

CIE1001
AN INTRODUCTION TO COMPARATIVE, INTERNATIONAL,
AND DEVELOPMENT EDUCATION
Winter 2012
Ontario Institute for Studies in Education, University of Toronto

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Tuesdays 5:45pm – 8:45pm
Room 7-105 Smart Room
Office Hours: By appointment

COURSE OVERVIEW

Comparative education is an interdisciplinary field, broadly organized around two distinctive (though often overlapping) goals. On the one hand, much of the research in the field of comparative education has asked “big picture” or macro-historical questions about the relationship between education and political, economic, and social change (“development”), using cross-national or comparative evidence. This type of research might be described as **macro-historical**, or **macro-sociological**. It includes recent efforts to make sense of processes of globalization and the way in which education is internationally organized. Research in this tradition has long been influenced by wide-ranging theoretical and ideological debates in the social sciences.

Another important dimension of comparative research has been **instrumental** in character. Here comparative research is used to help guide the improvement of education at various levels and in various contexts. Descriptions of national educational systems, international achievement studies, research on human capital, cross-national studies of school effectiveness and ethnographic case studies of schools and classrooms illustrate this tradition. Research in this vein has continued to grow alongside rising pressure to make national educational systems more internationally competitive.

The goal of this course is to introduce students to the origins and development of the field as presently constructed of international, comparative, and development education and to explore how comparativists have engaged in some of the theoretical, methodological and ideological debates that characterize research in the social sciences. The course also offers an opportunity for students to think through and write scholarly papers on issues pertinent to comparative, international, and

development education through the production of a paper proposal, and a final essay.

COURSE FORMAT AND REQUIREMENTS

This course combines lectures with student-led discussions and presentations. It is essential that you complete the assigned readings and be able to summarize and critique them in class discussions. You will also be asked to lead a class discussion with a partner or small group, develop a proposal, and finish the class with a polished essay on a topic of your choice.

**** Please note that late assignments will be accepted only if prior arrangements have been made with the instructor. ****

Class grades will be computed as follows:

- **Participation:** Active participation in class that reflects an understanding and synthesis of assigned readings. (15%)
- **Student-led discussion:** Depending on the size of class enrollment, groups of 2-3 students will be responsible for preparing a short presentation (1-2 pages) on the readings to class. You should prepare brief handouts for fellow students and set the stage for class discussion. Further details about the presentation will be discussed in class. Presentations will start in *week 2*. (20%)
- **Paper project proposal** (2-4 pages of text) plus an annotated bibliography (at least 5 annotated items and 10 other references). ***First draft is due January 31, 2012.*** The proposal should highlight the rationale, objectives, major research questions to be explored in the paper. The proposal should also review available empirical research and data sets if available on the topic and highlight the comparative international dimension (theory or method) of the upcoming paper. ***Second draft is due February 21, 2012.*** The second draft will be graded. (20%)
- **Final paper** (maximum 2,500-3,000 words or 12-15 pages, excluding references). ***Due April 3, 2012 at the beginning of class.*** (45%). The paper should explore a topic, theme, issue or problem that is of interest or relevant to the student's experience and should be situated within comparative international education theory and/or methods. The aim of the paper is to review and analyze the literature in a substantive area or on a specific topic and should also address the comparative international education dimensions (theory and/or method) of the topic.

The paper will be graded for:

- (1) addressing the major ideological, theoretical and/or methodological debates animating from the research topic
- (2) the use of comparative theory and/or method for analysis
- (3) ability to highlight the topic's implications for comparative international education
- (4) ability to connect the review with class readings, discussion and/or your personal experience/context or culture.
- (5) clarity, coherence, and conciseness in writing

PEDAGOGY AND MODE OF INSTRUCTION

Building on course participants' motivation, interest and/or experience in cross-cultural learning, teaching, research, and international work, the course will follow a dialogical approach in order to constructively engage the participants' values, practices, assumptions, and beliefs from their life and work experiences. Based on the primacy of dialogue, each topic/session is expected to ensure that the participants' personal knowledge, the readings, and the instructors' knowledge are brought into synthesized and integrated learning outcomes. Instructional variety (seminars, pair/group discussions, lectures, guest speakers, video-recordings) and intellectual challenge are the key elements in the course's pedagogy. Reflection, cooperative learning, an inclusive classroom ethos, critical thinking, social skills development, a culture of encouragement, and reciprocal sharing and learning, are a must for each session.

