

DRAFT SYLLABUS

This is posted for your info to help you select or prepare for a course. An official version will be ready at or prior to your course start. Texts will be same or very similar. Please check online bookstore for exact texts.

TROY STATE UNIVERSITY

Distance Learning
College of Education
Course Syllabus – EDU 6651

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| a. Title of course: | COMPARATIVE EDUCATION |
| b. Date: | March 15, 2004 – May 23, 2004 |
| c. Number of course: | EDU 6651 |
| d. Term of course: | Term 4 |
| e. Instructor of course: | Dr. Barry S. Davidson
Instructional Design Consultant
Charles R. Harris, M.Ed. |
| f. Pre-requisite course (s): | None |
| g. Office telephone (Davidson): | (334) 670 – 5682 in McCartha Hall TSU 15a |
| Office telephone (Harris): | (334) 670 - 5635 / 304 Wallace Hall |
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charris@troyst.edu |
| j. Catalog Description: | This course is a comparative in-depth study of representative school systems in the world. Particular attention is given to comparison of merits and issues of the systems in terms of governance and structure as well as an exploration of the best educational practice that can be learned from each. |

COURSE OBJECTIVES: As a result of this course, students will be able to:

1. Understand the nature of comparative education, including its value, significance, and relevance.
 2. Describe education systems in different nations.
 3. Discuss the realities, successes, problems, and aspirations of various educational systems around the world.
 4. Analyze the roles of education systems within societies.
 5. Evaluate different systems of schooling.
 6. Analyze common themes and trends across educational systems.
 7. Synthesize information to predict how societies and educational systems will evolve.
- **REQUIRED TEXT:** EDUCATION IN A GLOBAL SOCIETY: A COMPARATIVE PERSPECTIVE by Kas Mazurek., Margaret A. Winzer, & Czeslaw Majorek, (2000). Published by Allyn & Bacon, ISBN 0 – 205 – 26752 – 1.

CONCEPTUAL FRAMEWORK:

1. Demonstrate an understanding of and show effective performance with diverse learning populations in a variety of school cultures
2. Demonstrate proactive leadership, professional conduct and well-balanced professional dispositions
3. Demonstrate effectiveness as communicators, facilitators, pedagogues and scholars
4. Build multi-level collaborative partnerships and mentoring relationships
5. Demonstrate competencies in content area knowledge, assessment and emerging technologies
6. Demonstrate cutting-edge competencies in pedagogical and applied research skills
7. Practice authentic self –assessment, critical and reflective thinking, and the continual monitoring of progress and development
8. Demonstrate an ability to generalize and creatively problem-solve
9. Refine and evaluate innovative delivery and assessment models
10. Demonstrate professional qualities that contribute to building safe, supportive, creative and stimulating learning environments

K. COURSE REQUIREMENTS:

1. Students are expected to have completed reading the assigned material.
2. Students are expected to be active discussion board participants.
3. Completion of assigned tasks per the scheduled dates and guidelines.
4. Satisfactory completion of written assignments.
5. Satisfactory completion of final examination.

L. GRADING METHODS: The following points will be assigned;

		SCALE	
A. Discussion Board	10%	100 – 90 =	A
B. Written Report on select country	20%	89 – 80 =	B
C. Article Reviews	50%	79 – 70 =	C
D. Final Exam	20%	69 – 60 =	D
		59 – Below =	F
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	100(pts.)		

E. Extra Credit: PowerPoint Presentation – You may earn an additional 5 points by submitting a PowerPoint presentation on the educational system of your country. Please see the example on Germany. This is an excellent model for you to follow.

M. COURSE PERCEPTION:

Student perception and evaluation of the course are valued by the instructor, department, and the university. Specific methods for obtaining this information are employed. These procedures are both formative and summative in nature.

1. Dear Instructor Letters. Periodically throughout the course, students are asked to write letters to the instructor describing their perceptions / evaluations of this course. Dear Instructor letters DO NOT have to be signed. Students are encouraged to include any topics relevant to the course including comments about teaching materials, course content, etc. Students are encouraged to provide constructive suggestions about the course.
2. Student rating of class. Anonymous survey administered during the last weeks of class.

