

**TPSE 1825:
Comparative Education Theory and Methodology
Dr. Ruth Hayhoe**

Purpose of the Course

This course is intended as an introduction to the field of Comparative Education, including the various academic schools that have emerged and the literature linked to such international organizations as UNESCO and the World Bank. We will also see a film entitled “Comparatively Speaking” which features presidents of the Comparative International Education Society of the USA, including three OISE professors.

The course was developed in the mid-1980s, and first taught in 1986. It has been taught at OISE fairly regularly ever since. It can be seen as a kind of intellectual history of the field, with the different schools or approaches presented in a roughly chronological way. The intention is to trace changing approaches to Comparative Education research over time, and link debates over methodology to wider debates in the literature of the social sciences. Thus the additional readings are by no means comprehensive or detailed, but suggestive only. The roots of the course go back to the ideas and methodology of Professor Brian Holmes at the University of London Institute of Education, one of the leading figures in the development of the field. The course has been updated and changed a number of times, but the original framework and many of the core readings have been kept, in order to maintain this link to history. For later sessions that have been added in recent years, such as Session 8 on the postmodern challenge, and session 9 on globalization and comparative education, students are encouraged to explore bibliographies in books such as Crossley and Watson, *Comparative and International Research in Education: Globalisation, context and difference* (2003) or Arnove and Torres, *Comparative Education: The Dialectic of the Global and the Local* (2003).

Students are encouraged to focus their attention on such fundamental questions as the purpose of Comparative Education, the views of social change that underlie different approaches to Comparative Education and the question of what "scientific" methodology entails and whether or not it should be a goal in Comparative Education research. By the end of the course students should have developed their own critical perspective on the literature through careful reading and sustained thought and discussion.

Class Format:

Class sessions will involve brief lectures, discussion of common readings and student presentations from the additional reading list, the list of anthologies or textbooks in the field and/or related readings that have been self selected. Some discussion of plans for term papers can also be accommodated.

Evaluation:

Two short papers (400-600 words or 1-2 typed pages) should be prepared for class presentation and handed in during the term. One of them will be a reflective review of any one of the

comparative education textbooks or anthologies listed below, or a related text with the instructor's approval, with a focus on how they present the purpose and method of comparative education. This will be due by October 20. The other will be a summary critique of an article or book chosen from the additional reading list or elsewhere, on a topic that is related to the final research paper. These short papers/reviews will make up 30% of the final mark. 70% will be based on a research paper of 3-4,000 words (15-20 typed pages). Students may choose their own topics in consultation with the instructor.

Overview of Course Themes and Topics

Introduction: The Origins and early development of Comparative education

1. The Historical Approach
2. The Positivist Approach
3. Phenomenological, Ethnographic & Narrative Approaches
4. The Problem Approach
5. The Developmental Approach: Neo-Marxism, Dependency Theory and World Order thinking
6. Ideal Types in Comparative Education
7. Comparative Education and the Postmodern Challenge
8. Comparative Education and Globalization
9. International Organizations and Comparative Education
10. A Dialectical Paradigmatic Stance and Mixed Methods in Comparative Education
11. Data Collection and Classification in Comparative Education

Major Influential Books

Altbach, P., Arnove, R., and Kelly, G., (eds.), *Emergent Issues in Education: Comparative Perspectives* (Albany: State University of New York Press, 1992). See especially Part 1 "Debates and Trends in Comparative Education" by Gail Kelly.

Altbach, P. and Kelly, G., *Education and the Colonial Experience* (N.B., U.S.A. and London: Transaction Books, 1984)

Arnove, Robert F. and Torres, Carlos Alberto (eds.) *Comparative Education: The Dialectic of the Global and the Local* (Lanham, Boulder, New York and Oxford: Rowen & Littlefield Publishers Inc, 1999, second edition 2003).

Bereday, George, *Comparative Method in Education* [New York: Holt, Rinehart and Winston, 1964],

Bray, Mark, (ed.), *Comparative Education: Continuing Traditions, New Challenges and New Paradigms* (Dordrecht, London, Boston: Kluwer Publishers, 2003)

Bray, Mark, Adamson, Bob and Mason, Mark, *Comparative Education Research: Approaches*

and Methods (Hong Kong: Comparative Education Research Centre, University of Hong Kong, 2007.)

