

Cover Sheet: Request 11165

EDF3XXX International and Comparative Education

Info

Process	Course New Ugrad/Pro
Status	Pending
Submitter	Terzian,Sevan G sterzian@coe.ufl.edu
Created	10/3/2016 11:59:01 AM
Updated	10/28/2016 6:10:27 PM
Description of request	This course examines the political, economic, and cultural contexts of schooling in various parts of the world. It introduces theoretical perspectives and comparative methods for interpreting the significance of educational policies and practices in light of globalization.

Actions

Step	Status	Group	User	Comment	Updated
Department	Approved	COE - School of Teaching and Learning 011805000	De Jong, Ester Johanna		10/3/2016
No document changes					
College	Approved	COE - College of Education	Waldron, Nancy L	New course to be offered as part of proposed BA in Education Sciences.	10/28/2016
No document changes					
University Curriculum Committee	Pending	PV - University Curriculum Committee (UCC)			10/28/2016
No document changes					
Statewide Course Numbering System					
No document changes					
Office of the Registrar					
No document changes					
Student Academic Support System					
No document changes					
Catalog					
No document changes					
College Notified					
No document changes					

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Description of request: This course examines the political, economic, and cultural contexts of schooling in various parts of the world. It introduces theoretical perspectives and comparative methods for interpreting the significance of educational policies and practices in light of globalization.

Submitter: Waldron, Nancy L waldron@coe.ufl.edu

Created: 10/28/2016 5:55:08 PM

Form version: 7

Responses

Recommended PrefixEDF

Course Level 3

Number xxx

Category of Instruction Intermediate

Lab Code None

Course TitleInternational and Comparative Education

Transcript TitleInternational Educ.

Degree TypeBaccalaureate

Delivery Method(s)On-Campus

Online

UF Online - Please attach a letter of support from the Director of the UF Online program

Co-ListingNo

Effective Term Earliest Available

Effective YearEarliest Available

Rotating Topic?No

Repeatable Credit?No

Amount of Credit3

S/U Only?No

Contact Type Regularly Scheduled

Weekly Contact Hours 3

Course Description This course examines the political, economic, and cultural contexts of schooling in various parts of the world. It introduces theoretical perspectives and comparative methods for interpreting the significance of educational policies and practices in light of globalization.

Prerequisites None

Co-requisites None.

Rationale and Placement in Curriculum This course will be offered as part of the proposed BA in Education Sciences. It is one of 5 required courses included in the Schools, Society & Policy specialization. This course introduces students to comparative methods for understanding educational systems and practices in various parts of the world. Its global scope encourages students' international awareness and knowledge of enduring and recent educational issues.

Course Objectives 1. Students will analyze and synthesize the characteristics of the field of comparative education.

2. Students will analyze the different investigative approaches within comparative education.

3. Students will analyze and evaluate the principles behind educational systems in different national contexts.

Course Textbook(s) and/or Other Assigned Reading1. David Phillips & Michelle Schweisfurth, *Comparative and International Education: An Introduction to Theory, Method and Practice* (second edition) (2014).

2. Pasi Sahlberg, *Finnish Lessons 2.0: What can the world learn from educational change in Finland?* (2014).

3. David Baker & Gerald LeTendre, *National Differences, Global Similarities: World Culture and the Future of Schooling* (2005).

Weekly Schedule of Topics Week 1: Introductions.

Week 2: The origins, methods, and utility of comparative education

Week 3: Education and human capital

Week 4: Education and social capital

Week 5: Defining and measuring school quality

Week 6: World systems, dependency, and "development"

Week 7: School choice and privatization

Week 8: Research for policy

Week 9: Middle East & North Africa—focus on gender

Week 10: Sub-Saharan Africa—focus on cross-cultural comparisons

Week 11: North & South America—focus on language & schooling

Week 12: Europe—focus on teacher education

Week 13: Asia—focus on socioeconomics and educational access

Week 14: The future of comparative education

Week 15: Course retrospective.

Links and Policies1. Class attendance, make-up exams and other work:

Requirements for class attendance and make-up exams, assignments, and other work in this course are consistent with university policies that can be found at:

<https://catalog.ufl.edu/ugrad/current/regulations/info/attendance.aspx>.

2. Accommodations for students with disabilities:

Students with disabilities requesting accommodations should first register with the Disability Resource Center (352-392-8565, www.dso.ufl.edu/drc/) by providing appropriate documentation. Once registered, students will receive an accommodation letter which must be presented to the instructor when requesting accommodation. Students with disabilities should follow this procedure as early as possible in the semester.

3. Online course evaluation process:

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

4. UF Honor Code:

UF students are bound by The Honor Pledge which states, "We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honor and integrity by abiding by the Honor Code. On all work submitted for credit by students at the University of Florida, the following pledge is either required or implied: "On my honor, I have neither given nor received unauthorized aid in doing this assignment." The Honor Code (<http://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>) specifies a number of behaviors that are in violation of this code and the possible sanctions. Furthermore, you are obligated to report any condition that facilitates academic misconduct to appropriate personnel. If you have any questions or concerns, please consult with the instructor.

5. UF Campus Resources: Health and Wellness

U Matter, We Care:

If you or a friend is in distress, please contact umatter@ufl.edu or 352 392- 1575 so that a team member can reach out to the student.

Counseling and Wellness Center: <http://www.counseling.ufl.edu/cwc/Default.aspx>, 392-

1575; and the University Police Department: 392-1111 or 9-1-1 for emergencies.
Sexual Assault Recovery Services (SARS)

Grading Scheme 1. Three analytical essays reviewing assigned course readings (15% each/45% of final grade). For each analytical essay, students will critically evaluate assigned readings examining key concepts in comparative and international education including: human capital, social capital, school quality, school choice and dependency. Each essay will be evaluated on the basis of how vividly and explicitly it represents the concept and how effectively it communicates these ideas in writing.

2. Class participation consisting of contributions to in-class discussions and online forums (20% of final grade). Students must attend class or online sessions regularly and promptly. Each student will be evaluated at the end of each class meeting on the basis of his or her demonstrated preparation and the degree of active and meaningful contributions to class discussions.

3. Midterm Examination comparing educational practices and policies in two settings (15% of final grade). Students will select a global region and compare the educational systems across two nations within that region. Each examination will be evaluated on the basis of how accurately and vividly it represents the selected educational systems, how effectively it develops an argument about their points of similarity and differences, and how clearly it communicates these ideas in writing.

4. Final Examination (20% of final grade). Students will select a nation and compare its educational system to that of the United States. Each examination will be evaluated on the basis of how accurately and vividly it represents the selected educational systems, how effectively it develops an argument about their points of similarity and differences, and how clearly it communicates these ideas in writing.

5. Grading Scale:

- i. 92%-100%: A
- ii. 90%-91%: A-
- iii. 88%-89%: B+
- iv. 82%-87%: B
- v. 80%-81%: B-
- vi. 78%-79%: C+
- vii. 72%-77%: C
- viii. 70%-71%: C-
- ix. 68%-69%: D+
- x. 62%-67%: D
- xi. 60%-61%: D-
- xii. 59% or below: E

Instructor(s) Dr. Sevan Terzian