N. COURSE REQUIREMENTS: Include:

1. DISCUSSION BOARD: Post three (3-5) ideas and respond to two (2) from course colleagues; select from Country Information listed under “Global and Comparative Education” #12.
10 points – Due date end of week 3 (2 April, 2004 – Friday).

2. ARTICLE REVIEWS: Select any 25 from Folders 1 – 15 on Blackboard. Write a one page synopsis; with critical analysis, submit to instructor. Prepare the 25 readings from current journals / articles related to the topics in the course content area. Review of the Blackboard site should be helpful.

The student will write a one (1) page paper based on each article.

The paper should contain the source of the information and consist of three paragraphs:

- (1) a brief summary of the article;
- (2) a reaction / response to the article; and
- (3) a discussion of the practical application of the article in comparative

education.

50 points – Due date end of week 5 (16 April, 2004, Friday).

3. COURSE PAPER:

Each student will select one country of special interest and will become the course “expert” on that nation. Choose a country from the 27 examined as a case study in the textbook. Information to be considered besides an in-depth research analysis on the overall educational system may include: a) the structure and governance of the education system – curriculum; b) reforms, technology and finances; c) preschool, elementary, secondary, and special education – equity issues; d) diversity, learning and teaching methods; e) class size and school

discipline; f) higher and adult education; g) teacher education, training and major issues; h) the future of society, schooling and assessment / evaluation etc.

You may interview an “expert” from the nation you have chosen to help you defend your thesis and opinion. You must have primary source support from the literature.

A written report on your chosen country should be prepared and e-mailed to all class colleagues and the instructor for review. Select any country other than the USA. Papers should be approximately 3 – 5 pages in length, covering several education issues and themes regarding schooling in the nation you have selected. Grammar error = q point off for each error. Bibliography needs to have at least three (3) primary sources.

20 points – Due date end of week 7 (30 April, 2004, Friday).

4. FINAL EXAM:

Please answer two (2) out of the five examination questions.

Have your proctor forward to the instructor.

20 points – Due date week 10 (21 May, 2004 – Friday).

Note: Students are strongly encouraged to submit materials prior to published deadlines, And move as quickly as possible in meeting desired goals and objectives.

COURSE EVALUATION:

a. Discussion Board –	10pts.
b. Readings / Article Reviews –	50pts
c. Written report on chosen country –	20pts
d. Final Exam -	20pts.
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	100pts.

Extra Credit: PowerPoint Presentation – You may earn an additional 5 points by submitting a PowerPoint presentation on the educational system of your country. Please see the example on Germany. This is an excellent model for you to follow.

O. Daily assignments. See Blackboard site as applicable.

Date	Topic
Week 1	Introduction to Class. Research sites, Selection of countries. Educational Structure
Week 2	History of Education
Week 3	Educational Methods
Week 4	Diversity in Education and Educational Trends
Week 5	The Americas
Week 6	Western Europe

Week 7	Central and Eastern Europe
Week 8	Middle East and Africa
Week 9	Pacific Rim
Week10	Final Exam – No later than 21 May, 2004 – Friday.

P. INCOMPLETE WORK POLICY:

Incomplete grades are assigned at the discretion of the instructor. Students should refer to the appropriate bulletin for policies regarding the removal of incomplete grades.

Q. CHEATING POLICY: A student is subject to disciplinary action if:

- In connection with taking of, or in contemplation of the taking of any examination by any person:
 - a. A student knowingly discovers or attempts to discover the contents of an examination before the contents are revealed by the instructor;
 - b. A student obtains, uses, attempts to obtain or use, or supplies or attempts to supply to any person, any unauthorized material or device;
 - c. A student uses, attempts to use, or supplies or attempts to supply to any person any material or device dishonestly.

- Where the work affects or might affect a student's grade, credit, or status in the university, a student represents to be his or her own any work which is NOT the product of his or her own study and efforts.

NOTE: DO NOT resubmit papers from previous classes or use someone else's paper to complete the assignment for this class.

Penalties for cheating and plagiarism are detailed in THE ORACLE and may include reduction of grade, including reduction to failure, and suspension / expulsion from the University.