

# EDUC 617: COMPARATIVE AND INTERNATIONAL EDUCATION

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# INTRODUCTION TO THE COURSE

Course Description (available on  
Moodle)

# OVERVIEW: COURSE AIMS

The aims of this course are to :

- To explore notions of globalisation, colonialism and global priorities that have shaped educational policies and practices around the world, as well as local priorities such as post-conflict realities and responses.
- To explore organisation, social justice, citizenship, internationalisation, gender, ethnicity, etc. which underpin education reformation
- To explore methods of conducting cross-cultural comparative studies
- To identify, analyse, and critically reflect on issues affecting local educational developments.
- to develop students' critical thinking around how policy and practice is developed around the world

# LEARNING OUTCOMES

By the end of this course, you will:

- have a sound understanding of the historical, philosophical, theoretical and methodological foundations of Comparative and International Education
- possess knowledge about educational developments in key regions of the world
- have the ability to critically analyse global and local factors impacting on educational developments in key regions of the world
- have the ability to critically analyse various governmental and non-governmental agencies' influence on education research and development
- be able to conduct education research from comparative and international perspectives

# SESSIONS

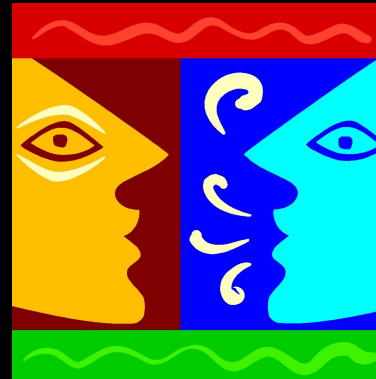
Date	Description
6 June	Introduction
7 June	Globalisation and policy borrowing
10 June	Research
11 June	UNICEF conference, NU
12 June	International development, consulting and role of international agencies
13 June	Student presentations
14 June	Assignment Support
17 June	Final discussion



# YOUR CONTRIBUTION...

Check Moodle regularly for materials & follow  
module guide closely.....

**PREPARE** before sessions!



# READING

- The most important aspect of doing a course
- The most important activity for you as a student
- Your assessment will reflect your reading
- Lectures and discussions support reading





DING

## Refer lists in module handbook

Key texts and reading for each topic given in handbook, AND others you find

- Library
- On-line journals and texts



# SEMINARS

- Led by YOU!
- Read and prepare in advance of the seminar.
- Prepare responses to the questions (refer handbook) and kick off the discussion.
- Contribute YOUR ideas, opinions and questions.
- My role : facilitator!
- Benefit?

# ASSESSMENT

AT#	Description	Weighting	Learning outcomes assessed
1	Class attendance and active participation in group work	20%	1, 2, 3, 4, 5
2	Presentation <b>13 June 2019</b>	30%	1, 2, 3, 4
3	Final Assignment <b>DEADLINE: 12<sup>th</sup> July 2019</b>	50%	1, 2, 3, 4, 5





# PRESENTATION (40%)

## 13<sup>TH</sup> JUNE 2019

You have been assigned a task to compare the Kazakhstani education system to another country's (your choice). How would you go about this and what would be your key concerns to make sure that the comparative study is rigorous and ethical.

# FOCUS OF PRESENTATION

- You must give an overview of education in Kazakhstan and one other country (literature review)
- How will you go about comparing the two? What are the key issues you need to consider when comparing?
- List the key issues and discuss each in detail in relation to your comparison of the two countries

# ASSESSMENT OF PRESENTATION

- **Focus** of presentation – did the **content of the presentation** satisfy the requirements of the task and meet the learning outcomes (10)
- **Clarity** of presentation – were the issues raised in the presentation clear? (10)
- **Critical reflection** – To what extent was the critical voice of the presenter present? (20)
- **Coherency** – has the presentation been coherent (10)



# ASSIGNMENT

## 12<sup>TH</sup> JULY 2019, 3000 - 4000 WORDS

Topic:

*'The field of Comparative and International Education (CIE) has long had an uneasy relationship with one of its central concepts: **comparison**' (Bartlett and Vavrus, 2009: 1).*

Provide a critical summary of the key issues affecting comparisons across countries and within countries, drawing from key theories and literature.



