**SYLLABUS**

**Fall semester 2023-2024 academic year**

**Educational program "8D01101-Pedagogy and Psychology"**

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| **ID**  **and name**  **of course** | **Independent work**  **of the student**  **(IWS)** | | **Number of credits** | | | **General**  **number**  **of credits** | **Independent work**  **of the student**  **under the guidance**  **of a teacher (IWST)** |
| **Lectures (L)** | **Practical classes (PC)** | **Lab. classes (LC)** |
| **77308-**Theories and **Concepts of Comparative Education Domestic and Foreign**  **Experience** | 7 | | 15 | 30 | - | 5 | 5 |
| **ACADEMIC INFORMATION ABOUT THE COURSE** | | | | | | | |
| **Learning Format** | **Cycle,**  **component** | **Lecture**  **types** | | **Types**  **of practical classes** | | **Form and platform final control** | |
| *Offline/online/* | Elective course | interactive | | interactive | | Orally (online) | |
| **Lecturer - (s)** | Prof. Dr. Bulent Tarman | | | | |
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| **Phone :** | +90(507)310-4933 | | | | |
| **Assistant - (s)** | Doctor of Philosophy (PhD) Zhamilya Makhambetova | | | | |
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| **Phone :** | +77753069205 | | | | |
| **ACADEMIC COURSE PRESENTATION** | | | | | | | |
| **Purpose**  **of the course** | **Expected Learning Outcomes (LO) \*** | | | | | **Indicators of LO achievement (ID)** | |
| 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. | 1. 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.) | | | | | 1.1 Make presentations on current educational issues in the US and other nations from global, comparative, and international perspectives. | |
| 1.2 Develop research questions and methods that are particularly relevant to studies conducted in and across international education settings. | |
| 2. Reflect on the historical development of comparative and transnational education. | | | | | 2.1 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 | |
| 3. Demonstrate awareness and understanding of other cultures, countries, and peoples from cultural,  social, geographic, political, and economic points of view. | | | | | 3.1 Demonstrate comparative education research skills, including the development of research questions | |
| 3.2 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. | |
| 4. Correlate concepts of culture, race, ethnicity, social class, sexual orientation, and gender to transnational educational experiences. | | | | | 4.1 Examine the role of education in global, social, political, and economic development. | |
| 5. Demonstrate the ability to contemplate and respond to transnational and intercultural issues relating to  education and development. | | | | | 5.1 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 | |
| 5.2 Apply research comparatıve and ınternatıonal educatıon to theır own research contexts | |
| **Prerequisites** |  | | | | | | |
| **Postrequisites** |  | | | | | | |
| **Learning Resources** | **Literature:** main, additional.  1. Bartlett, L. & Vavrus, F. (2017). Rethinking case study research: A comparative approach. New York, NY:Routledge.  2. Beech, J. (2016). *The Theme of Educational Transfer in Comparative Education: Research in Comparative and International Education*. London: Routledge.  3.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  4.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  5. 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  6. Marshall, J. (2014). *Introduction to Comparative and International Education.* London: Sage Publishing  7. Vavrus, F. & Bartlett, L. (2013). Critical approaches to comparative education. New York, NY: Palgrave Macmillan.  8. Watson, K. (2018*). Key Issues in Education: Comparative perspectives.* London: Routledge. | | | | | | |

