

<b>AUBURN UNIVERSITY</b>	
Course Syllabus	

<b>Course Number:</b>	FOUN 8010 SPRING 2019	<b>Course Title:</b>	Modern Education and Comparative Perspectives
<b>Credit Hours:</b>	3 semester hours	<b>Prerequisites:</b>	N/A
<b>Time and Location:</b>	Mondays 5-7:50 PM Haley 2438	<b>Office Hours:</b>	By appointment Haley 4002
<b>Instructor:</b>	Dr. Elena Aydarova <a href="mailto:eza0029@auburn.edu">eza0029@auburn.edu</a> 334-844-7784		

1. **DATE SYLLABUS PREPARED:** January 12, 2019
2. **TEXTS**

Required:

Spring, J. (2015). *Globalization of education*. New York: Routledge.

Ball, S. (2012). *Global education, Inc*. New York: Routledge.

Recommended:

Mundy, K., Green, A., Lingard, B., & Verger, A. (2016). *The handbook of global education policy*. Malden: Wiley. (Available on Canvas)

3. **COURSE DESCRIPTION**

This course provides an exploration of global transformations in education and their implications for equity, diversity, and justice through the lens of comparative and international research. Many transformations in education, such as growing privatization or surveillance of educators, are often viewed as processes unique to the American context. Yet, they manifest global flows that traverse national boundaries. The rise of standardization, privatization, testing regimes, accountability cultures, and new governance mechanisms may appear oblique when we focus exclusively on our local contexts. But when we examine them with the help of comparative lens that allows a view from a planetary, regional, or continental perspective, we can begin to see connections and relationships that may have been invisible before.

What might this new perspective afford? What do we gain from seeing an interconnected and relational spread of educational policies, practices, and approaches? Knowing that the processes we are subjected to happen elsewhere helps us see them in a new light. We begin to understand these processes as belonging to a larger context, being advocated by similar actors, and being circulated around wider circuits than have been

imaginable before (and this is not a difference of categories, but of intensity, degree, and impact). This allows us to be better-informed educators, agents of transformation, and global citizens who can seek out new evidence, deconstruct rhetorical packages, and create new narratives. Thus, indiscriminate lesson-learning is not the goal for this course. Rather the course focuses on gaining new conceptual, analytical, and evidentiary frames through engagement with comparative and international scholarship.

This course will examine the strands that have emerged as dominant themes in comparative education research and scholarship within the last two decades that are important to consider in debates on educational policies and practices in the United States and around the world. We will focus on such topics as:

1. International assessments
2. Global governance of education
3. Privatization of education
4. Global norms in education
5. Standardization of education
6. Mobility and migration
7. Media involvement in educational policies
8. Alternative constructions of education

Course readings will cluster around these issues and explore how various proponents, opponents, and experts address issues covered by these strands. As we work with these strands, it will be important to understand that these are interlinking mechanisms that set in motion interrelated processes, sometimes run by the same actors. So, as you engage with the readings and with the assignments, look for ways to establish connections and develop links between what on the surface might appear as discrete events or individuals. Pay close attention to names, places, and ideas – you will be surprised to see how well you might get to know some of them by the end of this course. The course also invites you to be more attuned to what is happening in the world of education beyond your immediate context of work. If you come across interesting articles – either academic or general media – please, share those with your instructor and other course participants.

## **Guiding Questions**

Beyond exploring comparative education scholarship and research, the course will address several fundamental and philosophical questions:

- How is the changing landscape of educational policies, practices, and approaches around the world affect individuals, communities, societies, and states?
- How do the educational ideologies, policies, and approaches circulated around the world affect who we become and how we might relate to each other?
- What might be consequences of these changes for the future of individuals, communities, societies, and states?

- What are possible alternatives or ways to contest, challenge, or alter ideas circulated at the global level?

#### **4. COURSE OBJECTIVES**

1. To learn about the global transformations in education, such as standardization, global governance, and privatization.
2. To build conceptual and methodological tools necessary to analyze educational issues through the lens of comparative and international research.
3. To develop an awareness of how interconnected educational policies and practices have become in the context of neoliberal globalization.
4. To develop understandings of how processes of privatization and standardization intensify inequities in local, national, and global contexts.
5. To develop a stance as an educator, researcher, and citizen on education as a human right.

