysis.

Participants in the class will develop their skills as policy analysts, writing two short policy memos and a final policy analysis paper that uses research-based knowledge to improve education in a specific country. Alternatively, students will also have the opportunity to work on assignments that serve the needs of an education specialist in UNICEF, participating in a leadership development program for senior education officers of UNICEF led by the course instructor.

## Course Objectives

Upon completion of the CIE, students who successfully complete the course are able to

* Construct and reconstruct knowledge of comparative and international education, including key concepts (pragmatism, critical cosmopolitanism, border pedagogy, critical place-based pedagogy, critical border dialogism, etc.)
* Reflect on the historical development of comparative and transnational education.
* Demonstrate awareness and understanding of other cultures, countries, and peoples from cultural, social, geographic, political, and economic points of view.
* Correlate concepts of culture, race, ethnicity, social class, sexual orientation, and gender to transnational educational experiences.
* Demonstrate the ability to contemplate and respond to transnational and intercultural issues relating to education and development.
* Examine the role of education in global, social, political, and economic development.
* Compare and contrast current educational issues in the US and other nations from global, comparative, and international perspectives.
* Apply research comparative and international education to their own research contexts
* Demonstrate comparative education research skills, including the development of research questions
* Explore their identities as scholars conducting research in and across international education settings, including explorations of their intercultural competencies and dispositions and capacities necessary to operate successfully as internationally-minded scholars.
* Develop research questions and methods that are particularly relevant to studies conducted in and across international education settings.
* Support the development of knowledge as it pertains to cultural, regional, and national issues around conducting research and the mechanics of better understanding and developing contingencies in the development of research protocols in international education contexts. Students will be presented with multiple forms of international research publications to better understand the role education stakeholders play in international settings while also working to deconstruct how international research takes place both within and outside the international contexts they are studying.

# Main Topics of the Course

* 1. Definition and the objectives of Comparative education
	2. The Scope of Comparative Education
	3. The historical development of comparative education
		1. descriptive stage,
		2. predictive stage
		3. scientific stage.
	4. Historical development and theoretical basis for comparative education
	5. Approaches to the study of Comparative Education
	6. Emerging Theories in Comparative, International, and Development Education
	7. Determinants of National Education System
	8. Comparative education associations and centers in the world
	9. Foreign education systems in: such as: Japan, Brazil, England, France, USA, Jamaica, Nigeria, Tanzania and Turkey.
	10. Current Issues in Comparative Education
	11. Future of Comparative Education

## Assignments

**Ongoing participatory exercises—**Includes online discussion of course readings, a 60-90 minute facilitation of a class discussion and active contributions to class dialogue.

**Reflection papers-**you will need to post your well-supported reflection for a given number of assigned readings.

Follow APA guidelines for your submission.

# Comparative and International Education Project

**Written paper that includes a critique, review of literature, analysis, and recommendations (**8-10 pages)—Must include a reflection on course readings, outside research, and theoretical approaches with regard to an issue in comparative and/or international education.

Teams of two persons will compile a thematic review of literature of a comparative and/or international education theme. The synthesis and analysis of readings should be succinct. **At least 6 assigned course readings** and **4 outside readings (10 minimum)** are to be included in the text of the paper, cited, and included on the reference list of your paper (cite according to APA guidelines). Be sure that your outside sources are integrated into the paper so that your discussion of the theme appropriately addresses the theme relevant to this course, rather than the content necessary for another course.

**Oral presentation**--Individuals will present their themes orally. Presentations should be limited to 10-15 minutes. Be sure to carefully time yourself prior to the oral presentation (so that full credit may be earned).

**Personal Comparative and International Education Proposal (final project)—**Individuals or 2-person teams are to complete a paper (5-6 pages) that it is suitable for an AERA (or other major national/international) conference proposal and paper presentation. The conference proposal should include theoretical framework, a review of literature, a research problem, research questions, and research methodology. You will need to provide a synthesis and analysis of ***at least 6 assigned*** course readings and clearly articulate concepts and ideas from the selected course readings pertain to your conference presentation. The 6 written sources (minimum) are to be cited and included on a reference list (cite according to APA guidelines).