Broadfoot, Patricia, *Changing educational contexts, issues and identities : 40 years of comparative education* (London: Routledge, 2007).

Burns, R. and Welch, A. (eds.), *Contemporary Perspectives in Comparative Education* (New York: Garland Press, 1992).

Crossley, Michael and Watson, Keith, *Comparative and International Research in Education: Globalisation, context and difference* (London and New York: RoutledgeFalmer, 2003).

Delors, Jacques et al, *Learning: The Treasure Within* (Paris: UNESCO Publishing, 1998).

Fägerlind, Ingemar and Saha, Lawrence, *Education and National Development: A Comparative Perspective* (Oxford: Pergamon 1989).

Green, Andrew, *Education, Globalization and the Nation State* (New York: St Martin's Press, 1997).

Gu Mingyuan, *Education in China and Abroad: Perspectives from a Lifetime in Comparative Education* (Hong Kong: Comparative Education Research Centre, University of Hong Kong, 2001).

Halls (ed.), W. D. *Comparative Education: Contemporary Issues and Trends* (London: Jessica Kingsley Publishers, 1990).

Hans, Nicholas, *Comparative Education* (London: Routledge and Kegan Paul, 1967).

Holmes, Brian, *Comparative Education: Some Considerations of Method* (London: George Allen and Unwin, 1981).

King, Edmund, *Other Schools and Ours* (London: Holt, Rinehart and Winston, 1973, 5th Edition).

Kandel, Isaac, *The New Era in Education* (Cambridge, Mass.: Houghton and Mifflin Inc., 1955),

Masemann, Vandra Lea and Welch, Anthony (eds.), *Tradition, Modernity and Post-Modernity in Education* (Amsterdam: Kluwer, 1997)

Mundy, Karen, Bickmore, Kathy, Hayhoe, Ruth, Madden, Meggan and Madjidi, Katherine, *Comparative and International Education: Issues for Teachers* (Toronto: Canadian Scholars Press, New York: Teachers College Press, 2008)

Noah, H. and Eckstein, M., *Towards a Science of Comparative Education* [London: MacMillan,

1969.

Paulston, Rolland, *Social Cartography: Mapping Ways of Seeing Social and Educational Change* (New York and London: Garland Publishing Inc., 2000)

Schriewer, J. and Holmes, B., *Theories and Methods in Comparative Education* (Frankfurt am Main, Bern, New York, Paris: Peter Lang, 1988).

Schriewer, Juergen, *Discourse Formation in Comparative Education* (Frankfurt: Peter Lang, 2003)

Trahar, Sheila, *Narrative Research on Learning: comparative and international perspectives* (Oxford: Symposium Books, 2006)

Major Comparative Education Journals

Canadian and International Education (CIE),
Comparative Education Review (CER) [USA.],
Comparative Education (CE) [UK],
Compare [UK]
International Review of Education (IRE) [Europe]
Prospects (UNESCO)

Session 1: The Historical Approach to Comparative Education

Common Readings

1. Hans, Nicholas, *Comparative Education* (London: Routledge and Kegan Paul, 1967), Chapter 1, pp. 1-16.
2. Kandel, Isaac, *The New Era in Education* (Cambridge, Mass.: Houghton and Mifflin Inc., 1955), Chapter 1, pp. 3-18.
3. *Cummings, William, "The InstitutionS of Education," *Comparative Education Review* Vol. 43, No. 4, November, 1999, pp.

Discussion Questions:

1. Compare and contrast the way in which Hans and Kandel viewed the purposes of Comparative Education.
2. What underlying notions of social change do you find in the historical approach to Comparative Education?
3. Do you find any view of scientific method implicit in the historical school?
4. How has William Cummings applied a historical perspective to his suggested approach to comparative education through what he calls "institutionalism"? How does this enable him

to deal critically with many of the widely accepted views of educational convergence, and the effects of globalization on education systems?