#### **5. COURSE CONTENT AND A TENTATIVE READING SCHEDULE**

##### ***Week 1***

##### ***January 14***

##### **Introduction to the Course**

##### ***Required Reading***

Spring, J. (2008). Research on globalization and education. *Review of Educational Research*, 78(2), 330-363.

##### ***Week 2***

##### ***January 28***

##### **Globalization, Education, and Economy**

##### ***Required Readings***

Spring, J. (2015). Globalization of Education. Chapter 1 in Spring, J. *Globalization of education: An introduction* (pp. 1 -31). New York: Routledge.

Stromquist, N. P., & Monkman, K. (2014). Defining globalization and assessing its implications for knowledge and education, Revisited. Chapter 1 in Stromquist, N. & Monkman, K. (Eds.)

*Globalization and education: Integration and contestation across cultures*, (pp.1 – 20). Lanham: Rowman & Littlefield Education.

Carney, S. (2008). Negotiating policy in an age of globalization: Exploring educational “policyscapes” in Denmark, Nepal, and China. *Comparative Education Review*, 53(1), 63-88.

Marginson, S., & Mollis, M. (2001). “The door opens and the tiger leaps”: Theories and reflexivities of comparative education for a global millennium. *Comparative Education Review*, 45(4), 581-615.

#### *Recommended reading*

Manicas, P. (2007). Globalization and higher education. In Ritzer, G. (Ed.), *The Blackwell companion to globalization* (pp. 461-477). Malden: Wiley.

### ***Week 3***

#### ***February 4***

### **International Assessments: PISA, AHELO, TIMSS, and PIRLS**

#### *Required Readings*

Mundy, K. (2008). International educational indicators and assessments: Issues for teachers. Chapter 8 in Mundy, K., Bickmore, K., Hayhoe, R., Madden, M., & Majidi, K. (Eds.), *Comparative and international education: Issues for teachers*, (pp. 189-215). New York: Teachers College Press.

Grek, S. (2009). Governing by numbers: The PISA ‘effect’ in Europe. *Journal of Education Policy*, 24(1), 23-37.

Shahjahan, R. A. (2013). Coloniality and a global testing regime in higher education: Unpacking the OECD’s AHELO initiative. *Journal of Education Policy*, 28(5), 676-694.

Morgan, C., & Shahjahan, R. A. (2014). The legitimization of OECD's global educational governance: examining PISA and AHELO test production. *Comparative Education*, 50(2), 192-205.

#### *Recommended reading*

Muench, R. (2014). Education under the Regime of PISA & Co.: Global Standards and Local Traditions in Conflict--The Case of Germany. *Teachers College Record*, 116(9).

*Media*

Harvey, J. (2015). Ten things you need to know about international assessments. *The Washington Post*. <http://www.washingtonpost.com/blogs/answer-sheet/wp/2015/02/03/ten-things-you-need-to-know-about-international-assessments/>

The Economist. (2013). PISA envy.

<http://www.economist.com/news/international/21569689-research-comparing-educational-achievement-between-countries-growing-drawing>

*Artifacts*

- TIMSS Video (<http://www.timssvideo.com/>)
- *Strong performers and successful reformers in education* (<http://www.pearsonfoundation.org/oeed/index.html>)
- Schleicher, A. (2012). *Use data to build better schools*. ([http://www.ted.com/talks/andreas\\_schleicher\\_use\\_data\\_to\\_build\\_better\\_schools?language=en](http://www.ted.com/talks/andreas_schleicher_use_data_to_build_better_schools?language=en))

***Week 4******February 11*****Global Governance in Education: The Role of the OECD***Required Readings*

Spring, J. (2015). The world ministry of education and human rights education: OECD and the United Nations. Chapter 3 in Spring, J. *Globalization of education: An introduction* (pp. 64-92). New York: Routledge.

Rizvi, F. & Lingard, B. (2010). From government to governance. Chapter 6 in Rizvi, F. & Lingard, B. *Globalizing education policy* (pp. 116-139). Oxon: Routledge.

Lingard, B. & Sellar, S. (2016). The changing organizational and global significance of the OECD's education work. In Mundy, K., Green, A., Lingard, B., & Verger A. (eds.) *Handbook of global education policy* (pp. 357-373). Malden, MA: Wiley Blackwell.

*Media*

The Economist. (2014). New school values.

<http://www.economist.com/news/international/21616978-higher-teacher-pay-and-smaller-classes-are-not-best-education-policies-new-school>

*Artifacts*

OECD. (2001). *The well-being of nations: The role of human and social capital*. Paris: OECD.

