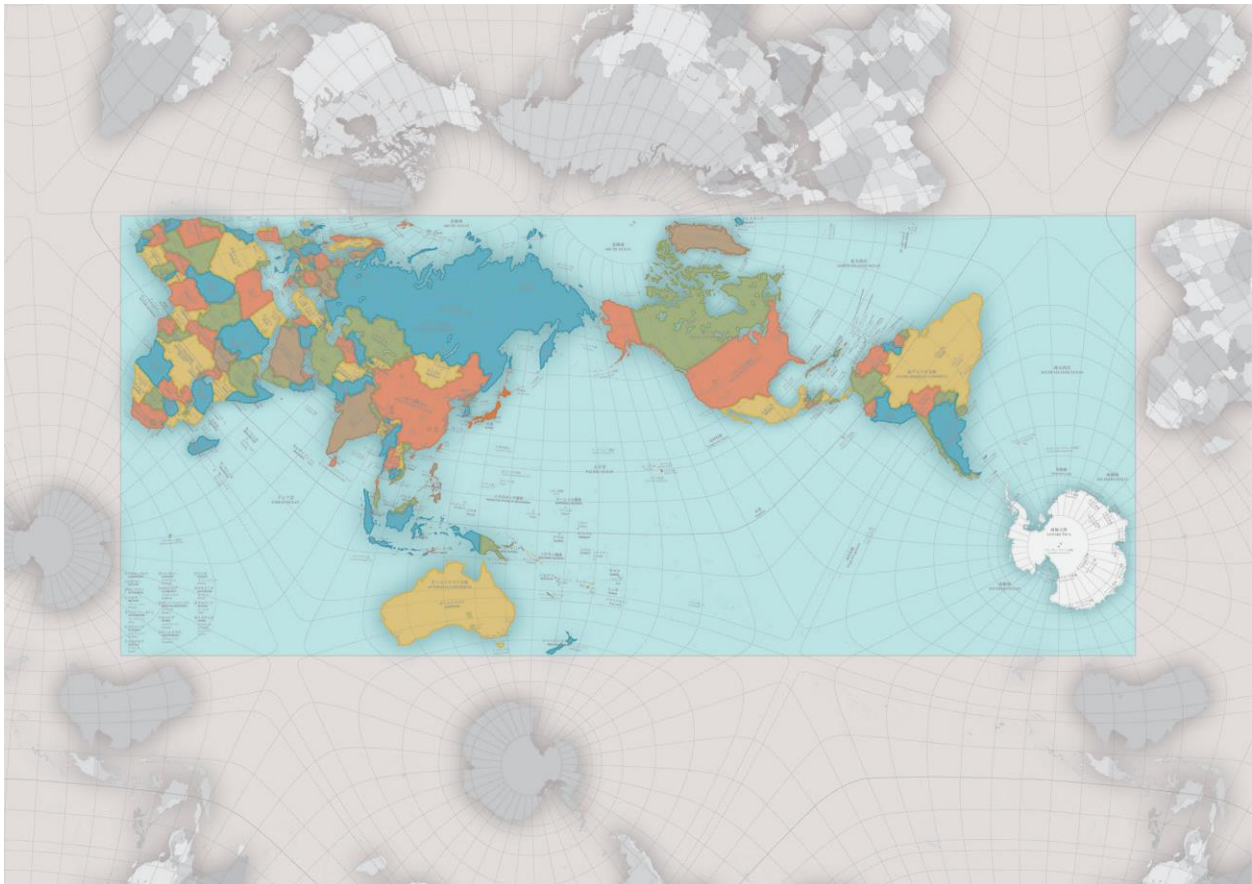


EDUC 1030: Comparative Education
Brown University
Spring 2020



Map courtesy of Hajime Narukawa

Lectures: Monday-Wednesday-Friday 11:00-11:50 AM

Location: Salmon Center 202

Instructor: Dr. Pierre de Galbert

Email: pierre_degalbert@brown.edu

Office: 164 Angell Street – 2nd floor

Office Hours: Mondays and Fridays 1-4 PM. [Sign-up here.](#)

Course Website: <https://canvas.brown.edu/courses/1080889>

Please check the course website frequently for important announcements, readings and assignments.