Additional Readings

Archer, Margaret Scotford, *Social Origins of Education Systems* [Original full version, London: Sage, 1979; abridged university version, London: Sage, 1984].

Blake, David, "The Purpose and Nature of Comparative Education: The Contribution of I.L. Kandel", *CE*, Vol. 18, No. 1, 1982, pp. 3-13.

*Cowen, Robert, "Acting Comparatively upon the educational world: puzzles and possibilities," in *Oxford Review of Education*, Vol. 32, No. 5, November, 2006, pp. 561-573.

Cremin, L. A. (ed.), *The Republic and the School - Horace Mann on the Education of the Free men*, Classics in Education, 1. (New York: Teachers College Press, 1957).

Durkheim, Emile, *The Evolution of Educational Thought: Lectures on the Foundation and Development of Secondary in France* [London: Routledge and Kegan Paul, 1977].

Eisenstadt, S.N., *Tradition, Change and Modernity* [New York: John Wiley and Sons, 1973].

Fägerlind, Ingemar and Saha, Lawrence, *Education and National Development: A Comparative Perspective* (Oxford: Pergamon 1989)

Flexner, Abraham, *Universities, American, English, German* [London: Oxford University Press, 1968]

Fraser, Stewart, and Brickman, William (eds.). *A History of International and Comparative Education: 19th Century Documents* [Illinois: Scott Foresman and Co., 1968].

Fraser, Stewart (ed.), *M.A. Jullien's Plan for Comparative Education: 1816-1817*. [New York: Teachers College Columbia, 1964].

Green, Andrew, *Education, Globalization and the Nation State* [New York: St Martin's Press, 1997]

Green, Andrew, *Education and State Formation: The Rise of Education Systems in England, France and the USA* [Hampton: MacMillan, 1990].

Grier, Lynda, *Achievement in Education: The Work of Michael Ernest Sadler 1885-1935* (London: Constable, 1952).

Kazamias, A. and Massialis, B., (eds.) *Tradition and Change in Education: A Comparative Study*.

[Englewood Cliffs, N.J.: Prentice Hall Inc., 1965].

*Le Than Khoi, "Toward a General Theory of Education", *CER*, Vol. 30, No. 1, February, 1986, pp. 12-29.

*Mallinson, Vernon, *An Introduction to the Study of Comparative Education* [London: Heineman, 1975]

Monroe, Paul, *Essays in Comparative Education* [New York: Teachers College Columbia, 1927].

Parsons, Talcott, *Societies: Evolutionary and Comparative Perspectives* [Englewood Cliffs, N.J.: Prentice Hall Inc., 1966].

Ringer, Fritz, *Education and Society in Modern Europe* [Bloomington and London, Indiana University Press, 1979].

Rostow, W.W., *The Stages of Economic Growth* [Cambridge: Cambridge University Press, 1971].

M. Sadler, "How Far Can We Learn Anything of Practical Value from the Study of Foreign Systems of Education?" (1900) in J.H. Higginson (ed.), *Selections from Michael Sadler, Studies in World Citizenship* (Liverpool: Dejaal & Meyoe, 1979), pp. 48-51.

Ulich, Robert, *The Education of Nations: A Comparative and Historical Perspective* [Cambridge, Mass.: Harvard University Press, 1967].

Session 2: The Positivist Approach to Comparative Education

Common Readings

1. Bereday, George, *Comparative Method in Education* [New York: Holt, Rinehart and Winston, 1964], Chapter 1, pp. 3-28.
2. Noah, H. and Eckstein, M., *Towards a Science of Comparative Education* [London: MacMillan, 1969], Part II, pp. 85-122.
3. David Baker, Brian Goesling and Gerald Letendre, "Socioeconomic Status, School Quality and National Economic Development: A Cross-National Analysis of the "Heyneman-Loxley Effect" on Mathematics and Science Achievement, *Comparative Education Review* Vol. 46, No. 3, August, 2002, pp. 291-312.

Discussion Questions:

1. Compare views on the purpose of comparative education in the two positivist approaches to the field presented in the readings.
2. What underlying notions of social change do you find in these approaches?

