

SEMESTER AT SEA COURSE SYLLABUS

Discipline: Education
Fall 2008
EDLF 589: Education around the Globe
Upper Division
Faculty Name: Rita O'Sullivan

Suggested Pre-requisites: None.

COURSE DESCRIPTION

Educational systems vary greatly within and across national boundaries. Developing an understanding and appreciation for different educational models allows us to critically assess our educational choices and better understand events and people. Further knowledge of other educational systems also enriches the choices we make as teachers and learners. This course will cover the educational systems of the countries visited by Semester at Sea, focusing on political, social, economic, and cultural contexts. During the semester, students will identify both common and unique purposes of education. They also will be asked to consider student characteristics and predispositions that contribute to differential success in the various educational systems studied. Similarly, teacher characteristics and predispositions will be examined for their contribution to the education process. Class activities will be conducted in the context of exploring the fidelity of information from different data sources (e.g., books, articles, web sources, personal reflections and observations, etc.) to understand comparative education dynamics. Students will be asked to compile a portfolio during the semester that demonstrates critical reflection of the course content with personal education experiences in comparison to those of the education systems of Brazil, Namibia, South Africa, India, Malaysia, Viet Nam, China, Japan, and Costa Rica. Field assignments will include interviews in 4 ports, 3 school observations, non-formal education asset mapping in one port, and a technology assessment in one port.

COURSE OBJECTIVES

Students will:

- Become acquainted with 9 educational systems beyond that of the United States;
- Contrast school systems across the issues of: a) purposes of schooling, b) educational access and opportunity, c) educator accountability and authority, and d) teacher professionalism;
- Identify both common and unique purposes of education;
- Consider student characteristics and predispositions that contribute to differential success in the various educational systems studied; and
- Compare teacher characteristics and predispositions to see how they contribute to different education processes and systems.
- Explore triangulation of information for fidelity across different data sources (e.g., textbooks, articles, UNESCO reports, Wikipedia entries, personal experience, port observations, interviews and assessment)

TOPICAL OUTLINE OF COURSE

Day	Topic/Activities	Assignments for Next Meeting	Port Arrival
1	Introduction to Comparative Education	Kubow & Fossum Ch 1 <i>Comparative Education</i> & Ch 2 <i>Theory in Comparative Education</i> ; Friere Ch 1 & 2; Reading Quiz 1	
2	Assumptions about & Issues around Education	Kubow & Fossum Ch 4 <i>Educational Access in South Africa & Brazil</i> ; Friere Chs 3 & 4; Wikipedia Brazil; Reading Quiz 2	
3	Educational Access & Opportunity & Liberation Education & Brazil	Complete Interview 1; Gutek Ch 9 & 10: <i>Education in the U.S.</i> ; Wikipedia U.S.; Reading Quiz 3	Salvadore
4	What is American Education?	UNESCO, 2007 assignment	
5	Education for Whom?	Dube, 2002 <i>Adult Ed in Swaziland</i> ; Reddy, 2005 <i>South Africa's Participation in TIMSS</i> ; Reading Quiz 4	
6	Adult/Non Formal Education	Kubow & Fossum Ch 3 <i>Purposes of Schooling in Hong Kong & Israel</i> ; Wikipedia South Africa; Reading Quiz 5	Walvis Bay
7	Purposes of Schooling	Complete Interview 2	Cape Town
8	Deschooling Society?	Kubow & Fossum Ch 5 <i>Accountability in England & Germany</i> ; Reading Quiz 6; Jigsaw 1: Illich Ch 1	
9	Educational Accountability & Authority	Complete Learning Styles Inventories; Jigsaw 2: Illich Ch 2	
10	Cognitive Styles & Education	Gutek Ch 17 <i>Education in India</i> ; Wikipedia India; Reading Quiz 7; Jigsaw 3: Illich Ch3	
11	Technology & Education	Jigsaw 4: Illich Ch 4; Draft Technology Assessment	
12	Technology Assessment Development	Jigsaw 5: Illich Ch 5 Begin Technology Assessment	Chennai
13	Mid-Point Reflection	Wikipedia Malaysia; Jigsaw 6: Illich Ch 6	
14	Demographics & Education	Viet Nam Min of Ed, 2003; Reading Quiz 8; Complete Interview 3; Jigsaw 7: Illich Ch 7	Penang
15	Educational Reform	Gutek Ch 16 <i>Education in China</i> ; Wikipedia China & Hong Kong; Reading Quiz 9	Ho Chi Minh
16	Educational Mood Swings	Kubow & Fossum Ch 6 <i>Teacher Professionalism in Japan</i> ; Gutek Ch 15 <i>Education in Japan</i> ; Wikipedia Japan; Reading Quiz 10	Hong Kong/Shanghai
17	Teachers & Teaching Styles	Complete Interview 4	Kobe/Yokohama