READINGS AND BACKGROUND TEXTS

Required Text: Mundy, K., Bickmore, K., Hayhoe, R., Madden, M., & Madjidi, K. (Eds.). (2008). *Comparative and international education: Issues for teachers*. Toronto: Canadian Scholars' Press Inc.

Required Reader Pack: Readings for this course will be made available in a course pack available for purchase at the University of Toronto bookstore, Koffler Building (214 College Street, check <http://www.uoftbookstore.com/online/storehours.html> for store hours)

Other suggested texts:

Anderson-Levitt, K. (Ed.) (2003). *Local meanings, global schooling: Anthropology and world culture theory*. New York: Palgrave Macmillan.

Arnové, R. and C. Torres (Eds.) (2007). *Comparative education: The dialectic of the global and the local* (3rd edition) New York: Rowman and Littlefield.

Bray, M. (Ed.) (2003). *Comparative education: Continuing traditions, new challenges and new paradigms*. London: Kluwer Publishers.

- Crossley, M. and K. Watson (2003). *Comparative and international research in education: Globalisation, context and difference*. New York: Routledge and Falmer. (See esp. the chapter on methodology)
- David, P. and Schweisfurth, M. (2007). *Comparative and international education: An introduction to theory, method and practice*. London: Continuum.
- Kubow, P. & Possum, P. (2006). *Comparative education. Exploring issues in international contexts*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Manzon, M. (2011). *Comparative education: The construction of a field*. Hong Kong: Comparative Education Research Centre and Springer.
- Vavrus, F. & Bartlett, L. (Eds.) (2009). *Critical approaches to comparative education*. New York: Palgrave Macmillan Prentice Hall.

Students are expected to review supplemental readings (at end of this outline) for their final papers, including volumes of major journals in comparative education or related fields. These are the leading journals in the field:

Alternatives

Anthropology and Education Quarterly
 Canadian and International Education
 Canadian Journal of Education
 Comparative Education
 Comparative Education Review

Compare

Convergence
 Current Issues in Comparative Education
 Discourse: Studies in the Cultural Politics of Education

Economics of Education Review

European Journal of Education
 Gender and Education
 Global Social Policy
 Globalization, Societies and Education
 Harvard Educational Review
 Higher Education
 Higher Education Policy
 International Higher Education
 International Journal of Early Childhood
 International Journal of Ed. Development

International Education

International Journal of Ed. Research
 Int'l Journal of Qualitative Studies in Ed.
 International Journal of Science Education
 International Organization
 International Review of Education
 International Studies in the Sociology of Ed.
 Journal of African Studies
 Journal of Educational Policy

 Journal of Moral Education
 Journal of Research in International Education
 Journal of Studies in International Education
 Oxford Review of Education
 Oxford Studies of Comparative Education Prospects (UNESCO)
 Race, Ethnicity, and Education
 Sociology of Education
 Studies in International Education
 Theory and Research in Education
 Third World Quarterly
 World Development
 Women's Studies International Forum

Plagiarism:

Plagiarism is a serious academic offence and will be dealt with accordingly. The University of Toronto defines plagiarism as: "the wrongful appropriation and purloining, and publication as one's own, of the ideas, or the expression of the ideas ... of another." (University of Toronto Governing Council, 1995, available at <http://www.governingcouncil.utoronto.ca/Assets/Governing+Council+Digital+Assets/Policies/PDF/ppjun011995.pdf?method=1>). You are responsible for understanding and abiding by the university's plagiarism policy, as stipulated at <http://www.writing.utoronto.ca/advice/using-sources/how-not-to-plagiarize>. Please speak with me if you have any questions, so as to ensure that you are not committing plagiarism.