3. What did Bereday mean by making comparative education "scientific"? How did Noah and Eckstein further develop this move towards being more scientific in method?
4. Explore the progress that has been made in the degree of precision and sophistication in positivist scientific method by following the argument in Baker, Goesling and Letendre. What are the benefits and limitations of this kind of comparative study?

Additional Readings

Baker, David and LeTendre, Gerald K., *National Differences, Global Similarities: World Culture and the Future of Schooling* (Stanford: Stanford Social Sciences, 2005).

*Bray, Mark and Thomas, R. Murray, "Levels of Comparison in Educational Studies: Different Insights from Different Literatures and the Value of Multilevel Analyses," in *Harvard Educational Review*, Vol. 65, No. 3, Fall, 1995, pp. 472-490.

Comparative Education Review, "Special Issue on the Second IEA Study," Vol. 31, No. 1, February, 1987.

Etzioni, A. and Etzioni-Halevy, E. (eds.) *Social Change: Sources, Patterns and Consequences* [New York: Basic Books, 1973].

Farrell, Joseph, "The Necessity of Comparisons in the Study of Education: The Salience of Science and the Problem of Comparability", *CER*, Vol. 23, No. 1, February, 1979, pp. 3-16.

Gezi, Kalil (ed.), *Education in Comparative and International Perspectives* [New York: Holt, Rinehard and Winston, 1971]. Note seminal articles by Bereday, Noah and Eckstein, Arnold Anderson etc., in Part 1 of this selection.

Goldschmidt, Peter and Eyermann, Therese, "International Educational Performance of the United States: is there a problem that money can fix?" *CE*, Vo. 35, No. 1, March, 1999, pp. 27-33.

Grigoenko, Elena L., "Hitting, Missing and in between: a typology of the impact of western education on the non-western world," in *Comparative Education*, Vol. 43, No. 1, February, 2007, pp. 165-186.

Husen, T., *International Study of Achievement in Mathematics: A Comparative of Twelve Countries* [New York: Wiley, 1971].

*Husen, Torsten and Postlethwaite, T. Neville, "A Brief History of the International Association for the Evaluation of Education," in *Assessment in Education*, Vol. 3, No. 2, 1996, pp. 129-141.

Ma, Xin, "Within-School Gender Gaps in Reading, Mathematics, and Science Literacy, in

Comparative Education Review, Vol. 52, No. 3, August, 2008, pp. 437-460. (Focus on PISA Research)

Nagel, Ernst, *The Structure of Science* [New York: Harcourt, Brace and World, 1961].

*Noah, Harold J. and Eckstein, Max, *Doing Comparative Education: Three Decades of Collaboration* [Hong Kong: Comparative Education Research Centre, University of Hong Kong, 1998], Chapters 18-21, pp. 179-210.

Park, Hyunjoon, "The Varied Educational Effects of Parent-Child Communication: A Comparative Study of Fourteen Countries," in *Comparative Education Review*, Vol. 52, No. 2, May, 2008, pp. 219-243. (Using PISA data)

Passow, A. Harry, Noah, Harold J., Eckstein, Max A., Mallea, John R., *The National Case Study: An Empirical Study of Twenty-One Educational Systems* [New York: John Wiley and Sons, 1976].

Peaker, Gilbert T., *An Empirical Study of Education in Twenty-One Countries; A Technical Report* [New York: John Wiley and Sons, 1975].

Purves, Alan and Levine, Daniel, *Educational Policy and International Assessment* [Berkeley, California: McCutchan Publishing Corp., 1975].

Xu, Jun, "Sibship Size and Educational Achievement: The Role of Welfare Regimes Cross-Nationally," in *Comparative Education Review*, Vol. 52, No. 3, August, 2008, pp. 413-436.

