

1. Department of Curriculum and Instruction
EDF 837, Comparative Education
Credit hours: 3

2. COURSE DESCRIPTION:

Comparative Education (3). A study of the development of educational thought and practice in selected nations of Europe, Asia, Africa, and South America. Emphasis will be placed on intellectual, historical and sociological factors.

3. TEXTS: Required:

1. Spring, Joel (2004). American Education. Eleventh Edition. McGraw Hill, Inc. New York.

2. Murray-Thomas, R (1992). Editor, Education's Role in National Development Plans: Ten Country Cases. Praeger, New York.

Recommended:

Stevenson, Harold and Shin-Ying Lee (1998). The Educational System in Japan: Case Study Findings. Office of Educational Research and Improvement, U.S. Department of Education, Washington DC.

Gutek, G. (1993) American Education in a Global Society: Internationalizing Teacher Education. New York: Longman.

McAdams, Richard, P (1993). Lessons From Abroad: How Other Countries Educate Their Children. Technomic Publishing Company Inc. Lancaster Pennsylvania.

Thomas, R. M. (1990). *International comparative education: Practices, issues, and prospects*. New York: Pergamon Press.

4. STUDENT LEARNING OUTCOMES: Upon completing this course the student will:

1. Review and discuss structures, processes, and issues in United States Education. KTS 1-A. The teacher demonstrates applied content knowledge (1.1, 1.2, 1.3, and 1.4.)

2. Write a case study in comparative and/or international education. KTS 5-A. The teacher assesses and communicates learning results. (5.1, 5.2, 5.3, 5.4, 5.5.)

3. Engage in in-depth studies of educational systems in selected countries. KTS 1-A. The teacher demonstrates applied content knowledge (1.1, 1.2, 1.3, and 1.4.)

4. Investigate curricula in selected indigenous learning systems. KTS 2-A. The teacher designs and plans instruction (2.1, 2.2, 2.3, 2.4, 2.5.) KTS 6-A. The teacher demonstrates

the implementation of technology. (6.1, 6.2, 6.3, 6.4, 6.5.)

5. Critique two articles published in a journal of Comparative/international education. KTS 1-A. The teacher demonstrates applied content knowledge (1.1, 1.2, 1.3, and 1.4.) KTS 6-A. The teacher demonstrates the implementation of technology. (6.1, 6.2, 6.3, 6.4, 6.5.) **KTS 7-A.** The teacher reflects on and evaluates teaching and learning. (7-1, 7-2, 7-3.)
6. Write a book report on a relevant topic in comparative or international education. KTS 7-A. The teacher reflects on and evaluates teaching and learning. (7-1, 7-2, 7-3.)

5. EVALUATION METHODS:

Item	Points
1. Case Study	30
2. Two reflections from Education's Role in ..."	20
3. Two Journal Article Critiques	20
4. Book Report	20
5. Online discussion participation	10

GRADING SCALE:

A	100 - 90
B	89 - 80
C	79 - 70
D	69 - 60
F	59 - 0

6. Student Progress

The instructor will provide students with written information on their progress in the course at least once prior to the mid-point of the course. Grades will be maintained in the course Blackboard site.

7. Attendance Policy

Attendance is required on all campus meetings. Regular activity class is also electronically registered on Blackboard. General attendance will also be recognized with regard to participation in the class online discussion board and in group discussion boards when relevant. Students who do not have legitimate reasons for irregular activity online will lose 10% of total class points.

8. Last Day To Drop the Course – See announcement in Colonels' Compass

9. **Disability Statement:**

If you are registered with the Office of Services for Individuals with Disabilities, please make an appointment with the course instructor to discuss any academic accommodations you need. If you need academic accommodations and are not registered with the Office of Services for Individuals with Disabilities, please contact the Office on the third floor of the Student Services Building, by email at disserv@eku.edu or by telephone at (859) 622-2933 V/TDD. Upon individual request, this syllabus can be made available in alternative forms.

10. **Academic Integrity Statement:** EKU’s Academic Integrity policy will strictly be enforced in this course. The Academic Integrity policy is available at

www.academicintegrity.eku.edu.

Questions regarding the policy may be directed to the Office of Academic Integrity.