OVERVIEW BY WEEK**Introduction to the Field**

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|---------------|--|
| 1. January 10 | Course Overview: What is International and Comparative Education? |
| 2. January 17 | The Social Sciences and Comparative Education
<i>(Student Paper Presentations begin)</i> |
| 3. January 24 | Theory and Methodology and their Purposes in Comparative Education I |
| 4. January 31 | Theory and Methodology and their Purposes in Comparative Education II <i>(Project Proposal: first draft due)</i> |
| 5. February 7 | Philosophy of Comparative Education
Ethnographic and Interpretivist Approaches |

Main Issues in Comparative and International Education

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|----------------|---|
| 6. February 14 | Education and Equality: Theories, Methods, Empirical Debates |
| 7. February 21 | Globalization and Education: How and Why Does It Matter?
<i>(Project Proposals: 2nd draft due)</i> |
| 8. February 28 | Gender and Comparative and International Education |
| 9. March 6 | Religion and Education |
| March 13 | No Class (March Break) |
| 10. March 20 | Private Authority and the Politics of Education |
| 11. March 27 | Transfer, Borrowing & Lending of Educational Ideas, Policies & Practice |
| 12. April 3 | International Comparisons of Educational Achievement and Effectiveness
Course Wrap-Up <i>(Papers Due: April 3 at the beginning of class)</i> |

Week 1: An Introduction and Course Overview. What is International and Comparative Education? What is Canadian Education in Comparative Perspective? (January 10)

The field of comparative education has a long history, beginning formally in the first half of the 19th century. In this class we discuss that history and consider the forces that led to the evolution and expansion of the field. The class will also include introductions and an overview of course themes, assignments and evaluation. We will watch the film, "2 Million Minutes" which will be followed by a group discussion.

Readings:

Crossley, M. and K. Watson (2003). Multidisciplinarity and diversity in comparative and international education. In *Comparative and International Research in Education: Globalisation, Context and Difference* (pp.12-31). New York: Routledge and Falmer.

Hayhoe, R. & Mundy, K. (2008). Introduction to comparative and international education: Why study comparative education? In Mundy et al. (Eds.) *Comparative and international education: Issues for teachers* (pp. 1-22). Toronto & New York: CSPI & Teachers College Press.

Film: "2 Million Minutes"

Week 2 - The Social Sciences and Comparative Education (January 17)

This week, we will concentrate on situating comparative education as a field within the history of and present state of major debates in the social sciences. **Professor Karen Mundy** (CIDE Co-Director) will join us for a guest lecture from 5:30pm to 6:30pm.

Group topics for next week will also be selected.

Readings

Demarrais, K. Bennet, and LeCompte, M.D. (1999). Theoretical and Historical Overview of the Purposes of Schooling. In Demarrais, K. & LeCompte, M.D. (Eds.) *How Schools Work: A Sociological Analysis of Education* (pp. 1-33). New York: Longman.

Mundy, K. (2008). 'Education for All,' Africa, and the sociology of schooling. In Mundy et al. (Eds.) *Comparative and International Education: Issues for Teachers* (49-76). Toronto & New York: CSPI & Teachers College Press.

Green, A. (2002). *Centenary Lecture: Education, Globalisation and the Role of Comparative Research*. London: Institute of Education.

Week 3 - Theory and Method and their Purposes in Comparative Education I (Jan. 24)

This class will include a review of Marginson and Mollis' efforts to map the use of different paradigms and theories in comparative education. Time will be allocated for small group discussions on comparative education essays that put forward different perspectives on what the field is or should be.

- 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.

Small-Group Work: Assigned members of groups 1, 2 and 3 will meet and discuss their respective articles. Approximately 30 minutes will be allocated for this phase of the activity. During this time, groups will be expected to nominate a note-taker and a speaker who will report back during the remainder of the class. Presenters should offer a descriptive overview of each article, and then place the article in the context of issues raised in our discussions about theory and methodology in comparative education and the purposes of social scientific knowledge.

Consider the following questions:

- ⇒ What kinds of knowledge do the authors think is legitimate or valid?
- ⇒ What kinds of knowledge do they think are less legitimate?
- ⇒ How do they conceptualize the field of comparative education itself?
What is the purpose of comparative education in their view?

Group 1

Bray, M. & Kai, J. (2007). Comparing systems. In Bray, Adamson, & Mason (Eds.), *Comparative Education Research: Approaches and Methods* (pp. 123 – 144). Hong Kong: Springer.

Hayhoe, R. (2000). Redeeming Modernity. *Comparative Education Review*, 44(4), 423-439.

Group 2

Odora Hoppers, C. A. (2000). The Centre-Periphery in Knowledge Production in the Twenty-first Century. *Compare*, 30(3), 283-291.

Epstein, E. & Carroll, K. (2005). Abusing ancestors: Historical Functionalism and the post-modern deviation in comparative education. *Comparative Education Review*, 49(1), 62-88.