(<http://www.oecd.org/site/worldforum/33703702.pdf>)

OECD. (2008). *21st century learning: Research, innovation and policy. Directions from recent OECD analyses* (<http://www.oecd.org/site/educeri21st/40554299.pdf>)

OECD. (2018). *Enhancing higher education system performance: Benchmarking higher education system performance*. (<http://www.oecd.org/education/skills-beyond-school/benchmarking-higher-education-systems-performance.htm>)

***Week 5******February 18*****Global Governance in Education: The Role of the World Bank***Required Readings*

Spring, J. (2015). The World Bank: Economic education model, the economization of education, and the audit state. Chapter 2 in Spring, J. *Globalization of education: An introduction* (pp. 32-63). New York: Routledge.

Mundy, K., & Manion, C. (2014). Globalization and global governance in education. Chapter 3 in Stromquist, N. & Monkman, K. (Eds.) *Globalization and education: Integration and contestation across cultures*, (pp. 39 – 54). Lanham: Rowman & Littlefield Education.

Mundy, K. & Verger, A. (2016). The World Bank and the global governance of education in a changing world order. In Mundy, K., Green, A., Lingard, B., & Verger A. (eds.) *Handbook of global education policy* (pp. 335-356). Malden, MA: Wiley Blackwell.

*Artifacts*

World Bank. (2002). *Constructing knowledge societies: New challenges for tertiary education*. Washington, DC: The World Bank. (<https://elibrary.worldbank.org/doi/abs/10.1596/0-8213-5143-5>)

World Bank. (2010). *Learning for all: Investing in people's knowledge and skills to promote development*. Washington, DC: The World Bank.  
(<http://documents.worldbank.org/curated/en/169531468331015171/Learning-for-all-investing-in-peoples-knowledge-and-skills-to-promote-development-World-Bank-Group-education-strategy-2020>)

**Week 6****February 25****Global Governance and Knowledge Networks***Required Readings*

Ball, S. (2012). Chapters 1 -3 in *Global education, Inc.: New policy networks and the neoliberal imaginary*. Oxon: Routledge.

Spring, J. (2015). The World Trade Organization and the Global Culture of Higher Education. Chapter 4 in Spring, J. *Globalization of education: An introduction* (pp. 93-99). New York: Routledge.

Junemann, C., Ball, S., & Santori, D. (2016). Joined-up policy: Network connectivity and global education governance. In Mundy, K., Green, A., Lingard, B., & Verger A. (eds.) *Handbook of global education policy* (pp. 535-553). Malden, MA: Wiley Blackwell.

*Media*

Becker, J. & Myers, S. L. (2014). Putin's Friend Profits in Purge of Schoolbooks. *The New York Times*. [http://www.nytimes.com/2014/11/02/world/europe/putins-friend-profits-in-purge-of-schoolbooks.html?\\_r=0](http://www.nytimes.com/2014/11/02/world/europe/putins-friend-profits-in-purge-of-schoolbooks.html?_r=0)

*Artifacts*

Barber, M. & Mourshed, M. (2007). *How the world's best performing school systems come out on top*. McKinsey and Co.

Rizvi, S., Donnelly, K., & Barber, M. (2012). *Oceans of innovation: The Atlantic, the Pacific, global leadership and the future of education*. (<https://www.ippr.org/publications/oceans-of-innovation-the-atlantic-the-pacific-global-leadership-and-the-future-of-education>)

Elliott, V. (2007). *What do the best school systems have in common?*  
<https://research.pearson.com/articles/learning-from-thebest.html>

## ***Week 7***

### ***March 4***

#### **Privatization of Education: The Role of Businesses, Corporations, and Philanthropies**

##### *Required Readings*

Ball, S. (2012). Chapters 4-7 in *Global education, Inc.: New policy networks and the neoliberal imaginary* (pp. 116-136). Oxon: Routledge.

Spring, J. (2015). Corporatization of global education: Profit opportunity and resistance to corporatization. Chapter 5 in *Globalization of education: An introduction*, (pp. 124-155).

Srivastava, P. & Baur, L. (2016). New global philanthropy and philanthropic governance in education in a post-2015 world. In Mundy, K., Green, A., Lingard, B., & Verger A. (eds.) *Handbook of global education policy* (pp. 433-447). Malden, MA: Wiley Blackwell.