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| **Academic**  **course policy** | | The academic policy of the course is determined by [the Academic Policy](https://univer.kaznu.kz/Content/instructions/Академическая политика.pdf) and [the Policy of Academic Integrity of Al-Farabi Kazakh National University .](https://univer.kaznu.kz/Content/instructions/Политика академической честности.pdf)  Documents are available on the main page of IS Univer .  **Integration of science and education.** The research work of students, undergraduates and doctoral students is a deepening of the educational process. It is organized directly at the departments, laboratories, scientific and design departments of the university, in student scientific and technical associations. Independent work of students at all levels of education is aimed at developing research skills and competencies based on obtaining new knowledge using modern research and information technologies. A research university teacher integrates the results of scientific activities into the topics of lectures and seminars (practical) classes, laboratory classes and into the tasks of the IWST, IWS, which are reflected in the syllabus and are responsible for the relevance of the topics of training sessions andassignments.  **Attendance.** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course. Failure to meet deadlines results in loss of points.  **Аcademic honesty.** Practical/laboratory classes, IWS develop the student's independence, critical thinking, and creativity. Plagiarism, forgery, the use of cheat sheets, cheating at all stages of completing tasks are unacceptable.  Compliance with academic honesty during the period of theoretical training and at exams, in addition to the main policies, is regulated by [the "Rules for the final control"](https://univer.kaznu.kz/Content/instructions/Правила проведения итогового контроля ЛЭС 2022-2023 учгод русязыке.pdf) , ["Instructions for the final control of the autumn / spring semester of the current academic year"](https://univer.kaznu.kz/Content/instructions/Инструкция для итогового контроля весеннего семестра 2022-2023.pdf) , "Regulations on checking students' text documents for borrowings".  Documents are available on the main page of IS Univer .  **Basic principles of inclusive education.** The educational environment of the university is conceived as a safe place where there is always support and equal attitude from the teacher to all students and students to each other, regardless of gender, race / ethnicity, religious beliefs, socio-economic status, physical health of the student, etc. All people need the support and friendship of peers and fellow students. For all students, progress is more about what they can do than what they can't. Diversity enhances all aspects of life.  All students, especially those with disabilities, can receive counseling assistance by phone / e- mail [btarman@gmail.com](mailto:btarman@gmail.com), [mzhamilya@mail.ru](mailto:mzhamilya@mail.ru), mzhamilyam@gmail.com or via video link in MS Teams[*https://us04web.zoom.us/j/77202519371?pwd=P9zLx7uZK9fholJo61G2txy95Ukf02.1*](https://us04web.zoom.us/j/77202519371?pwd=P9zLx7uZK9fholJo61G2txy95Ukf02.1)  **Integration MOOC (massive open online course).** In the case of integrating MOOC into the course, all students need to register for MOOC. The deadlines for passing MOOC modules must be strictly observed in accordance with the course study schedule.  **ATTENTION!** The deadline for each task is indicated in the calendar (schedule) for the implementation of the content of the course, as well as in the MOOC. Failure to meet deadlines results in loss of points. | | | | |
| **INFORMATION ABOUT TEACHING, LEARNING AND ASSESSMENT** | | | | | | |
| **Score-rating letter system of assessment of accounting for educational achievements** | | | | | **Assessment Methods** | |
| **Grade** | **Digital**  **equivalent**  **points** | | **points,**  **% content** | **Assessment according to the traditional system** | **Criteria-based assessment** is the process of correlating actual learning outcomes with expected learning outcomes based on clearly defined criteria. Based on formative and summative assessment.  **Formative assessment is** a type of assessment that is carried out in the course of daily learning activities. It is the current measure of progress. Provides an operational relationship between the student and the teacher. It allows you to determine the capabilities of the student, identify difficulties, help achieve the best results, timely correct the educational process for the teacher. The performance of tasks, the activity of work in the classroom during lectures, seminars, practical exercises (discussions, quizzes, debates, round tables, laboratory work, etc.) are evaluated. Acquired knowledge and competencies are assessed.  **Summative assessment** -type of assessment, which is carried out upon completion of the study of the section in accordance with the program of the course.Conducted 3-4 times per semester when performing IWS. This is the assessment of mastering the expected learning outcomes in relation to the descriptors. Allows you to determine and fix the level of mastering the course for a certain period. Learning outcomes are evaluated. | |
| A | 4.0 \_ | | 95-100 | Great |
| A- | 3.67 | | 90-94 |
| B+ | 3.33 | | 85-89 | Fine |
| B | 3.0 | | 80-84 | **Formative and summative assessment**  The teacher introduces his own types of assessment or uses the proposed option | **Points % content**  The teacher enters his score into points in accordance with the calendar (schedule).  The exam does not change  and the final score in the course. |
| B- | 2.67 | | 75-79 | Activity at lectures | 5 |
| C+ | 2.33 | | 70-74 | Work in practical classes | 20 |
| C | 2.0 | | 65-69 | Satisfactorily | Independent work | 25 |
| C- | 1.67 | | 60-64 | Design and creative activity | 10 |
| D+ | 1.33 | | 55-59 | Final control (exam) | 40 |
| D | 1.0 | | 50-54 | TOTAL | 100 |
| FX | 0,5 | | 25-49 | Unsatisfactory |
| F | 0 | | 0-24 |
| **Calendar (schedule) for the implementation of the content of the course. Methods of teaching and learning.** | | | | | | |