11. **COURSE REQUIREMENTS:**

This course is offered in the EKU Blackboard website. It is indispensable to have access to a Pentium 1 or higher computer or laptop. Class discussions in the virtual classroom led by the instructor may be scheduled from 6:00 p.m to 8:00. p.m on selected evenings for the first eight weeks of the course. Individual group discussions may be conducted on the discussion board for the following seven weeks. Class discussions with the instructor will be ongoing in the general class discussion board. At the end of the course students will:

- a. Organize and present a portfolio of written class work and/or graphic items on selected syllabus items.
- b. Regularly participate in the online general class discussion board.
- c. Complete two critiques of articles published in journals of comparative /international education. Each critique must be at least 10 pages in length, double–spaced in APA style. Save your critiques in one file and submit in Blackboard as one attachment.
- d. Submit two reflections on selected readings in comparative education. Three - pages double – spaced including references. Save your reflections in one file and submit in Blackboard as one attachment
- e. Present a case study on a specific topic of education in United States and another country, or, a comparative study of two different topics or countries. About 30-40 pages, typewritten and double-spaced in APA style.

All topics must be approved by the instructor.

12. **COURSE OUTLINE**

TOPIC	CONTENT	Note
Week 1. Introductions. Overview of Syllabus.	*Introductions *Paper Clips and Safety Pins. Making Comparisons. Contexts and their use. *Hinton (1999) "Antecedents And Precedents in Comparative Education	Campus Meeting Location TBA Guttek 85 - 94 Hinton - Online
Week 2.	Education in a Changing World: Defining	Guttek 3 - 56

	International Education; and The American Role in International Education	
Week 3.	Nationalism and International Security and Education; Changing Perspectives on International Development and Development Education, and Globalization and Education	Guttek 57 - 114
Week 4.	Nationalism, American Exceptionalism, and Enthnonationalism: Implications for Education. In addition, Educational Systems in national Contexts.	Guttek 116 - 157. Campus Mtg. Location TBA
Week 5	Education in the United States: Context and History. Education in the United States: Administration, Organization, and Structure.	Guttek 158 - 211.
Week 6	Education in the United Kingdom, France, and the Russian Federation	Guttek 212 - 299
Week 7	Education in Mexico, Japan, and the People's Republic of China	Guttek. 301 - 386 Campus Mtg. Location TBA
Week 8	Education in India and Nigeria. No Midterm Examination	Guttek 389 - 441 Critiques Due.
Week 9	SPRING BREAK	SPRING BREAK
Week 10	Selected readings from Bibliography or Educational Websites, or Full Text Books on the Internet	
Week 11	Selected readings from Bibliography or Educational Websites, or Full Text Books on the Internet	Reflections Due
Week 12	Selected Readings	Noll. Part I
Week 13	Selected Readings	Noll. Part II
Week 14	Selected Readings	Noll. Part III Campus Meeting Location TBA
Week 15		Research Paper Due
Week 16	Class Presentations, Combs 413	Campus Meeting Location TBA Group Project Due
Week 17.	There is no final examination for this class	Univ. Final

Univ. Final Examination Week		Examination
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This tentative calendar contains basic readings. These may be supplemented by reading from other texts and online material.

13. Other

Official E-mail: An official ECU e-mail is established for each registered student, faculty, and staff member. All university communications sent via e-mail will be sent to this ECU e-mail address.

Course P/N	Course Title
EDF 837	Comparative Education

RELATIONSHIP TO:

College of Education Conceptual Framework

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments				
CF1	CF2	CF3	CF4	CF5
K, A		K, A	K, A	K, A

Kentucky Teacher Standards – Advanced

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments									
TS1	TS2	TS3	TS4	TS5	TS6	TS7	TS8	TS9	TS10
K		K	K		K, A, PA		K, A		

EKU Goals

EKU-G1	EKU-G2	EKU-G3	EKU-G4	EKU-G5
X		X		

KERA Initiatives

KERA Initiatives: The course document must demonstrate the integration of the KERA initiatives if they are applicable to the program. ED LEADERSHIP WOULD ALSO ADDRESS Standards and Indicators for School Improvement (SISI) ; MUNIS, KTIP, and KPIP ; SBDM, Special ED law and ARC

Identify the initiative number(s) for each category			
Learner Goals/Academic Expectations	Program of Studies: Understandings	Program of Studies: Skills & Concepts	Core Content

EPSB Themes

K- Basic Knowledge, A- Application, PA- Portfolio Artifact, KA 1, 2, 3, 4, 5, 6- Key Assessments					
COURSES	Diversity	Assessment	Literacy	Code of Ethics	Leadership
	A, K	A, K			

SPA

STANDARD NAME GOES HERE
NA