Bhanji, Z. (2012). Transnational private authority in education policy in Jordan and South Africa: The case of Microsoft Corporation. *Comparative Education Review*, 56(2), 300-319.

##### *Media*

Strauss, V. (2013). Brace yourself: Pearson has a 'new global education strategy.' Washington Post. <http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/11/25/brace-yourself-pearson-has-a-new-global-education-strategy/>

##### *Artifacts*

*Microsoft Partners In Learning* (<http://www.microsoft.com/education/en-au/partners-in-learning/Pages/index.aspx>)

*Pearson Efficacy Toolkit* (<http://efficacy.pearson.com/>)

***Spring Break******March 11-15******Week 8******March 18*****Global Norms in Education: Human Rights and Education for All***Required readings*

Mundy, K. (2008). "Education for All," Africa, and the comparative sociology of schooling. Chapter 3 in Mundy, K., Bickmore, K., Hayhoe, R., Madden, M., & Majidi, K. (Eds.), *Comparative and international education: Issues for teachers*, (pp. 49-76). New York: Teachers College Press.

Benavot, A., Antoninis, M., Bella, N., Delprato, M., Härmä, J., Jere, C., ... & Zubairi, A. (2016). Education for all 2000-2015: The influence of global interventions and aid on EFA achievements. In Mundy, K., Green, A., Lingard, B., & Verger A. (eds.) *Handbook of global education policy* (pp. 241-258). Malden, MA: Wiley Blackwell.

Bajaj, M. & Kidwai, H. (2016). Human rights and education policy in South Asia. In Mundy, K., Green, A., Lingard, B., & Verger A. (eds.) *Handbook of global education policy* (pp. 206-223). Malden, MA: Wiley Blackwell.

Menashy, F. & Manion, C. (2016). The historical evolution and current challenges of the United Nations and global education policy-making. In Mundy, K., Green, A., Lingard, B., & Verger A. (eds.) *Handbook of global education policy* (pp. 319-334). Malden, MA: Wiley Blackwell.

*Recommended reading*

Oppenheim, W., & Stambach, A. (2014). Global norm-making as lens and mirror: Comparative education and gender mainstreaming in Northern Pakistan. *Comparative Education Review*, 58(3), 377-400.

*Artifacts*

United Nations. 1948. *The Declaration of Human Rights*.

UNESCO. 2000. *Education for All*.

(<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/education-for-all/efa-goals/>)

UNESCO. 2005. *Education for All: The Global Quality Imperative*  
(<http://unesdoc.unesco.org/images/0013/001373/137333e.pdf>)

Altbach, P. G., Reisberg, L., & Rumbley, L. E. (2009). *Trends in global higher education: Tracking an academic revolution*. Paris: UNESCO  
[http://www.cep.edu.rs/public/Altbach,\\_Reisberg,\\_Rumbley\\_Tracking\\_an\\_Academic\\_Revolution,\\_UNESCO\\_2009.pdf](http://www.cep.edu.rs/public/Altbach,_Reisberg,_Rumbley_Tracking_an_Academic_Revolution,_UNESCO_2009.pdf)

## ***Week 9***

### ***March 25***

#### **Education and Migration**

##### *Required Readings*

Spring, J. (2015). A global workforce: Migration and the talent auction. Chapter 7 in *Globalization of education: An introduction*, (pp. 188-211). New York: Routledge.

Sobe, N. W., & Fischer, M. G. (2009). Mobility, migration and minorities in education. In Cowen, R. & Kazamias, A. R. (eds.), *International handbook of comparative education* (pp. 359-371). Dordrecht: Springer.

Baxter, A. (2018). Engaging Underrepresented International Students as Partners: Agency and Constraints Among Rwandan Students in the United States. *Journal of Studies in International Education*, 23(1), 106–122. <https://doi.org/10.1177/1028315318810858>

##### *Artifact:*

UNESCO. (2019). *Global Monitoring Report: Migration, displacement, and education*. (<http://www.unesco.org/new/en/education/themes/leading-the-international-agenda/efareport/reports/>)

## ***Week 10***

### ***April 1***

#### **Standardization of Education: Standards and Cultural Change**

Floud, R. (2006). The Bologna Process: Transforming European higher education. *Change: The Magazine of Higher Learning*, 38(4), 8-15.

Voegtler, E. M., Knill, C., & Dobbins, M. (2011). To what extent does transnational communication drive cross-national policy convergence? The impact of the Bologna Process on domestic higher education policies. *Higher education*, 61(1), 77-94.