Group 3

Masemann, V. (1986). Critical Ethnography in the Study of Comparative Education. In Altbach, P. and Kelly, G.P. (Eds.). *New Approaches to Comparative Education* (pp. 11-26). Chicago: University of Chicago Press.

Psacharopoulos, G. (1990). Comparative Education: From Theory to Practice: Are You A:\neo.* or B:*.ist? *Comparative Education Review*, 34(3), 369-380.

Week 4 - Theory and Method and their Purposes in Comparative Education II: The Rise and Fall of Development Theories (January 31)

This week will feature a guest lecture by **Dr. Carly Manion**, Post-Doctoral Fellow. The relationship between education and national development – economic, political, and social – has been one of the strongest topics of investigation in the field of Comparative and International Education over the past half century. Originally, a high degree of optimism existed about the role of education, carried forward by human capital theory in economics and the rapid expansion of schooling in newly independent Third World nations. The 1970s, however, saw rising skepticism about the role of education in promoting development, and new debates about theories of development and change themselves. That skepticism took a different turn in the 1980s, when a substantial erosion of resources for public education in developing countries became apparent and questions about the appropriate balance between state and market in the delivery of education began to dominate educational debates in developed countries. The readings this week present a range of critical discussions concerning colonial education, postcolonial education perspectives and the place of education in development theory and international cooperation.

Readings

Willingsky, J. (1998). The educational mission. In *Learning to divide the world: Education at empire's end* (pp. 89-114). Minneapolis: University of Minnesota.

Tikly, L. (1999). Post-Colonialism and Comparative Education. *International Review of Education*, 45(5/6): 603–621.

Leys, C. (1995). The Rise and Fall of Development Theory. In *The Rise and Fall of Development Theory* (pp. 3-44). London: James Curry.

Mundy, K. (1998). Educational Multilateralism and World Disorder. *Comparative Education Review*, 42(4), 448-478.

Week 5 – (1) Philosophy and Comparative Education (II) Ethnographic and Interpretivist Approaches (Feb. 7). (Project Proposal: first draft due)

The first part of the class will feature a video presentation by **Professor Ruth Hayhoe** on philosophy and comparative education with a special focus on East Asia. This will be followed by an opportunity to have a discussion and a question and answer session with Professor Hayhoe via SKYPE.

The second part of the call will focus on qualitative research using ethnography and interpretivist approaches in comparative and international education are the focus of this week's class. In particular, the readings cover a range of conceptual and methodological issues related to the use of "culture" – a central construct in such research traditions - in the analysis of educational systems.

Readings

Hayhoe, R. (2008). "Philosophy and comparative education: What can we learn from East Asia?" In Mundy et al. (Eds.) *Comparative and International Education: Issues for Teachers* (pp. 23-48). Toronto & New York: CSPI & Teachers College Press.

Masemann, V. (2003). Culture and Education. In Arnove, R. and Torres, C. (Eds.) *Comparative education: the dialectic of the global and the local* (2nd Edition) (pp. 115-132). Lanham, Md.: Rowman & Littlefield.

Fox, C. (1997). Metaphors of Educational Development: An Analysis of Information Flow between Cultures. In Scrase, T. (Ed.), *Social Justice in Third World Education* (pp. 47-65). New York: Garland Press.

Spindler, G. and L. Spindler (1987). Teaching and learning how to do the ethnography of education. *Interpretive ethnography of education: At home and abroad* (pp. 17-33). G. Spindler and L. Spindler. New Jersey, Lawrence Erlbaum Associates.

Russell, J. (2006). What's to be done with the fox? Inuit teachers inventing musical games for Inuit classrooms. *Curriculum Inquiry*, 36(1), 15-33.

Week 6 - Education and Equality: Theories, Methods, Empirical Debates (Feb. 14)

A Literature Search Workshop will be held with Monique Flaccavento in class from 5:45pm to 6:45pm.

Education's potential role in promoting equitable and inclusive societies is the focus of this week's class. The reading by Farrell provides a good theoretical overview of the different dimensions of educational equality. The second reading engages intersectional theories of inequality, looking at race, class, and gender-based differences in educational access and performance in India. The latter two readings

were selected both for their use of quantitative and/or econometric analyses in relation to education equality, as well as their engagement with debates concerning the relative importance and relationship between educational equity and efficiency/effectiveness.

