

EDCI 603
Comparative Education

Department of Education Leadership and Foundations, Killian 228

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Catalog Description: 603 Comparative Education (3) -- Comparison of educational systems in selected cultures.

STATEMENT OF PURPOSE

The fundamental role of Western Carolina University is to develop a community of scholarship in which students, faculty members, and staff members learn and apply the products of learning. The College of Education and Allied Professions fulfills this mission by providing students the opportunity to grow within their personal roles as education decision makers. The guiding principle for all instruction in the school is the belief that the best educational decisions are made after adequate reflection and with the interests and welfare of the persons affected by the decisions in mind. Among the considerations on which reflective decisions should be based is the need for preparing educators who will effectively meet the individual needs of minorities, handicapped persons, and individuals from diverse backgrounds. The professional education program at Western Carolina University fulfills its mission by creating and nourishing a community of learners guided by knowledge, values, and experiences. The guiding principles of this community include the belief that the best educational decisions are made after adequate reflection and with careful consideration of the interests, experiences, and welfare of the persons affected by the decisions; appreciation of and respect for diversity; and the fostering of the responsible use of technology.

This course addresses the conceptual framework by emphasizing the relationship between culture and education.

TEXTBOOKS

Kubow, Patricia and Fossum, Paul. (200?). *Comparative Education: Exploring Issues in International Context*. Pearson Education, Inc. 2nd Edition.

COURSE DESCRIPTION AND OBJECTIVES

This course is designed to introduce students to K-12 school systems around the world. Each student is assigned a nation to research and report on. The class is composed of four parts: 1) an examination/comparison of the school systems described in the required text, 2) student presentations about a nation they have researched, 3) guest speakers who have had experience in various school systems around the world, 4) a class discussion/reflection on how our understanding of these other systems might enlighten the operation of the Jamaican school system, and 5) examination of operationalizing the concept of "Every Child Can Learn, Every Child Must learn". Students will finish the course with an appreciation of how K-12 education both reflects and affects a nation's culture and traditions, and with an understanding of how Jamaican

K-12 education might be improved by reflecting on this same idea – education in Jamaica both reflects and affects the culture and traditions of this island nation.

MULTICULTURAL FOCUS:

By its very nature this course is multicultural. As students explore different country's educational systems, they will gain insight into the impact of culture on education.

COURSE REQUIREMENTS:

For a Grade of C:

1. Read selected chapters of **Comparative Education** and respond at a graduate level with a 1 1/2 page reflection to a 'sustaining question'.
2. Use the Internet for electronic international research.
3. Produce a report and present on a specific nation's school system. (This can be done in pairs.)

For a Grade of B: C work plus

4. Find and report on two articles that describe programs in countries other than Jamaica, the US, or Great Britain. Some of these articles will lead discussions in class.

For a Grade of A: B work plus

5. Contribute to the class project that examines the concept of "Every child can learn; every child must learn"
6. Be present and on time for each class session.

Schedule: This is a general outline as there may be changes as the course evolves

Jamaica Class: Review the policies, procedures and actions (PPA's) of 3 of 4 countries presented (Singapore, Finland, China, and Alberta Canada. 1) Develop a matrix that identifies commonalities and differences each country took to change their educational systems and 2) design a PPT or 2 page policy paper that identifies those PPA's that you have read about that could drastically challenge the present educational system in Jamaica.

Campus Class

Day 1

- DUE: Read chapter 1 in **Comparative Education** text and write a 1 page reflection on one of the 'sustaining reflections' on pgs. 27/28. Be clear to reference information from the chapter in your response.

Day 2

- Discussion of syllabus and course expectations
- Tour of Library and writing center

Day 3

- DUE: Read chapter 2 in **Comparative Education** text and write a 1 1/2 page reflection on one of the 'sustaining reflections' on page 67. Be clear to reference information from the chapter in your response.

Day 4

- Speaker:
- Article reports on countries

Day 5

- Class project: operationalize "Every child can learn, Every child must learn"

Day 6

- DUE: Read chapter 4 in **Comparative Education** text a write and 11/2 page reflection on one of the ‘sustaining reflections’ on page 162. Be clear to reference information from the chapter in your response.
- Article reports on countries
- Library

Day 7

- DUE: Read chapter 5 in **Comparative Education** text a write and 11/2 page reflection on one of the ‘sustaining reflections’ on page 203. Be clear to reference information from the chapter in your response
- Article reports on countries

Day 8

- Speaker:
- Continue work on “Every child can learn, Every child must learn”

Day 9

- Speaker:
- Present recommendations for “Every child can learn; Every child must learn”

Day 10

- DUE: Read either of chapters 6-8 in **Comparative Education** text a write and 11/2 page reflection on one of the ‘sustaining reflections’ from the selected chapter. Be clear to reference information from the chapter in your response
- Article reports on countries
- Country presentations

TECHNNOLOGY REQUIREMENTS:

Students must have access to the internet and they must develop skills to conduct web-searches as a part of the course. Further, students are expected to learn how to make a power-point presentation.

BIBLIOGRAPHY:

Comparative Education Review, the journal of the Comparative and International Education Society (Chicago: The University of Chicago Press), published quarterly since 1956.

Cooms, Philip H., The World Crisis in Education - The View From the Eighties (New York: Oxford University Press), 1985.

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

Thomas, R.M., International Comparative Education: Practices, Issues, and Prospects (Tarrytown, N.Y.: Pergamon), 1994.

Stewart, Vivien. (2012) A World Class Education: Learning From International Models of Excellence and Innovation. .Alexandria , VA. ASCD.