Wodak, R., & Fairclough, N. (2010). Recontextualizing European higher education policies: The cases of Austria and Romania. *Critical Discourse Studies*, 7(1), 19-40.

Steiner-Khamsi, G. (2016). Standards are good (for) business: Standardised comparison and the private sector in education. *Globalisation, Societies and Education*, 14(2), 161-182.

### *Media*

The Economist. (2007, July 4). *United States of Europe?*  
<https://www.economist.com/business/2007/07/04/united-states-of-europe>

### *Artifacts*

Project Tuning - <http://www.unideusto.org/tuningeu/>

The Bologna Process and the European Higher Education Area -  
[https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area\\_en](https://ec.europa.eu/education/policies/higher-education/bologna-process-and-european-higher-education-area_en)

European Higher Education Area and the Bologna Process - <http://www.ehea.info/>

The National Curriculum for England  
(<https://www.gov.uk/government/collections/national-curriculum>)

## ***Week 11***

### ***April 8***

#### **Accountability, Surveillance Regimes, and Audit Cultures**

Shore, C. (2008). Audit culture and illiberal governance: Universities and the politics of accountability. *Anthropological theory*, 8(3), 278-298.

Shore, C., & Wright, S. (2015). Governing by numbers: audit culture, rankings and the new world order. *Social Anthropology*, 23(1), 22-28.

Ball, S. J. (2003). The teacher's soul and the terrors of performativity. *Journal of Education Policy*, 18(2), 215-228.

Berkovich, I. (2018). Policy makers' regulatory mind-set, the regulatory governance body of the system, and the regulated soul of educators. *Comparative Education Review*, 62(2), 178-198.  
doi:10.1086/696822

## ***Week 12***

***April 15***

### **International Perspectives on Media Involvement in Educational Policies**

Lingard, B. & Rawolle, S. (2004). Mediatizing educational policy: The journalistic field, science policy, and cross-field effects. *Journal of Education Policy*, 19(3): 361-380.

Waldow, F., Takayama, K. & Sung, Y. (2014). Rethinking the pattern of external policy referencing: Media discourses over the 'Asian Tigers' PISA success in Australia, Germany and South Korea. *Comparative Education*, 50 (30).

Rönnerberg, L., Lindgren, J., & Segerholm, C. (2013). In the public eye: Swedish school inspection and local newspapers. *Journal of Education Policy*, 28(2): 178-197.

Elstad, E. (2009). Schools which are named, shamed and blamed by the media: School accountability in Norway. *Journal of Educational Assessment, Evaluation and Accountability*, 21(2): 173-189.

## ***Artifacts***

2,000,000 Minutes

*Finland Has the Best Education System in the World*

([https://www.youtube.com/watch?v=0\\_9s3A2pcA](https://www.youtube.com/watch?v=0_9s3A2pcA))

## ***Week 13***

***April 22***

### **Pursuit of Alternative Futures on the Global Stage**

#### ***Required Readings***

Torres, A. (2012). Comparative education: The dialectics of globalization and its discontents. In Arnone, R., Torres, C., & Franz, S. (Eds), *Comparative Education: The Dialectic of the Global and the Local*, 4<sup>th</sup> Ed. (pp. 459-483). Lanham: Rowman & Littlefield.

Rizvi, F. & Lingard, B. (2010). Imagining other globalizations. Chapter 9 in Rizvi, F. & Lingard, B. *Globalizing education policy* (pp. 184-202). Oxon: Routledge.

Hursh, D. W., & Henderson, J. A. (2011). Contesting global neoliberalism and creating alternative futures. *Discourse: Studies in the cultural politics of education*, 32(2), 171-185.

Spivak, G. (2012). Imperative to re-imagine the planet. In Spivak, G. *An Aesthetic Education in the Era of Globalization*. Cambridge: Harvard University Press.

### *Recommended Readings/Videos*

Brighouse, H. (2006). Introduction; Educating for economic participation; Educating for flourishing. Selections from Brighouse, H. *On education*. Oxon: Routledge.