Course Description

Welcome to Comparative Education!

This course explores educational goals, policies and practices around the world through a comparative lens. The field of Comparative Education is built on the foundation that comparisons of education policies and practices across states and countries can help think critically about other systems. We will examine specific cases and discuss their application to other contexts. *How are Syrian refugees accessing higher education in Lebanon? Should the Liberian government partner with the private sector to deliver education in its primary schools? Why is Rwanda changing the language of instruction in its schools?*

The course is organized in two main parts:

1. The first part of the course will serve as an introduction to the field of Comparative and International Education. We will critically examine the colonial and postcolonial roots of comparative education and the distribution of power among the actors in the field, and more generally in education policy design.
2. The second part of the course will focus on examining a range of important topics in the field. The focus of the international education community has shifted in recent years from increasing access to formal schooling to all children and communities to improving the quality of instruction.

The course has **three main learning objectives**: develop foundational concepts related to the field of International and Comparative Education, apply them critically to analyzing educational contexts around the world, and communicate your analyses through oral and written assignments. The course will serve as an introduction to vocabulary, actors, and important topics related to international and comparative education. Throughout the course, students will be asked to apply their learning across a variety of types of assignments.

This course is designated as an ***Introductory Lecture Course*** in the Education Department. As such, this course has no prerequisites, and assumes no prior knowledge of education policy or practice.

Course Requirements

The assignments for this course are designed to provide students with multiple opportunities to apply their learning. Each assignment holds a small weight and these assignments collectively allow students to demonstrate learning in a variety of ways. Each assignment will either be graded complete/incomplete or have a detailed rubric distributed in class.

Students will be evaluated based on the following elements:

Attendance and class participation:	10%
Reading journals	30%
Interview	15%

Group Presentation	15%
Final paper	30%
Total	100%

Attendance and participation 10% – This course will include a mix of lectures and discussions. Participation from all students is important to ensure we hear from as broad a range of perspectives as possible and make sure your attention is focused on your peers and the material discussed. Participation will be assessed using attendance sheets and in-class exercises meant to help students learn factual information.

Reading journals 30% – Students will write three journal entries containing a reaction to the readings from each part of the course. These reading journals are not meant to have students summarize all the readings, but rather reflect to one or more of the readings and make connections to their own experience. Each journal should be no more than 2 pages double-spaced.

Interview 15% – Students will conduct an informal interview of someone who went to school in a different country than their own. Students will submit an interview guide and a 2-page summary of what they learned about the educational system and the individual experience of the person they interviewed.

Group presentation 15% – Students will be grouped according to common geographical or substantive interests. Each group will make a presentation to the class focused on the country, region, or topic of interest. Other students in the class will submit a formative feedback evaluation to the students presenting.

Final Paper 30% – The final paper will ask students to focus on one geographic setting and one education policy. This short paper will have two main parts: (i) a description of the education context (school, state, country); and (ii) an analysis of a recent education program or policy that has been implemented in that context. The paper will be approximately 10 pages double-space. A detailed rubric will be included on the course website. The audience for this paper should be an education policy maker or practitioner working in the chose context.

If any student would like to propose an alternative final project/paper more aligned to their personal learning objectives, please approach me by February 28th to discuss. These alternatives could include designing a curriculum, website, podcast, or video related to the course content.

Credit Hours

The total of in-class hours and out-of-class work for all full-credit courses at Brown is approximately 180 hours. In this course, students can expect to spend ~30 hours in class (2h 30min per week for 13 weeks), ~ 80 hours preparing for class by reading assigned materials (6 hours per week), ~70 hours working on assignments.