You will need to provide a synthesis and analysis of ***at least 8 assigned*** course readings One copy of the review of literature, including your complete APA reference pages will be submitted before your oral presentation.

A very brief introduction and a conclusion that talk about the goals and rationale for the project should be included. Presentations should be limited to 8-10 minutes.

***Requirements***

# Required Texts and Readings

Bartlett, L. & Vavrus, F. (2017). Rethinking case study research: A comparative approach. New York, NY: Routledge.

Beech, J. (2016). *The Theme of Educational Transfer in Comparative Education: Research in Comparative and International Education*. London: Routledge.

Cashman, T. G. (2015). *Developing a critical border dialogism: Learning from fellow educators in Malaysia, Mexico, and Canada.* Charlotte, NC: Information Age. ISBN# 978-1681230597

Hayhoe, R., Manion, C., & Mundy, K. (2017). *Why study Comparative Education*. London Routledge.

Kubow P.K. & Blosser, A. H. (2016). *Teaching comparative education: Trends and issues informing practice*. Oxford, UK: Symposium Books. ISBN# 978-1873927823

M. Bray et al. (eds.), *Comparative Education Research: Approaches and Methods*, CERC Studies in Comparative Education 32, DOI 10.1007/978-3-319-05594-7\_1, © Springer International Publishing Switzerland 2014

Marshall, J. (2014). *Introduction to Comparative and International Education.* London: Sage Publishing Vavrus, F. & Bartlett, L. (2013). Critical approaches to comparative education. New York, NY: Palgrave

Macmillan.

Watson, K. (2018*). Key Issues in Education: Comparative perspectives.* London: Routledge. Course readings—to be assigned

# Course Evaluation/Grading

There are 100 points possible for this CIE course. The breakdown of the grading is as follows:

* Class participation, in-class discussion of the readings= 20%
* Comparative/International Education Theme Project=40%
* Personal Comparative/Transnational Education Proposal=40%

Final grades will be based upon the following scale: A= 90-100

B= 80-89

C= 70-79

D= 60-69

F= 59 and below

## Evaluation Standards

Points earned from 100 possible points will determine your grade in the course. Students who complete each assignment should not assume that full credit is given. The quality, more than the quantity of the assignment, is the most important consideration for grading purposes. Included in the quality of the assignments are such attributes as organization and neatness, correct citation (APA), spelling, and critical thinking (well-supported, with examples). In addition, points are deducted for assignments turned in after due dates (10% for each class the assignment is overdue).

**Academic honesty:** Materials (written or otherwise) submitted to fulfill academic requirements must represent a student’s own efforts. Any act of academic dishonesty attempted by a student is unacceptable and will not be tolerated. Academic dishonesty is prohibited and is considered a violation of the Procedures which includes, but not limited to, cheating, plagiarism, and collusion. Violations will be taken seriously and will be referred to the Dean of Students Office for possible disciplinary action.

# Tentative Course Schedule

***Review the syllabus and announcements for further guidelines for the assignments Supplemental readings will be added throughout the semester***

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| **Date** | **Topics** |
| 21/09 | Introduction to course;Review syllabus, including course readings, assignments, and grading procedures. |
| 28/09 | Definition and the objectives of Comparative education.The purpose of comparison: What is comparative education? What is international education?Historical roots of comparative and international education. The Scope of Comparative Education |
| 5/10 | The historical development of comparative education* descriptive stage,
* predictive stage
* scientific stage.
 |
| 12/10 | Historical development and theoretical basis for comparative education |
| 19/10 | Approaches to the study of Comparative Education |
| 26/10 | Emerging Theories in Comparative, International, and Development Education |
| 2/11 | Determinants of National Education System |
| 9/11 | Comparative education associations and centers in the world |
| 16/11 | Foreign education systems in: such as: Japan, Brazil, England, France, USA, Jamaica, Nigeria, Tanzania and Turkey. |
| 23/11 | Current Issues in Comparative Education |
| 30/11 | Future of Comparative Education |
| 7/12 | Discussion of Personal Comparative/Transnational Education proposal discussion, student-led discussion #4 |
| 14/12 | Work on Personal Comparative/Transnational Education Proposal |
| 21/12 | Face-to-face discussion of Personal Comparative/Transnational Education proposal discussionThursday |
| 28/12 | Work on Personal Comparative/Transnational Education Proposal |
| 4/01/2023 | Submit conference proposal/presentation or issue/resolution paper/presentation due Thursday |