18	Teaching Styles & Educational Settings	Kubow & Fossum Ch 8 <i>Value of Comparative Ed</i> ; Reading Quiz 11; Complete Technology Assessment	
19	Globalization & Education Technology Assessment Results	Kubow & Fossum Ch 7 <i>Using Frameworks to Identify Ed Issues</i> ;	
20	Analyzing Education through Frameworks	Begin Issue Paper	
21	Select Debate Issues & Teams	Complete Issue Paper	Honolulu
22	Great Educational Issues Debates	Prepare Debates; Wikipedia Costa Rica	
23	Great Debates (con't)	Draft Final	
24	Final		Puntarenas

FIELD COMPONENT

All students will be required to submit a TENTATIVE INDIVIDUAL FIELD REQUIREMENTS PLAN by the third class meeting for the activities listed below, using a combination of Faculty Directed Practica, Non-Faculty Directed Practica, and Independent Practica.

Interviews in Four Ports: All students will be required to interview three Brazilians they meet in our first port, using an interview protocol that we will develop in class. Subsequently, students will be required to identify an issue or select a theme related to education and then develop an interview protocol to use in three of the remaining ports with at least three individuals per port. Results of the interviews will be summarized and handed in to the instructor.

Three School Visits: Students will be required to make a school visit in three ports and describe their observations in an assignment.

Jigsaw Activity around Non-Formal Education: Students will be required to gather data from at least one port about the opportunities for non-formal education. Students will work in teams by port to integrate and report their findings.

Comparative Education Technology Assessment: With the instructor, students will develop a Comparative Education Technology Assessment in class and then each student will complete the assessment in at least 1 of 5 possible ports.

The following is a list of suggested practica that can be utilized to fulfill the above requirements:

BRAZIL: Service Visit: Calabar Favela (FDP); Service Visit Cultural Mobilization Project for Children (Interviews); Welcome Reception (Interviews)

NAMIBIA: Township & Diamond Tour (Interviews & School Visit)

SOUTH AFRICA: Stellenbosch University (FDP); Service Visit: Amy Biehl Foundation (Interviews & School Visit)

INDIA: Welcome Reception (Interviews); College Visit with Optional Homestay (Interviews & School Visit); Service Visit: Missionaries of Charity Orphanage ((Interviews & School Visit); Service Visit: Disabled Children's Home (Interviews & School Visit); Dalit Village Overnight (Interviews); Child Labor in Rural India (Interviews & School Visit); Village Homestay (Interviews); Rotarian Homestay (Interviews)

MALAYSIA: Welcome Reception & Shadow Puppets (Interviews); Service Visit: St Joseph Orphanage (Interviews)

VIET NAM: Service Visit: Da Thien School for Handicapped Children (Interviews & School Visit); Elementary School Visit (Interviews & School Visit); Mekong Delta Overnight (Interviews & School Visit)

CHINA: International Student Exchange (Interviews & School Visit); Family Insight Tour (Interviews & School Visit); International Student Exchanges in Beijing (Interviews & School Visit); Tasting the Everyday Life of a Shanghai Citizen (Interviews); Peking Opera School (Interviews & School Visit); Shanghai Jiao Tong University Reception (Interviews & School Visit); Service Visit: Kindergarten Visit (Interviews & School Visit)

JAPAN: International Student Exchange (Interviews & School Visit); Farewell Reception in Kobe (Interviews); Overnight Homestay (Interviews); Let's Do it Over Lunch ((Interviews & School Visit)