Course Overview

Date	Topic	Assignment
Week 1 Jan 22, 24, 27	1.1 Why Comparative Education?	Questionnaire
Week 2 Jan 29, 31, Feb 3	1.2 Power and Perspectives in Comparative Education	
Week 3 Feb 5, 7, 10	1.3 International Assessments	
Week 4 Feb 12, 14	2.1 Increasing Demand for Education	Journal 1
Week 5 Feb 19, 21	2.2 The use of technology in low-resource settings	
Week 6 Feb 24, 26, 28	2.3 Language and Literacy Development in Multilingual Settings	
Week 7 Mar 2, 4, 6	2.4 Early Childhood Development and Education	Journal 2
Week 8 Mar 9, 11, 13	2.5 The Role and Responsibilities of the Private Sector	
Week 9 Mar 16, 18, 20	2.6 Education in Conflict and Post-conflict Settings	Interview
Week 10 Mar 30, Apr 1, 3	2.7 Socioemotional Learning	
Week 11 Apr 6, 8, 10	2.8 Teacher Recruitment, Training and Deployment	Media Analysis
Week 12 13, 15, 17	2.9 Education for Global Citizenship	
Week 13 20, 22	3. Course Wrap-up	Journal 3
		Final paper

General Expectations

Building Community and Respecting Our Stories

This class is founded on the principle that we learn best by learning together. This course requires engagement and participation from each one of us. A successful class session is built upon these expectations:

- Come with an open mind. Be ready to listen, learn from others, and leave the class with a broader view that is based on our collective experiences.
- Come prepared to each class having completed all course readings and assignments.
- Share openly and listen respectfully. Your stories and experiences are an important part of our learning experience, so be ready to engage with others.

A note on office hours and communication

I view office hours as a time to discuss a range of topics including: material from the course; assignments for the course; your experience outside of the university related education; personal and professional topics that are of interest to you. I encourage you to reach out and come meet with me. I check email regularly but please don't expect immediate responses unless you include URGENT in the title of your message.

Timely Submission of Assignments

I expect all assignments to be submitted on time. If you are encountering difficulty in completing an assignment on time, please get in touch with me at least one week before it is due. It is always better to communicate with me directly rather than avoiding the situation. *Late submissions without prior notice or a dean's note will affect your grade.*

On Learning Tools

In this class, you will engage in discussion with your classmates, work independently or with others in groups, and listen to lectures. Notetaking in these various settings will be an important part of your learning. Laptops, tablets and phones are not allowed in the class unless an activity explicitly requires it. While these devices may enhance your learning in some ways, they can be a distraction (to you and to others). If you have questions about this policy or accommodations that require the use of a laptop, please let me know.

Academic Support

Brown University is committed to full inclusion of all students. Please inform me early in the term if you have a disability or other conditions that might require accommodations or modification of any of these course procedures. You may speak with me after class or during office hours. For more information, please contact [Student and Employee Accessibility Services](#) at 401-863-9588 or SEAS@brown.edu. Students in need of short-term academic advice or support can contact one of the deans in the Dean of the College office.

Weekly Readings

This section presents guiding questions and readings for each week. I will send a weekly email with any changes to this reading list, as well as additional information helpful to prepare classes. If you cannot find a reading, first ask another student in class, and then inform me if the two of you have the same problem as some links can change over time.

PART I – Overview

Week 1 - Why Comparative Education?

Guiding Questions:

- What is the history of the field of Comparative Education?
- Who are the main actors in the field?
- What are the approaches and methods used to research CIE?

Bray (2007) – Chapter 1 – Actors and Purposes in Comparative education

Hayhoe, Ruth, Carly Manion, and Karen Mundy, “Why study comparative education?” pp. 1-21.

Sustainable Development Goals Fund (n.d.). [Goal 4: Quality Education](#).