Spivak, G. (2012). *An aesthetic education in the era of globalization*. <https://vimeo.com/34600153>

### *Artifacts*

United Nations. (2014). Report of the Special Rapporteur on the right to education. (<http://daccess-dds-ny.un.org/doc/UNDOC/GEN/N14/546/82/PDF/N1454682.pdf?OpenElement>)

Statement by the Special Rapporteur on the right to education at the 69th session of the General Assembly. <http://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.aspx?NewsID=15213&LangID=E>

United Nations High Commissioner for Human Rights Zeid Ra'ad Al Hussein's message for Human Rights Day 10 December 2014. <https://www.youtube.com/user/UNOHCHR#p/c/0/KAMhJ9JNlvQ>

## **6. COURSE ASSIGNMENTS**

Graduate education is a journey that should be personalized. To respect your professional goals and needs, I provide you with two required parts of the grade and a menu of other options that you can choose from based on your own goals. Everyone will be graded based on participation and two reading reflections. The rest of the grade, however, you will construct based on your own professional aspirations. Select the options you are interested in or augment those with an assignment of your own making, enter your selections into the individual learning contract, meet with me to discuss your plans, and submit a copy of your contract by January 28. At the end of the semester, your grade will be calculated based on the contract you submitted at the

beginning of the semester. Keep in mind that the grading rubric provided below will be applied to all assignments.

## **Evaluation of Ongoing Learning**

### ***Participation***

**20%**

This is a discussion-based and exploration-driven course, so it is very important that every participant comes prepared to engage in collaborative construction of understandings. Those will emerge from discussions, debates, and efforts to step out of familiar framings. To engage productively in class discussions and class activities, everyone will be asked to complete the readings, develop questions you want to raise for discussion prior to class time, and participate in small-group activities.

### ***Reading Reflections***

**20%**

Choose two times in the semester when you will submit reflections on course readings. Your reflection should provide a brief summary of what the reading discusses, followed by your response to the reading. Your response can be analysis of the argument, application of key ideas to similar issues, extension of the reading's observations, a critique of the argument, or your vision for what the reading opens up in terms of future research. Each reflection should be approximately 2-3 pages (Times New Roman 12, double-spaced). If your reflection is of exemplary quality, I might ask you to share your work with the class.

## **Assignment Options**

### ***Artifact Analysis***

**20%**

To better understand how globally-circulated policies and packages position us as readers, educators, and citizens, you will be asked to analyze an artifact related to the themes of this course. Use the artifact as a window into understanding how the world and education are constructed by different actors. Your analysis should be driven by the application of course concepts/readings and should consider such questions as:

- How does this source construct the world?
- How does it position me as a reader, a human being, or an educator?
- How does it represent educational activities, issues, or policies?
- What openings of imaginative freedom does it afford?
- What opportunities does it foreclose?
- What future does it construct? What world is expected to emerge?

You will have to prepare your analysis for the week when the artifact is listed and be ready to share your analysis with the class. Make sure that you summarize the main points or describe the artifact to the group before sharing your points of analysis. Submit your paper (4-5 pages double-spaced) after you have considered the questions or comments you received from your peers. If you have an artifact you want to analyze that is not listed in the syllabus, please, discuss your plans and ideas with me first. Submit a copy or a link to your artifact with your assignment.

*Dialogue with an International Partner or an International Student* 20%

To extend your understandings of the topics discussed, you are invited to work with a partner from another country or with an international student at Auburn. You will be responsible for arranging at least three conversations that are relevant for the topics discussed in this class and documenting what you learned from this conversation in a short reflection paper (4-5 pages double-spaced).

*Media Response* 20%

One of the ways in which globalization and education interact is through media portrayals of educational issues through global, international, and comparative lens. The charge for educators in this situation is to learn to be critical consumers of media messages and public intellectuals able to provide reasoned responses to those messages. Choose a media piece listed in the syllabus or something you have found yourself and write a short response to that media piece. Use course concepts and readings to construct your response (4-5 pages double-spaced). If you find your own media source, please, include a working link or a hard copy of the original article with your submission.

*Facilitating Class Discussion* 20%

Alone or with a partner, facilitate half a class session (approximately 1.5 hours) and lead a discussion/activity on the readings assigned for that week. After you facilitate the class, submit a short reflection on how you think the discussion went, what you did as the discussion facilitator, what you think went well, and what you would do differently if you led this discussion/activity again.

*Assignment of your Choice* 20%

You can design your own assignment that draws on the scholarship in global, comparative, and international education and helps you achieve your professional or academic goals. Discuss what your plans are with your instructor prior to embarking on this work.