Websites:

<http://nces.ed.gov/timms> - for the most recent IEA study on achievement in mathematics and science

www.pisa.oecd.org - for an alternative study of educational achievement in OECD countries

Session 3: Phenomenological, Ethnographic and Narrative Approaches to Comparative Education

Common Readings

1. King, Edmund, *Other Schools and Ours* [London: Holt, Rinehart and Winston, 1973, 5th Edition], Part II, Chapter 3, pp. 47-62.
2. *Masemann, Vandra Lea, "Critical Ethnography in the Study of Comparative Education," *CER* Vol. 6, No. 1, February, 1982.
3. Fox, Christine, "Stories within Stories: dissolving the boundaries in narrative research and analysis," in Trahar, Sheila, *Narrative Research on Learning: comparative and international perspectives* (Oxford: Symposium Books, 2006), pp. 47-60

Discussion Questions

1. What role does language play in King's approach to comparative education, and how does this contrast with the scientific approach of Noah and Eckstein?
2. What does King see as the purpose of comparative education, and how does this shape the framework he suggests, moving from context to concepts, institutions and operations.
3. Compare the approach to "participant observation" suggested by King with the ethnographic approach suggested by Masemann in her 1982 article? How do they differ in their views of social change?
4. What new elements does narrative methodology bring to comparative education. Why is it seen as particularly important in a period of globalization?

Additional Readings:

Berger, Peter, *The Social Construction of Reality* [New York: Doubleday, 1967].

Cowen, R., "Sociological Analysis and Comparative Education", *International Review of Education*, No. 22, 1981.

Delamont, S. and Atkinson, P., "The Two Traditions in Education Ethnography: Sociology and Anthropology Compared", *British Journal of Sociology of Education*, No. 1, 1980.

*Hayhoe, Ruth "Language in Comparative Education: Three Strands", in *Hong Kong Journal of Applied Linguistics*, Vol. 3, No. 2, Dec 1998, pp. 1-16.

*Hayhoe, Ruth, "Ten Lives in Mine: Creating Portraits of Influential Chinese Educators," *International Journal of Educational Research*, Vol. 41, Nos. 4-5, 2005, pp. 324-338.

Heyman, Richard, "Comparative Education from an Ethnomethodological Perspective", *CE*, Vol. 14, No. 3, 1979, pp. 241-250.

Jones, P., *Comparative Education: Purpose and Method*, [St. Lucia: University of Queensland Press, 1971].

King, E., *Comparative Studies and Educational Decision*, [New York: The Bobbs Merrill Company, 1968].

King, E., *Education and Social Change*, [Oxford: Pergamon Press, 1966].

*King, E., *Post-Compulsory Education: A New Analysis in Western Europe* [London: Sage, 1974]

King, E., *Post-Compulsory Education II: The Way Ahead*, [London: Sage, 1975]

King, Edmund, "Education Revised for a World in Transformation" *CE*, Vol. 35, No. 2, 1999, pp. 109-117.

King, Edmund, "A Century of Evolution in Comparative Studies," *CE*, Vol. 36, No. 3, 2000, pp. 267-277.

Liu, Judith, Ross, Heidi A., Kelly, Donald P., *The Ethnographic Eye: An Interpretive Study of Education in China* [New York: Falmer Press, 2000]

Maddox, Bryan, "What can ethnographic studies tell us about the consequences of literacy?" in *Comparative Education*, Vol. 43, No. 2, May 2007, pp. 253-271.

Masemann, Vandra, "Anthropological Approaches to Comparative Education", *CER*, Vol. 23, No. 3, October, 1976, pp. 368-380.

*Masemann, Vandra Lea, "Ways of Knowing: Implications for Comparative Education," in *Comparative Education Review*, Vol. 34, No. 4, 1990, pp. 465-473.

*Masemann, Vandra Lea, "Culture and Education," in R. Arnove and C. Torres, *Comparative Education: The Dialectic of the Global and the Local* (Lanham: Rowen & Littlefield Publishers, 1999), pp. 91-114.

Nellmann, Karl, "Quantitative and Qualitative Approaches in Educational Research - Problems and Examples of Controlled Understanding through Interpretive Methods", in *IRE*, Vol. 33, No. 2, 1987, pp. 159-170.

Stenhouse, Lawrence, "Case Study in Comparative Education: Particularity and Generalization", *CE*, Vol. 15, No. 1, 1979, pp. 5-10.