Explore [UIS Data](#): Find three education indicators of interest to you. Pick two countries you are interested in and compare the trend of these indicators between 2000 and 2020.

Week 2 – Power and Perspectives in Comparative Education

Guiding Questions:

- What role does the power of individuals, institutions, and countries play in the field of comparative education?

Carnoy, M. (1974). Education as Cultural Imperialism, (pp. 31-77). New York: D. McKay.

Martin, C. (2016). The reductive seduction of other people's problems. *Bright Magazine*. ([link](#))

Piper, B. (2016). [International education is a broken field: Can ubuntu education bring solutions?](#). *International Review of Education*, 62(1), 101-111.

Takayama, K., A. Sriprakash, and R. Connell, "Toward a Postcolonial Comparative and International Education," *Comparative Education Review* 61, no. S1 (2017): 1-24

Week 3 – International Assessments

Guiding Questions:

- What are education assessments? What do they measure?
- What are the major assessments used in comparative education?
- What have we learned from these assessments?

Grek S. (2009). Governing by numbers: the PISA ‘effect’ in Europe.

Koretz (2008). Measuring up. Chapter 2. (Canvas).

Shafer (2016). When proficient isn’t good. ([link](#))

Strauss (2019). Expert: How PISA created an illusion of education quality and marketed it to the world. ([link](#)).

PAL Network (n.d.). [Every Child Counts \(and Reads\)](#). (12 min video).

UNESCO Institute for Statistics (n.d.). [Learning Assessment Capacity Index](#) (LACI). Read the webpage and explore the [map](#).

PART II – Topics in Comparative Education

Week 4 – Increasing Demand for Education

Guiding Questions:

- What are the approaches used by governments to increase demand for education?
- How do they differ from increasing supply?
- What are the strengths and limitations of these approaches?

Banarjee and Duflo (2011). Poor Economics. Ch.4 Top of the Class. pp 71-101.

Castillo, Nathan M., and Daniel A. Wagner. 2014. “Gold Standard? The Use of Randomized Controlled Trials for International Educational Policy.” *Comparative Education Review* 58 (1): 166-173.

Kremer et al. (2013). The Challenge of Education and Learning in the Developing World.

Fresh Ed podcast with Steve Klees, “How Do Economists Understand Education?”
<http://www.freshedpodcast.com/steveklees/>

Week 5 – The use of technology for education in low-resourced settings

Guiding Questions:

- What types of technological innovations are being used in classrooms around the world?
- How do we know whether these help students?
- Do small-scale technology pilot programs work at scale?

Evans, D. [*Teachers are not the problem*](#). (2018). World Bank Development Blog.

J-PAL Evidence Review. 2019. “Will Technology Transform Education for the Better?” Cambridge, MA: Abdul Latif Jameel Poverty Action Lab. ([link](#)).

Muralidharan et al. (2019). In Delhi Experiment, Software Sparks Success. Education Next. ([link](#)). Read the article and/or listen to the podcast.

Warschauer, M., & Ames, M. (2010). Can one laptop per child save the world’s poor? Journal of International Affairs, 64(1), 33-51. ([link](#)).

Week 6 – Language and Literacy Development in Multilingual Settings

Guiding Questions:

- How do monolingual and bilingual children develop language and literacy skills?
- What are the explicit and implicit goals of multilingual education policies?

Chambers and Trudgill (1998) *Dialectology*. 2nd edition. (Chapter 1 – pp 3-12)

Mazrui, A. A., & Mazrui, A. M. (1998). *The Power of Babel: language and governance in the African experience*. University of Chicago Press. (ch10 – pp141-159)

Walter, S. & Benson, C. (2012). *Ch14. Language policy and medium of instruction in formal education*. In Spolsky (2012). *The Cambridge handbook of language policy*.

Explore the [Ethnologue website](#). Identify one language you had never heard about before and prepare to share two or three facts about that language.

Spend 10 minutes exploring policies of the Rhode Island Department of Education to support multilingual learners. ([link](#)).