# ASSESSMENT CRITERIA

The assignment will be assessed based on:

- the clarity of the topic/theme
- the originality and coherence of the argument
- the range and relevance of the references;
- the depth of the analysis

# GRADING

Letter Grade	Grade Points	Percentage
A	4.0	92-100
A-	3.67	84-91
B+	3.33	76-83
B	3.0	68-75
B-	2.67	59-67
C+	2.33	51-58
C	2.0	42-50
C-	1.67	34-41
D+	1.33	28-33
D	1	25
D-	0.67	16.7
F	0	0

# SUBMISSION

- **Submit written assignment electronically through Turnitin via Moodle**
- You may hand in your essay at any time *before* the deadline.
  - Do not leave it until last minute
  - Essays submitted after deadline will be penalised by 10% each day beyond deadline
  - Plagiarism not tolerated – read course description

# POWERPOINTS

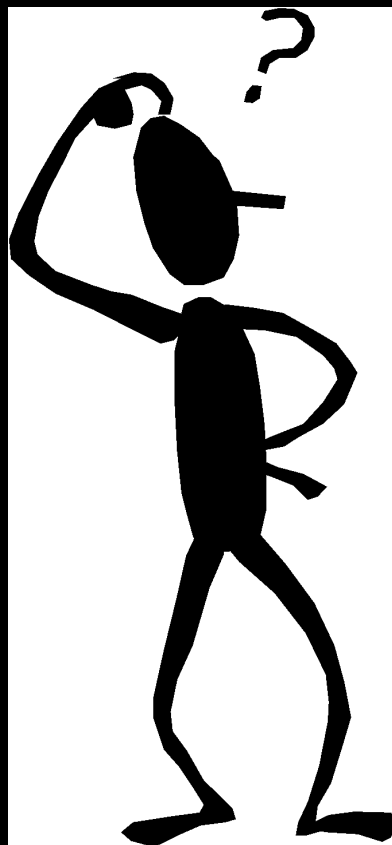
- Will be placed on Moodle *night before* session.  
*Print off and bring to class.*

*If it's after 8pm, then only will I print and bring copies. I will not provide copies otherwise.*

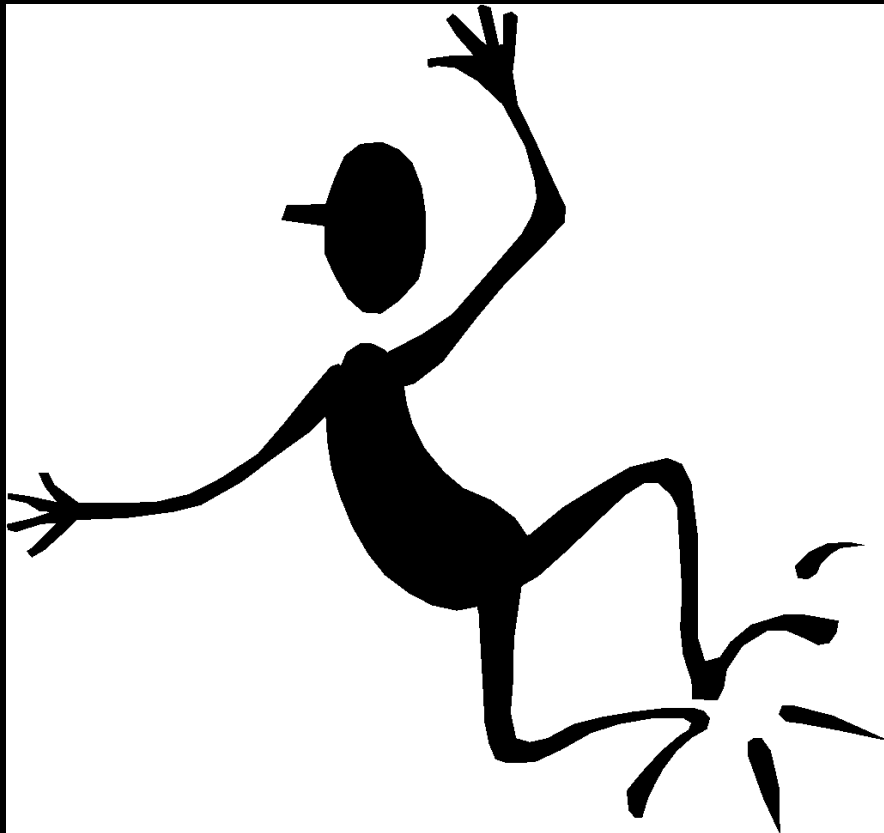
- Do not reference the session in your writing.  
Use original sources cited in the session



ANY QUESTIONS?