METHODS OF EVALUATION

ASSIGNMENTS:	<u>POINTS</u>
Interviews in 4 Ports:	40
3 School Visits:	30
Jigsaw Activity around Non-Formal Education:	10
Comparative Education Technology Assessment:	10
Reading Quizzes:	20
Attendance/Participation (student attends and contributes to class activities and discussions):	25
UNESCO assignment:	5
Learning Styles Inventories:	5
Issue Paper:	5
Debate:	10
Mid-Point Reflection:	10
Final:	20
TOTAL POINTS POSSIBLE	190

The following scale (percent of total points earned) will be used to award letter grades:
 A = 90% or better; B= 80 - 89%; C = 70 – 79%; D = 60 – 69%; F = les than 60%

REQUIRED TEXTBOOKS

AUTHOR: Kubow Patricia K. & Fossum, Paul R.
TITLE: Comparative Education, 2nd Edition
PUBLISHER: Merrill/Prentice Hall
ISBN #: 0131719807
DATE/EDITION: 2007
COST: \$ 49.33

AUTHOR: Friere, P.
TITLE: Pedagogy of the Oppressed
PUBLISHER: Continuum
ISBN #: 0826412769
DATE/EDITION: 2000
COST: \$ 19.95

RESERVE LIBRARY LIST

AUTHOR: Gutek, G. L.
TITLE: American Education in a Global Society
PUBLISHER: Waveland Press
ISBN #: 1577664043
DATE/EDITION: 2006
COST: \$37.95

AUTHOR: Illich, Ivan
TITLE: De-School Society
PUBLISHER: Marion Boyars
ISBN #: 0714508799
DATE/EDITION: 2000
COST: \$10.36

ELECTRONIC COURSE MATERIALS

AUTHOR: Gutek, Gerald L.
ARTICLE/CHAPTER TITLE: Education in the United States: Context & History; Education in the United States: Administration, Organization, and Structure; Education in Japan; Education in the People's Republic of China; Education in India
JOURNAL/BOOK TITLE: American Education in a Global Society
VOLUME:
DATE: 2006
PAGES: 158-182; 187-208; 329-352; 357-383; 389-415

PDF Articles Sent as Attachments

Bjork, C. & Tsuneyoshi, R. (2005). Education reform in Japan: Competing visions for the future. *Phi Delta Kappan*, 86, 619-626.

Dube, Musa. (2002). *Determination of the status of adult education in Swaziland*. (ERIC Document Reproduction Number: CE 083 779).

Reddy, V. (2005). Cross-national achievement studies: learning from South Africa's participation in the Trends in International Mathematics and Science Study (TIMSS) *Compare*, 35I, 63-77.

Viet Nam Ministry of Education and Training. (2003). *National Education for All (EFA) Action Plan 2003-2015*. Paris, France: UNESCO.

UNESCO. (2007). *Education for all by 2015: Will we make it?* Paris, France: UNESCO.

Wikipedia. (2007). *Education in Brazil*. Retrieved December 16, 2007 from http://en.wikipedia.org/wiki/Education_in_Brazil.

Wikipedia. (2007). *Education in China*. Retrieved December 16, 2007 from http://en.wikipedia.org/wiki/Education_in_China.

Wikipedia (2007). *Education in Costa Rica*. Retrieved December 16, 2007 from http://en.wikipedia.org/wiki/Education_in_Costa_Rica.

Wikipedia. (2007). *Education in India*. Retrieved December 16, 2007 from http://en.wikipedia.org/wiki/Education_in_India.

Wikipedia. (2007). *Education in Hong Kong*. Retrieved December 16, 2007 from http://en.wikipedia.org/wiki/Education_in_Hong_Kong.

Wikipedia. (2007). *Education in Japan*. Retrieved December 16, 2007 from http://en.wikipedia.org/wiki/Education_in_Japan

Wikipedia. (2007). *Education in Malaysia*. Retrieved December 16, 2007 from http://en.wikipedia.org/wiki/Education_in_Malaysia.

Wikipedia. (2007). *Education in South Africa*. Retrieved December 16, 2007 from http://en.wikipedia.org/wiki/Education_in_South_Africa.

Wikipedia. (2007). *Education in the United States*. Retrieved December 16, 2007 from http://en.wikipedia.org/wiki/Education_in_the_United_States.