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| **A week** | **Topic name** | **Number of hours** | **Max.**  **ball** |
| **MODULE 1** | | | |
| **1** | **L 1.** Introduction to course; Review syllabus, including course readings, assignments, and grading procedures. | **1** |  |
| **Seminar 1.** Definition and the objectives of Comparative education. The purpose of comparison: What is comparative education? What is international education? | **2** | **5** |
| **2** | **L 2.** 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 | **1** |  |
| **Seminar 2.** Historical roots of comparative and international education. The Scope of Comparative Education | **2** | **5** |
| **IWST 1.** Reflection Paper |  | **20** |
| **3** | **L 3.** The historical development of comparative education**.**  a. descriptive stage,  b. predictive stage  c. scientific stage. | **1** |  |
| **Seminar 3.** The historical development of comparative education**.** The stages. | **2** | **5** |
| **IWST 1.** Reflection Paper |  | **20** |
| **4** | **L 4.** Historical development and theoretical basis for comparative education | **1** |  |
| **Seminar 4.** Development and theoretical basis for comparative education | **2** | **5** |
| **5** | **L 5.** Approaches to the study of Comparative Education | **1** |  |
| **Seminar 5.** Approaches to the study of Comparative Education | **2** | **5** |
| **MODULE 2 Title ...** | | | |
| **6** | **L 6.** Emerging Theories in Comparative, International, and Development Education | **1** |  |
| **Seminar 6.** Nowadays Theories in Comparative, International, and Development Education | **2** | **5** |
| **IWST 2.** Consultations on the implementation of **IWS 2** |  |  |
| **7** | **L 7.** Determinants of National Education System | **1** |  |
| **Seminar 7.** Determining Factors of Education System of Republic of Kazakhstan | **2** | **5** |
| **IWS 2. Written paper that includes a critique, review of literature, analysis and recommendations** |  | **25** |
| **Midterm control 1** | | | **100** |
| **8** | **L 8.** Comparative education associations and centers in the world | **1** |  |
| **Seminar 8.** Comparative education associations and centers in the world | **2** | **5** |
| **IWST 3. Consultations on the implementation of IWS 3** |  | **10** |
| **9** | **L 9.** Foreign education systems in: such as: Japan, Brazil, England, France, USA, Jamaica, Nigeria, Tanzania and Turkey | **1** |  |
| **Seminar 9.** Foreign education systems in: such as: Japan, Brazil, England, France, USA, Jamaica, Nigeria, Tanzania and Turkey | **2** | **5** |
| **IWS 3. Oral presentation--Individuals will present their themes orally.** |  | **20** |
| **10** | **L 10.** Current Issues in Comparative Education | **1** |  |
| **Seminar 10.** Current Issues in Comparative Education | **2** | **5** |
| **IWST 4. Consultation on the implementation of IWS** |  | **5** |
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| **MODULE 3** | | | |
| **11** | **L 11.** Future of Comparative Education | **1** |  |
| **Seminar 11.** Future of Comparative Education | **2** | **5** |
| **IWS 3** Face-to-face discussion of Personal Comparative/Transnational Education proposal discussion |  |  |
| **12** | **L12.** Discussion of Personal Comparative/Transnational Education proposal discussion, student-led discussion #4 | **1** |  |
| **Seminar 12.** Discussion of Personal Comparative/Transnational Education proposal discussion, student-led discussion #4. | **2** | **5** |
| **13** | **L 13.** Work on Personal Comparative/Transnational Education Proposal | **1** |  |
| **Seminar 13.** Work on Personal Comparative/Transnational Education Proposal | **2** | **5** |
| **IWST 5.** Consultation on the implementation **of IWS 4.** |  |  |
| **14** | **L 14.** Face-to-face discussion of Personal Comparative/Transnational Education proposal discussion | **1** |  |
| **Seminar 14.** Work on Personal Comparative/Transnational Education Proposal | **2** | **5** |
| **15** | **L 15.** Work on Personal Comparative/Transnational Education Proposal. Submit conference proposal/presentation or issue/resolution paper/presentation due Thursday | **1** |  |
| **Seminar 15.** Work on Personal Comparative/Transnational Education Proposal. Submit conference proposal/presentation or issue/resolution paper/presentation due Thursday | **2** | **5** |
| **IWS 4. Personal Comparative and International Education Proposal (final project)** |  | **25** |
| **Midterm control 2** | | | **100** |
| **Final control (exam)** | | | **100** |
| **TOTAL for course** | | | **100** |

**Dean \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_B.B. Meirbayev**

**Head of Department \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_Algozhayeva N.S.**

**Lecturer \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_B.Tarman**