**Evaluation of Cumulative Learning (select one option)**

*Synthesis Paper and Presentation* 20%

Identify key strands, themes, or concepts that ran through the course and construct a paper that shows how these ideas have broadened your understandings of the issues in your professional field or area of expertise (8-10 pages double-spaced). For this assignment, you have to demonstrate mastery of the readings that were assigned throughout the semester. You are not expected to use external sources.

*Final Paper and Presentation*

40%

Identify an education issue you would like to explore on your own or with a small group of peers and develop that idea into a final paper and presentation.

Possibilities include:

- 1) A mini research project. You can identify several primary sources or pieces of empirical evidence and locate several secondary sources that can help you with the analysis of the case you have selected. Analyze the data and present the findings with the help of scholarship in global, comparative, or international education.
- 2) Thematic analysis. You can choose a theme covered in this course and explore it deeper through a literature review or interviews with scholars working on this topic. For example, you can examine responses to PISA or PIAAC results in another country; introduction of educational modernization in a particular country of interest to you; a report by an International Non-Governmental Organization that has received a significant amount of circulation and attention, etc.
- 3) Professional inquiry. You can choose a professional problem in your field that is rooted in global, comparative, or international context of your work and undertake information gathering from specialists working in relevant area(s) to identify possible solutions to this problem.
- 4) Literature review. You can conduct a literature review that examines your research area of interest through comparative, international, or global lens.
- 5) Extended book review. You can select one or two books examining issues you are interested in through global lens and write an extended book review.
- 6) Assignment of your choice. You can design your own assignment but should discuss your plans with your instructor first.

You will develop a plan for how your work will proceed in consultation with me. At the end of the semester you will share your work with the class. This can take many forms, including a presentation, an installation, a performance, an informational video, or a multimedia product. Your final paper should be 12-15 pages not counting references.

## 7. GRADING SCALE

Course Grade	GPA Scale	General Description of Quality
95-100%	4.0	<b>Outstanding, exemplary work.</b> Uses and integrates readings, classroom discussions, and professional experiences (where appropriate) to inform the writing/activity. Demonstrates conceptual and analytical depth of understanding. Applies and/or engages with relevant course concepts appropriately. Meets all the requirements of the assignment, is deeply thoughtful, and provides many details and examples to support the assignment. No errors in grammar, punctuation, spelling.
90-94%	3.5	<b>High quality work.</b> Uses many readings, classroom discussions, and professional experiences (where appropriate) to inform the writing/activity. Demonstrates conceptual and analytical depth of understanding. Applies and/or engages with relevant course concepts. Meets all the requirements of the assignment, is thoughtful, and provides some details and examples to support ideas. Very few errors in grammar, punctuation, spelling.
85-89%	3.0	<b>Good quality work,</b> performing at expected level for graduate level course. Uses some readings, classroom discussions, and professional experiences (where appropriate) to inform the writing/activity. Demonstrates some conceptual and analytical depth of understanding. Applies and/or engages with relevant course concepts sufficiently. Meets all the requirements of the assignment, shows attempt to engage with purposes of assignment, provides some details and examples to support ideas. Few errors in grammar, punctuation, spelling.
80-84%	2.5	<b>Work below expected level of quality</b> for a graduate program. Makes vague references or inappropriate references to relevant readings, class discussions, and professional experiences (where appropriate) to inform writing/assignment. Demonstrates limited conceptual and analytical understanding of issues at hand. Applies and/or engages with relevant course concepts but not always accurately or appropriately. Does not meet all requirements of assignment. Limited attempt to engage with purposes of assignment, few details and examples to support ideas. Many errors in grammar, punctuation, spelling.
75-79%	2.0	<b>Significantly below expected level of quality.</b> Shows little evidence of having read course readings or of having drawn on classroom discussions. Lacks conceptual and analytical understanding of educational issues. Applies and/or engages with relevant course concepts inappropriately. Meets few of the requirements of the assignment. Shallow attempt to engage with

		purposes of assignment, no details or examples to support ideas. Many errors in grammar, punctuation, spelling.
--	--	---

## 8. COURSE POLICIES

Professional dispositions and behaviors are expected of all the participants in this course.