# Additional Readings

Abraham, S. (2014). A nepantla pedagogy: Comparing Anzaldua’s and Bakhtin’s ideas for pedagogical and social change. *Critical Education, 5* (5), 1-19.

Bakhtin, M. M. (1981). *The dialogic imagination* (C. Emerson & M. Holquist, trans.). Austin, TX: University of Texas Press (original work published 1975).

Cashman, T. G. (2015). *Developing a critical border dialogism: Learning from fellow educators in Malaysia, Mexico, and Canada.* Charlotte, NC: Information Age.

Delanty, G. (2006). The cosmopolitan imagination: Critical cosmopolitanism and social theory. *British Journal of Sociology, 57* (1), 25-47.

Garii, B. (2014). Cuban/US educational boundaries: The unspoken political-cultural contexts of research agendas. In S. Sharma, J. Phillion, J. Rahatzad, & H. L. Sasser (Eds.), *Internationalizing Teacher Education for Social Justice: Theory, Research, and Practice* (pp. 163-177). Charlotte, NC: Information Age Publishing.

Gruenewald, D. A. (2003). The best of both worlds: A critical pedagogy of place. *Educational Researcher, 32* (4), 3-12.

Hawkins, J. N. & Rust, V. D. (2001). Shifting perspectives on comparative research: A view from the USA.

*Comparative Education, 37* (4), 501-506.

Koopman, C. (2006). Pragmatism as a philosophy of hope: Emerson, James, Dewey, and Rorty. *Journal of Speculative Philosophy, 20* (2), 106-116.

Kubow P.K. & Blosser, A. H. (2016). *Teaching comparative education: Trends and issues informing practice*. Oxford, UK: Symposium Books.

Kumar, P. (2016). Bridging East and West educational divides in Singapore. In S. H. Han & P. Jarvis (Eds.). *East and West in Comparative Education* (pp. 72-87). Oxon, UK: Routledge.

Noddings, N. (2014). Cosmopolitanism, patriotism, and ecology. In R. Bruno-Jofre & J. S. Johnston (Eds.), *Teacher Education in a Transnational World* (pp. 96-107). Toronto, CA: University of Toronto Press.

Phillips, D. & Schweisfurth, M. (2014). *Comparative and international education: An introduction to theory, method, and practice* (2nd ed.). London: Continuum.

Rust, V. D., Johnstone, B., & Allaf, C. (2009). Reflections on the development of comparative education. In R. Cowen & A. M. Kazamias (Eds.), *International Handbook of Comparative Education* (pp. 121-138). London: Springer.

Wilhelm, J. D. (2010). Creating “third spaces”: Promoting learning through dialogue. *Voices from the Middle, 18* (2), 55-58.

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Alexander, R. (2009). Toward a comparative pedagogy. In R. Cowen, R. & A. M. Kazamias (Eds.).

*International Handbook of Comparative Education, Part One*. In R. Cowen, R. & A. M. Kazamias (Eds.). *International Handbook of Comparative Education, Part One* (pp. 923-942). London: Springer.

Alexiadou, N. (2013). *Education around the world: A comparative introduction*. London: Bloomsbury Academic.

Anzaldúa, G. (1987). *Borderlands/La frontera: The new mestiza.* San Francisco, CA: Aunt Lute Books.

Anzaldúa, G. (2002). Now let us shift…the path of conocimiento…inner work public acts. In G. Anzaldúa & A. Keating (Eds.), *This bridge we call home: Radical visions for transformation* (pp. 540-577). New York: Routledge.