Readings

Farrell, J. (2003). Equality of Education: A Half Century of Comparative Evidence Seen from a New Millennium. In Arnove, R. & Torres, C. (Eds.). *Comparative Education: the Dialectic of the Global and the Local* (pp. 146-175). Lanham, MA: Rowman and Littlefield Publishers, Inc.

Jeffrey, C., Jeffrey, P, & Jeffrey, R. (2005). When Schooling Fails: Young Men, Education and Low-Caste Politics in Rural North India. *Contributions to Indian Sociology*, 39(1), 1-38.

Hanushek, E. & Luque, H. (2003). Efficiency and equity in schools around the world. *Economics of Education Review*, 22(5), 481-500.

Takehiko, K. (2011). Japanese solutions to the equity and efficiency dilemma? Secondary schools, inequity and the arrival of 'universal' higher education. *Oxford Review of Education*, 37(2), 241-266.

Week 7 - Globalization and Education: How and Why Does It Matter? (Feb. 21) **(Project Proposal Second Draft Due)**

Globalization has become a central topic of debate across many of the social sciences during the past decade. It has important implications for the field of comparative education, since it implies that the cornerstone of comparative educational research, the comparison of national systems of education, may need to be supplanted or at least reinforced with new efforts to conceptualize educational processes across national boundaries. The first two readings this week speak to these issues.

Comparativists clearly differ in their answers to the question, "how is education internationally organized?" and more specifically, how the cultural, economic, and political dimensions of globalization processes have or are affecting the international organization of education. While scholars acknowledge that education systems are deeply embedded in the world system, their portrayals of the nature of this system, and identification of the structures that give this system its salience, differ. The second two readings present different perspectives on the international organization of education, complementing and extending the discussions of globalization from the first two readings. Specific attention will be given to understanding the different conceptual framings and the research evidence being presented in the Meyer and Ramirez, and the Anderson-Levitt pieces. The last reading presents a case study on Microsoft Corporation's global strategy and

localization efforts in education. We will try to simulate a debate between different viewpoints about the nature of the world system and place of education within it.

Readings

Mundy, K. (2005). Globalization and Educational Change. In Bascia, N., et al, (eds.), *International Handbook of Educational Policy* (pp. 3-17). Dordrecht: Springer.

Appadurai, A. (1994). Disjuncture and Difference in the Global Cultural Economy. In M. Featherstone (Ed.) *Global Culture, Nationalism, Globalization and Modernity* (pp. 295-310). Newbury Park: Sage Publications.

Meyer, J. and F. Ramirez. (2000). The World Institutionalization of Education. In Schriewer, J. (Ed.). *Discourse Formation in Comparative Education* (pp. 111-132). New York: Peter Lang.

Anderson-Levitt, K. M. (2003). A world culture of schooling? In Kathryn M. Anderson-Levitt (Ed.), *Local meanings, global schooling: Anthropology and world culture theory* (pp. 1-26). New York: Palgrave MacMillan.

Bhanji Z. (2012) *Transnational Private Authority in Education Policy in Jordan and South Africa: The Case of Microsoft Corporation*. *Comparative Education Review* 57 (2).

Week 8 - Gender and Comparative and International Education (Feb. 28)

This week will feature a guest lecture by **Dr. Vandra Masemann** in the first part of the class. Closely connected with questions concerning educational equality, gender issues in education have global relevance and have received sustained scholarly and policy interest in northern and southern societies, as well as in the work of major international organizations such as the World Bank, the OECD, and various United Nations' agencies. The readings this week connect the promotion of gender equality in education to global social justice imperatives, and present research perspectives from the United States and the developing world. Acknowledging that gender identities are relevant not only to issues of educational access and the experiences of students, the Kirk piece offers a discussion of how gender affects the lives of woman teachers. The class will also feature a discussion of the place and treatment of gender and education goals and issues in relation to the EFA and MDG frameworks.

Readings

Unterhalter, E. (2008). Cosmopolitanism, global social justice and gender equality in education. *Compare*, 38(5), 539-555.

Kelly, G. (1996). Research on the Education of Women in the Third World: Problems and Perspectives. In D. Kelly (Ed.). *International Feminist Perspectives on*

Educational Reform: The Work of Gail Paradise Kelly (pp. 29-40). New York and London: Garland Publishing Inc.