- A. Professionals show up on time and prepared every day for work. Yes, professionals occasionally have to take sick or personal days, but the best professionals are always there. If you have to miss a class, you will be responsible for the notes, assignments, and other duties that have been discussed.
- B. Professionals complete assignments on time. Assignments are due on Canvas before the start of class on the date given, unless otherwise noted. Assignments handed in after this time will be considered late. **Late work will not earn an A. Only in extenuating circumstances will I accept late work more than one week past the deadline.**
- C. Professionals use appropriate means for discussing disagreements. If you don't understand something, ask during class. If you still don't understand, email, phone, or catch me in the building. If you think you deserve a different grade, please contact me within 48 hours. Please don't be so unprofessional as to take class time to discuss grades or other points of contention.
- D. Professionals take responsibility for their own learning. That said, my purpose is to help class members become the very best they can possibly become at this point in their professional development. Please allow me to assist in any way possible including, but certainly not limited to: listening, providing feedback, answering questions, sharing and addressing concerns, brainstorming, clarifying course content or expectations, and mediating or facilitating work with collaborating peers. Always feel free to contact me by phone or by email.
- E. Professionals give credit where credit is due. All portions of the Auburn University student academic honesty code (Title XII) will apply to university courses (see <https://sites.auburn.edu/admin/universitypolicies/Policies/AcademicHonestyCode.pdf> as posted on the University Policies website, [www.auburn.edu/studentpolicies](http://www.auburn.edu/studentpolicies)). All academic honesty violations or alleged violations of the SGA Code of Laws will be reported to the Office of the Provost, which will then refer the case to the Academic Honesty Committee. Written assignments that include material that is similar to that from course reading materials or other sources should include a citation including source, author, and page number. Quotation marks should be used if the material is copied directly from the readings and in-text citations should be used (Author, year, page). If the material is paraphrased, (Author, year) should appear immediately

following the paraphrased material. Failing to do so constitutes violation of the Auburn University Academic Honesty Code. In addition, written assignments that are similar or identical to those of other students in the class (past or present) is also a violation of the Code. **Finally, you may not submit the work of someone else or work that you have submitted for another class to satisfy a requirement of FOUN 8010.**

F. Professionals understand that teaching and learning are ongoing processes for everyone. I am an expert in a wide range of topics but am still learning about others. Understand that I am learning along with you and your classmates. Please, help me take a collaborative approach to solving any problems that may arise.

G. Professionals make others aware of what they need to be successful. Please inform me within the first week of class if you require adaptations or modifications to any assignment because of special needs (disabilities, religious observances, and so on).

**Disability Accommodations:** Students who need accommodations are asked to electronically submit their approved accommodations through AU Access and to arrange a meeting the first week of classes, or as soon as possible, if accommodations are needed immediately. To set up this meeting, please contact me by e-mail. If you have not established accommodations through the Office of Accessibility, but need accommodations, make an appointment with the Office of Accessibility, 1228 Haley Center, 844-2096 (V/TT).

**Technology Use in Class:** No technology use is permitted unless it is necessary to complete a class assignment, in which case your instructor will give specific instructions for technology use. Please, silence and put away your cell phones. Turn off laptops and other electronic devices, unless you have instructor's permission to access those for an activity or discussion. The use of electronic devices during class time will result in reduction of participation grade.

**Questions About the Course:** If you have general questions about the course, please, post your question on the Q&A board on Canvas. Allow me at least 24 hours to respond. If you have questions that are specific to your situation, email me.

**Email Communication.** You are expected to be professional in your email communications. Your emails should use professional tone. My usual response time is about 48 hours. Please, respect that.

**Audio or Video Recording of Class.** Surreptitious or covert video-taping of class or unauthorized audio recording of class ***is prohibited by university policy***. This class may be videotaped or audio recorded ***only with the written permission of the instructor, who will require you to sign an agreement for recording privileges***. In order to accommodate students with disabilities, some students may be given permission to record class lectures and discussions. Therefore, students should understand that their comments during class may be recorded.

**Course Materials.** Because of copyright laws, you are not allowed to distribute any of the course materials provided to you on Canvas.

**Course Contingency** If normal class and/or lab activities are disrupted due to illness, emergency, or crisis situation, the syllabus and other course plans and assignments may be modified to allow completion of the course. If this occurs, an addendum to your syllabus and/or course assignments will replace the original materials. This policy, prohibiting the recording of class sessions, helps preserve an inclusive, friendly, and safe learning environment.

**Syllabus:** The instructor reserves the right to alter the schedule and content of this syllabus in order to accommodate the needs of the students and/or in light of university and academic schedule changes.

### **Acknowledgements**

Policy section of this syllabus draws heavily on the work of Drs. Carey Andrzejewski, Hannah Baggett, and Kamden Strunk.