Winch, P., *The Idea of a Social Science and Its Relation to Philosophy*, [London: Routledge and Kegan Paul, 1958].

Session 4: The Problem Approach to Comparative Education

Common Readings

1. Holmes, Brian, "The Positivist Debate in Comparative Education – An Anglo-Saxon Perspective, (Chap. 3) and "A Framework for Analysis – 'Critical Dualism' (Chap. 4) in *Comparative Education: Some Considerations of Method* [London: George Allen and Unwin, 1981], pp. 57-75.
2. Dewey, John, *How We Think* [Boston: D.C. Heath & Co., 1933], pp. 102-118.

Discussion Questions

1. What does Holmes see as the purpose of Comparative Education?
2. In what sense does he try to make Comparative Education research "scientific"? How important is critical dualism to this endeavour, in Holmes' view?
3. What does Holmes mean by a "problem" in education? How does he draw upon the philosophers John Dewey and Karl Popper to define problems and clarify the steps of problem analysis and solution?
4. How does Dewey lay out the problem solving approach as a fundamental method of thought?

Additional Readings

*Epstein, Erwin, "The Problematic Meaning of 'Comparison' in Comparative Education," in Schriewer, Juergen (ed.), *Theories and Methods in Comparative Education* (Frankfurt am Main, Bern, New York, Paris: Peter Lang, 2nd edition, 1990), pp. 3-23.

*Hayhoe, Ruth, "A Chinese Puzzle," *Comparative Education Review*, Vol, 33, No. 2, 1989, pp. 155-173.

Holmes, B., *Problems in Education: A Comparative Approach* [London: Routledge and Kegan Paul, 1965].

*Holmes, Brian, "The Problem Solving Approach and National Character," in Keith Watson and Raymond Wilson (eds.), *Contemporary Issues in Comparative Education* (London: Croom Helm, 1985), pp. 30-52.

*Holmes, Brian (ed.) *Diversity and Unity in Education: A Comparative Analysis* (London: George Allen and Unwin, 1980), Introduction and Chapters 1-3, pp. 1-30.

*Hurst, Paul, "Comparative Education and Its Problems," *Compare*, Vol. 17, No. 1, 1987, pp. 7-16.

Kuhn, T., *The Structure of Scientific Revolutions*, [Chicago: University of Chicago Press, 1969].

Magee, B., *Popper* [Glasgow: Fontana, 1973].

McLean, Martin, "Papers in Honour of Brian Holmes", Special issue of *Compare*, Vol. 17, No. 1, 1987.

Medawar, P., *Induction and Intuition in Scientific Thought* [London: Methuen, 1969].

Nisbet, Robert, *Social Change and History* [New York: Oxford University Press, 1969].

Ogburn, W.F., *On Culture and Social Change* [Chicago: University of Chicago Press, 1964].

Popper, K., *Conjectures and Refutations* [London: Routledge and Kegan Paul, 1963].

Session 5: The Developmental Approach to Comparative Education: Neo-Marxism, Dependency and World Order Thinking

Common Readings

1. Altbach, P., "Servitude of the Mind? Education, Dependency and Neo-Colonialism", *Teachers College Record*, No. 79, 1977, pp. 187-203.
2. McLean, Martin, "Educational Dependency: a critique" *Compare*, Vol. 13, No. 1, 1983, pp, 25-42.
3. Galtung, Johann, "Is Peaceful Research Possible? On the Methodology of Peace Research" in J. Galtung, *Peace: Research. Education. Action* [Copenhagen: Christian Ejlers, 1975]. pp.263-279.

Discussion Questions:

1. What views of social change lie behind the dependency approach to comparative education? What problems does it bring to the fore for consideration?
2. How far might comparative research within this framework claim to be scientific, and on what basis?
3. Which aspects of the dependency framework does McLean find helpful, and which does he suggest may be misguided? Do you agree?
4. What elements in Galtung's suggestions for peaceful research open up the possibility of positive action in relation to global inequalities? How does his approach differ from the classical dependency/world systems analysis, with its basis in Marxism?

Additional Readings

Altbach, P., Arnove, R., and Kelly, G., (eds.), *Comparative Education* [New York: Macmillan, 1982].