Buchmann, C., DiPrete, T., & McDaniel, A. (2008). Gender inequalities in education. *Annual Review of Sociology* 34, 319-337.

Kirk, J. (2004). Impossible fictions: The lived experiences of women teachers in Karachi. *Comparative Education Review* 48(4), 374-395.

Walji, A. (2009). Researching transitions. Gendered education, marketization and Islam in Tajikistan. In Baker, D. & Wiseman, A. (Eds.) *Gender, Equality and Education from International and Comparative Perspectives* (pp 87-101). Bingley: Emerald Group Publishing Limited.

* Janigan, K. & Masemann, V. (2008). Gender and education. In Mundy, K. et al. (Eds.) *Comparative and international education: Issues for teachers* (pp. 215-248). Toronto: Canadian Scholars Press Inc. [not required, but highly recommended].

Week 9 - Religion and Education (March 6)

This week will feature a guest lecture by **Professor Safaroz Niyozov** in the first part of the class. Faith-based non-governmental actors have long played a role in education service provision around the world. Over the past few decades there has been much talk of a global “resurgence” of religion, with scholarly questions arising in the context of education concerning how to conceptualize and understand the role and nature of religious affiliation, organizations and leaders in relation to educational development and improvement. The second half of this week’s class focuses on these questions, with the first two readings offering valuable conceptual and theoretical discussions, and the last reading presenting an empirical study of pedagogy and student learning in Islamic schools.

Readings

Stambach, Amy. (2010). Education, religion, and anthropology in Africa. *Annual Review of Anthropology*, 39, 361-380.

Marshall, Katherine. (2010). Education for all: Where does religion come in? . *Comparative Education*, 46(3), 273-287.

Boyle, H.N. (2006). Memorization and learning in Islamic schools. *Comparative Education Review*, 50(3), 478-495.

March 13 No Class (March Break)

Week 10 – Private Authority and the Politics of Education (March 20)

This week will feature a guest lecture by **Dr. Justin Van-Fleet**, Post-Doctoral Fellow, Center for Universal Education at Brookings. Whereas the power to define and control the development and reform of national education systems has historically been understood to rest with national governments, the emergence of new trans- and supra-national actors and networks, the promotion of education partnerships between government, corporate and civil society groups, have challenged or otherwise shifted the nature of governmental authority in education. The readings this week speak to a number of changes, challenges and opportunities characterizing the shifting fields of power, control and politics in education.

Readings

Mundy, Karen and L. Murphy. (2001). Transnational Advocacy, Global Civil Society. *Comparative Education Review*, 45(1), 85-126.

Samoff, J. (2003). Institutionalizing international influence. In Arnove, R.F. & Torres, C.A. (Eds.) *Comparative education: The dialectic of the global and the local* (pp. 52-91) Lanham, MA: Rowman and Littlefield Publishers, Inc.

Novelli, M. (2010). The new geopolitics of educational aid: From Cold Wars to Holy Wars? *International Journal of Educational Development* 30(5), 453-459.

Van Fleet, J. (2011) *A global education challenge harnessing corporate philanthropy to educating the world's poor*. Washington: Center for Universal Education at Brookings.

Bhanji, Z. (2012, forthcoming). *Microsoft Corporation: A Case Study of Corporate-led PPPs in Education*. In Robertson, S., K. Mundy, A. Verger & F. Menashy (2011). *Public Private Partnerships in Education: New Actors and Modes of Governance in a Globalizing World*. London: Edward Elgar.

Week 11 – Transfer, Borrowing & Lending of Educational Ideas, Policies & Practices (March 27)

While policy borrowing and cross-national educational comparison have been central concerns of the field of comparative education since its inception, as the course topics have revealed thus far, political, economic, and cultural changes worldwide have challenged comparativists to consider new questions of power, politics and relevance in relation to educational policy transfer and diffusion processes. In this last class we will use the readings to explore some of the key debates and issues constituting the contemporary field of educational policy borrowing.

Readings

Halpin, D., Tryona, B. (1995). "The Politics of Education Policy Borrowing". *Comparative Education*, 31(3), 303-310.

Johnson, S., Monk, M., & Hodges, M. (2000). Teacher Development and Change in South Africa: A Critique of the Appropriateness of Transfer of Northern/Western Practice. *Compare*, 30(2), 179-192.