*GOOD LUCK AND HOPE YOU ENJOY IT!*



# Introduction

# SESSION 1



# TASK 1: READING

**Phillips, D. and Schweisfurth, M. (2008), *Comparative and International Education*, London: Continuum International Publishing Group (CHAPTER 1)**

## **QUESTIONS:**

- 1. What is 'comparative education'?**
- 2. What is 'international education'?**

# DEFINITIONS

**‘International Education’** (Phillips and Schweisfurth, 2007)

- About international schools and their work
- About the work of international organisations (UNESCO, World Bank, etc)
- Everything to do with education in developing countries

## **Comparative Education**

*‘a field of study that **applies historical, philosophical, and social science theories and methods to international problems in education.** Its equivalents in other fields of academic study are those dedicated to the transsocietal study of other social institutions, such as comparative government, comparative economics, and comparative religion. **Comparative education is primarily an academic and inter-disciplinary pursuit.**’* (Erwin Epstein in Phillips and Schweisfurth, 2007: 7)

**\*\*Could be international (between 2 countries or more) or within a country (across different sites)**




# WHY COMPARATIVE EDUCATION?

- To understand and improve systems of learning by looking at others
- Challenges us to think broadly about the link between local practices and global issues
- To explore overlapping values and social systems that underpin education (Hayhoe and Mundy, in Mundy et al, 2018)
- 18<sup>th</sup> and 19<sup>th</sup> Century – ‘travelers’ tales’ – info on education gather from excursions and expeditions
- Sought to identify features that might be copied and inserted into the system of the observer – ‘borrowing’
- 3 main aims of comparative study (Hall)

# KEY ISSUES

- Collaborative enquiry involving teams of researchers
  - different disciplinary backgrounds and different degrees and types of experience provide different perspectives and methodological approaches
- Seeing differences between things that are similar and the similarities between things that are different
- Advantages and disadvantages of models observed in one context could provide lessons for policy in another
- Learning from others
- Learning about self through others
- Attraction of difference
- Identifying good practice and copying/emulating
- 3 stage process – identification, introduction to home, assimilation
- Misreporting eg. comparative studies like PISA

- 
- Cannot look at a school or practice without looking at:
    - History and traditions
    - Larger socio-political and economic context
  - Ethnocentricity – viewing through observer's own perspective

**How do we understand ourselves in relation to each other?**



# CRITICAL QUESTIONS

To understand and improve systems of learning by looking at others

- How do we understand?
- How do we 'look'?



# CRITICAL QUESTIONS

Challenges us to think broadly about the link between local practices and global issues

- How do we understand 'local practices'?
- How do we understand global issues?



# CRITICAL QUESTIONS

To explore overlapping values and social systems that underpin education

- How do we understand what's 'overlapping'?
- How do we understand 'values'?



# INCLUSIVE EDUCATION IN MONGOLIA




# TASK

Imagine you're doing a comparative study between England and KZ.

What would be your key considerations? (10 min)

- **Look for similarities in differences and differences in similarities**
  - eg. Braindrain in both contexts, but this problem is different in both.
  - Education system in terms of structure is similar eg. Kindergartens, primary and secondary BUT in England kindergartens are part of primary whereas in KZ they are separate institutions
  - Multiculturalism is in both but the cultures in each are different
- **Look for advantages and disadvantages of models observed in the UK which could provide lessons for policy in KZ**
  - Early years education is obligatory in UK, but not in KZ. This reinforces early intervention and support before primary education
- **Learning about the UK, but also learning about KZ through learning about Eng. Reflectivity!**
  - Cheating

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- Identify good practice and copy/emulate
    - `eg. Bell curve assessment
    - Inclusive education – including CWD in regular schools
  - Consider misreporting
    - Analysing documents, interview data, conversations
  - Look at/understand policy and practice by considering history and traditions, larger socio-political and economic context
  - Avoid ethnocentricity i.e. viewing through my own perspective

# NEXT SESSION

## **Globalisation and policy borrowing**

### **READ:**

Mundy et al (2008). Comparative and International Education. London: Teachers College Press (on Moodle)

### **QUESTIONS:**

- What is globalization?
- How has it affected educational transfer?