Altbach, P. and Kelly, G., *Education and the Colonial Experience* [N.B., U.S.A. and London: Transaction Books, 1984].

Arnove, R., *Philanthropy and Cultural Imperialism* [Boston: C.K. Hall, 1979].

*Arnove, R., "Comparative Education and World Systems Analysis", *Comparative Education Review*, No. 24, February, 1980, pp. 48-62

Cardoso, F. and Faletto, E., *Dependency and Development in Latin America* [Berkeley: University of California Press, 1979].

*Carnoy, Martin, *Education as Cultural Imperialism* [New York: MacKay, 1974]

Carnoy, M., "Education for Alternative Development", *CER*, Vol. 26, No. 2, June, 1982, pp. 160-177.

Carnoy, Martin, "Rethinking the Comparative and the International," (Presidential Address, Hawaii, 2006) in *Comparative Education Review*, Vol. 50, No. 4, November 2006, pp. 551-570, also Commentary by Arnove, Epstein, Levin, Masemann and Stromquist, pp. 571-580.

Eisemon, Thomas, "Scientific Life in Indian and African Universities: A Comparative Study of Peripherality", *CER*, Vol. 25, No. 2, June, 1981, pp. 164-182.

Epstein, E., "Currents Left and Right" plus Commentaries by Carnoy, Foster, Masemann, Noah and Holmes, *CER*, Vol. 27, No. 1, February, 1983.

Frank, A. *Capitalism and Underdevelopment in Latin America* [New York: Monthly Review Press, 1967].

Freire, P., *The Pedagogy of the Oppressed* [London: Sheed, 1972].

Galtung, J., "A Structural Theory of Imperialism", *Journal of Peace Research*, Vol. 8, 1972.

*Hayhoe, Ruth, "Penetration or Mutuality: China's Educational Cooperation with Europe, Japan and North America, *Comparative Education Review*, Vol. 30, No. 4, 1987, pp. 532-559.

Lenin, V.I., *Imperialism: The Highest Stage of Capitalism* [New York: International Publishers, 1939].

Noah, H. and Eckstein, M., "Dependency Theory in Comparative Education" in *Doing Comparative Education: Three Decades of Collaboration* (Hong Kong: Comparative Education Research Centre, University of Hong Kong, 1998), pp. 75-91.

Shukla, S., "Comparative Education: An Indian Perspective", *CER*, Vol. 27, No. 2, June, 1983, pp. 246-258.

Woodhouse, Howard, "Knowledge, Power and the University: Nigeria and Cultural Dependency", *Compare*, Vol. 17, NO. 2, 1987, pp. 119-136.

Session 6: Ideal Types in Comparative Education Research

Common Readings

1. Weber, Max, *The Methodology of the Social Sciences* [New York: Free Press, 1948], pp. 85-112.
2. Lauwerys, J., "The Philosophical Approach to Comparative Education", *International Review of Education*, Vol. V, No. 3, 1959, pp. 281-298.
3. Holmes, B., *Comparative Education: Some Considerations of Method* [London: George Allen and Unwin, 1981], chapter 6, pp. 111-132.

Discussion Questions

1. How does Weber define the "ideal type"?
2. What is its importance with reference to problems of scientific method?
3. How could it be used within different approaches to social change?
4. How is it applied to Comparative Education research by Lauwerys and Holmes?

Additional Readings

Hayhoe, Ruth, "The Use of Ideal Types in Comparative Education: A Personal Reflection," in *Comparative Education*, Vol. 43, No. 2, May, 2007, pp. 189-206.

*Hickling-Hudson, Anne, "Towards Caribbean 'Knowledge Societies': dismantling neo-colonial barriers in the age of globalisation," in *Compare* Vol. 34, No. 3, pp. 293-300.

Le Than Khoi, "Conceptual Problems in International Comparison", in Schriewer, J. and Holmes, B., *Theories and Methods in Comparative Education* (Frankfurt, Bern, New York, Paris: Peter Lang, 1989), pp. 87-121.