Week 7 – Early Childhood Development and Education

Guiding Questions:

- What are the similarities and differences in early childhood development across contexts?
- How do we measure child development across cultures?

Black & Merseth (2018). *First 1000 Days and Beyond: Strategies to Achieve the Sustainable Development Goals*.

McCoy et al (2016). Early Childhood Developmental Status in Low- and Middle-Income Countries: National, Regional, and Global Prevalence Estimates Using Predictive Modeling.

Unicef (2014). Building better brains: New frontiers in early childhood development. ([link](#)).

Week 8 – The Role and Responsibilities of the Private Sector

Guiding Questions:

- What is the role of the private sector in education around the world?
- What are public-private partnerships?
- How should governments and international agencies work with the private sector to improve access, quality, and equity?

Cantrell (2019). Prescribing isn't treating. ([link](#)).

Menashy, Francine. (2017). The Limits of Multistakeholder Governance: The Case of the Global Partnership for Education and Private Schooling. *Comparative Education Review* 61, 2

Oxfam. (2019). False Promises. Executive Summary. ([link](#)).

Patrinos et al. (2009). The role and impact of public-private partnerships in education. ([link](#)). [READ the introduction pp 1-7).

Romero & Sandefur (2019). Beyond Short-Term Learning Gains. The Impact of Outsourcing Schools in Liberia after Three Years. ([link](#)).

The Abidjan Principles. Read the introduction (p. 4) and the 10 overarching principles (p. 7). ([link](#)).

Week 9 – Socioemotional Learning

Guiding Questions:

- What are socioemotional skills, and are they different across cultures?
- How do teachers incorporate socioemotional learning in their classes?

Bhalla, M. (n.d.) [How do teachers view Social and Emotional Learning?](#) ~ Teacher perspectives from four countries.

Jukes, M.C.H., et al. (2018). “Respect is an Investment”: Community perceptions of social and emotional competencies in early childhood from Mtwara, Tanzania. *Global Education Review* 5(2).

Explore SEL. Read the [webpage](#) explaining the project and spend 10 minutes exploring the [visual tools](#).

Podcast: [Can Non-Cognitive Skills be Taught?](#)

Week 10 – Education in Conflict and Post-conflict Settings

Guiding Questions:

- How do refugees and internally displaced persons access education?
- What institutions are responsible to provide education in conflict and post-conflict settings?

Dryden-Peterson & Chopra. Burundi Case Study. [Handed in Class].

INEE (2010). [Minimum Standards for Education](#). Introduction pp 2-17.

UNHCR (2017). [Update on education](#).

Podcast. Sarah Dryden-Peterson, “Portraying Refugee Education” FreshEd #94 ([link](#))

Week 11 – Teacher recruitment and training

Guiding Questions:

- How do countries recruit and train teachers?
- What are some challenges in deploying teachers equitably?
- What is the Teach for All movement?

Aragon (2016). Teacher Shortages: What We Know. ([link](#)).

Explore the Teach for All [website](#).

Pryor et al. (2012). Rethinking teacher preparation and professional development in Africa: an analysis of the curriculum of teacher education in the teaching of early reading and mathematics.

UNESCO (2018). Recruiting and deploying effective teachers. ([link](#)).

Week 12 – Education for Global Citizenship

Guiding Questions:

- What should schools teach young people to prepare them to be global citizens?
- What are the skills and values associated with global citizenship?

Asia Society. (2015). What is ‘Global Citizenship Education?’. ([link](#)).

Reimers, F. (2016). [Empowering Global Citizens To Improve The World](#). Huffington Post.

Batelle for Kids (2019). [Framework for 21st Century Learning – Definitions](#).

Week 13 – Course Wrap-up

The last week of class will focus on reviewing topics discussed during the semester. The week will also include group presentations, as well as opportunities to discuss topics of interest to the students that were not included in the syllabus reading.