Takayama, K., & Apple, M. (2008). The Cultural Politics of borrowing: Japan, Britain, and the Narrative of Education Crisis. *British Journal of Sociology of Education*. 29(3), 289-301.

Steiner-Khamsi, G. (2010). The politics and economics of comparison: Presidential Address. *Comparative Education Review* 54(3), 323-342.

Bhanji, Z. (2009). *Transnational Corporations as Propellers of Educational Transfer in the Middle East*. In G. Steiner-Khamsi and L. Chisholm (Eds.) *South-South Transfer: Cooperation and Unequal Development in Education*. Teacher's College Press.

Week 12 - International Comparisons of Achievement and Effectiveness in Education (April 3)

This week will feature a guest lecture by **Professor Ben Levin** in the first part of the class. The class will look at comparative education research that uses quantitative methodologies to inform school improvement efforts. Research on education as an investment, the OECD education indicators project, UNESCO's International Standard Classification of Education (ISCED) system, cross-national studies of educational achievement, and cross-national studies of school effectiveness, each illustrate a quantitative approach to comparative education. On the other hand, many scholars question why such research has received so much attention and funding in recent years, and they question both the "comparability" of different educational systems and the idea that educational practices can be easily replicated across different contexts.

Readings

Mundy, K. & Farrell, J. (2008). International Educational Indicators and Assessments. In Mundy, K. et al. (Eds.) *Comparative and international education: Issues for teachers* (pp. 189-214). Toronto: Canadian Scholars Press Inc.

Fuller, B., and Clarke, P. (1994). Raising School Quality while Ignoring Culture? *Review of Educational Research*, 64(1), 119-157.

Carney, Stephen. (2009). Negotiating policy in an age of globalization: Exploring educational "policyscapes" in Denmark, Nepal and China. *Comparative Education Review*, 53(1), 63-88.

In addition to the above three readings, students will be assigned to groups and asked to review one of the technical pieces below. Following small group work, summary presentations will be made by each group.

Group 1

World Bank (2011) Making schools work through accountability reforms. Chapter 5 in *Making schools work: New evidence on accountability reforms* (pp. 211-248). Washington, D.C.: Author.

Group 2

Mourshed, M., Chijioke, C. and Barber, M. (2010). Forward, introduction, overview. In McKinsey and Company's *How the world's most improved school systems keep getting better*. pp. 1-24. AND Report's executive summary (pp. 1-4).

Group 3

Ananiadou, K. and Claro, M. (2009). 21st century skills and competencies for new millennium learners in OECD countries. *OECD Education Working Papers*, no. 41. OECD Publishing.

Supplementary Resources

- OECD. (2009). Education at a Glance. Paris: OECD.
<http://www.oecd.org/edu/eag2009>
- OECD & Australian Council for Educational Research. (2007). PISA Sample Questions. Paris: OECD. <http://pisa-sq.acer.edu.au/>
- UNESCO Institute for Statistics, Ottawa, ON: UIS. <http://www.uis.unesco.org>
- Third International Mathematics and Sciences Study (TIMSS) website, at <http://nces.ed.gov/timss/>
- IEA Civics Study website, at <http://terpconnect.umd.edu/~jtputra/>
- The American Institute for Research offers a website for analyzing PIRLS and TIMSS data, allowing users to create simple charts and comparative studies: <http://lighthouse.air.org/timss/>

Wrap-Up/Conclusion

Supplementary Reading List by Week

Week 1 - Introduction

- Altbach, P. (1991). Trends in comparative education. *Comparative Education Review* 35(3), 491-507.
- Arnové, R., Altbach, P. G., & Kelly, G. P. (1992). *Emergent issues in education: Comparative perspectives*. Albany, New York: State University of New York Press.
- Arnové, R., and Torres, C. (1999). *Comparative education: The dialectic of the global and the local*. New York: Rowman and Littlefield.
- Bray, M. (2007). Actors and purposes in comparative education. In M. Bray, B. Adamson & M. Mason (Eds.), *Comparative education research: Approaches and methods* (pp. 15-38). Hong Kong: Comparative Education Research Centre and Dordrecht: Springer.
- Carnoy, M. (2006). CIES Presidential Address: Rethinking the comparative – and the international. *Comparative Education Review* 50(4), 551-570.
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