Apple, M. W. (2004). *Ideology and curriculum* (3rd ed.). New York: Routledge.

Arnove, R. F., Torres, C. A., & Franz, S. (2013). *Comparative education: The dialectic of the global and the local* (4th ed.). Lanham, MD: Rowman and Littlefield Publishers

Bereday, G. Z. (1964). *Comparative method in education.* New York: Holt, Rinehart, and Winston. Bourdieu, P. (1977) Cultural reproduction and social reproduction. In J. Karabel and A. H. Halsey (Eds.),

*Power and Ideology in Education* (pp. 487-511). New York: Oxford University Press.

Bourdieu, P. (1994). *In other words*. Cambridge, UK: Polity Press.

Bakhtin, M. M. (1981). *The dialogic imagination* (C. Emerson & M. Holquist, trans.). Austin, TX: University of Texas Press (original work published 1975).

Bakhtin, M. M. (1993). *Toward a philosophy of the act*. (V. Liapunov and M. Holquist, Eds., V. Liapunov, trans.) Austin, TX: University of Texas Press.

Bowles, S. & Gintis, H. (2011). *Schooling in capitalist America: Educational reform and the contradictions of economic life* (2nd ed.). Chicago, IL: Haymarket Books.

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Bray, M. (2003). *Comparative education: Continuing traditions, new challenges, and new paradigms*.

Dordrecht: Kluwer Academic Publishers.

Bray, M. & Yamato, Y. (2003). Comparative education in a microcosm: Methodological insights from the international schools sector in Hong Kong. In M. Bray, (Ed.), *Comparative education: Continuing traditions, new challenges, and new paradigms* (pp. 51-74). Dordrecht: Kluwer Academic Publishers.

Carlson, R. (2005). The question concerning curriculum theory. *Journal of the American Association for Advancement of Curriculum Studies (1)*.

Cashman, T. G. (2015). Considering international conflict and border violence: Social studies discussions at a United States border high school. In Z. Gross & L. Davies (Eds.). *The Contested Role of Education in Conflict and Fragility.* Rotterdam, the Netherlands: Sense Publishers.

Cashman, T. G. (2016). Navigating the intersection of place-based pedagogy and border pedagogy: Resituating our positions through dialogic understandings. *International Journal of Critical Pedagogy*, 7 (1), 29-50.

Clark, K., & Holquist, M. (1984). *Mikhail Bakhtin*. Cambridge, Mass: Belknap Press of Harvard University Press.

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Crossley, M. (2000). Bridging cultures and traditions in the reconceptualisation of comparative and international education. *Comparative Education, 36*(3), 319-332.

Cuenca, A. (2010). Democratic means for democratic ends: The possibilities of Bakhtin's dialogic pedagogy for social studies. *The Social Studies, 102*(1), 42-48.

Delanty, G. (2006). The cosmopolitan imagination: Critical cosmopolitanism and social theory. *British Journal of Sociology, 57* (1), 25-47.

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Epstein, E.H. (2008). Setting the normative boundaries: Crucial epistemological benchmarks in comparative education. *Comparative Education, 44*(4), 373-386.

Fishman, S. M., & McCarthy, L. P. (2007). *John Dewey and the philosophy and practice of hope*. Urbana: University of Illinois Press.

Flores, B. B., & Clark, E. R. (2002). *El desarrollo del proyecto alianza: Lessons learned and policy implications.* Tempe, AZ: Arizona State University, Southwest Center for Educational Equity and Language Diversity.

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Garza, E. (2007). Becoming a border pedagogy educator: Rooting practice in paradox. *Multicultural Education, 15* (1), 2-7.

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*International Journal of Critical Pedagogy, 1* (1), 1-22.

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*Education theory and practice in the new century* (pp. 113-135). Taipei, Taiwan: Wen Publishers. Wilson, D. A. (2003). The future of international and comparative education in a globalised world. In M.

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