*Louisy, Dame Pearlette, "Whose context for what quality? Informing education strategies for the Caribbean," in *Compare*, Vol. 34, No. 3, pp.285-292.

Session 7: Comparative Education and the Postmodern Challenge

Common Readings:

1. Val Rust, "From Modern to Postmodern Ways of Seeing Social and Educational Change," in Rolland Paulston (ed.) *Social Cartography: Mapping Ways of Seeing Social and Educational Change* (New York: Garland Publishing, 1996), pp. 29-52.
2. *Ruth Hayhoe, "Redeeming Modernity" *CER*, Vol. 44, No. 4, November, 2000, pp. 423-439.
3. Gu Mingyuan, "Modernisation and Education in China's Cultural Traditions," in Gu Mingyuan, *Education in China and Abroad: Perspectives from a Lifetime in Comparative Education* (Hong Kong: Comparative Education Research Centre, University of Hong Kong, 2001), pp. 101-110.

Discussion Questions

1. How does Val Rust explain the emergence of postmodernism? What key concepts does he identify and how does he see their relevance to comparative education? What cautions does he suggest for doing comparative education within a postmodern framework?
2. How are metanarratives viewed in “Redeeming Modernity”? To what extent can a self-conscious use of them be a means of listening to, rather than dominating, other discourses?
3. How does Gu Mingyuan, China’s best known comparativist, see the importance of modernisation for China, and what possibilities does he see in China’s cultural traditions for China’s own educational development, and for the global community?

Additional Readings

*Cowen, Robert, “Last Past the Post: comparative education, modernity and perhaps post-modernity,” *CER Special Number (18) in Comparative Education and Post-modernity*, Vol. 32, No. 2, pp. 151-170.

Cowen Robert, “Performativity, Post-modernity and the University,” *CE*, Vol., 32, No. 2, pp. 245-258.

Doherty, Joe et al, *Postmodernism and the Social Sciences* (Basingstoke: Macmillan, 1992)

Habermas, Juergen, “Conceptions of Modernity: A Look Back at Two Traditions,” in Habermas, Juergen, *The Postnational Constellation: Political Essays* (Cambridge, Mass.: The MIT Press, 2001), pp. 130-156.

Paulston, Rolland and Liebman, M. “An Invitation to Postmodern social cartography,” *CER*, Vol. 38, No. 2, 1994, pp. 215-232.

Paulson, Rolland, “Mapping Visual Culture in Comparative Education Discourse,” *Compare*, Vol. 27, No. 2, 1997, pp. 117-152.

Paulson, Rolland, “Mapping the Postmodernity Debate in Comparative Education Discourse,” Occasional Paper, Dep’t of Administrative and Policy Studies, School of Education, University of Pittsburgh, 1998.

*Rust, Val, “Postmodernism and its Comparative Education Implications,” *CER*, Vol. 35, No., 4, 1991, pp. 610-626.

Schriewer, Jürgen, “Comparative Education Methodology in Transition: Towards the Study of Complexity,” in Schriewer, (ed.) *Discourse Formation in Comparative Education* (Frankfurt: Peter Lang, 2000), pp. 3-51.

*Welch, Anthony, "The Triumph of Technocracy or the Collapse of Certainty? Modernity, Postmodernity and Postcolonialism in Comparative Education," in Robert Arno (ed.), *Comparative Education: The Dialectic of the Global and the Local* (Lanham, Boulder, New York, Oxford: Rowman Littlefield, 1999), pp. 25-50.

Session 8 Comparative Education and Globalization

Common Reading:

Michael Crossley and Keith Watson, *Comparative and International Research in Education: Globalisation, context and difference* (London and New York: RoutledgeFalmer, 2003)

Chapter 1: Introduction, pp. 1-11.

Chapter 4: Globalisation, context and difference, pp. 50-69.

Chapter 6: Educational Research, global agendas, pp. 84-115.

Additional Readings

*Green, Andy, "Education and Globalization in Europe and East Asia," *The U.K.-Japan Education Forum Monograph*, No. 4, 1997.

*Green, Andy, "Education, globalization and the role of comparative research", 2003 (?)

Green, Andy, Preston, John and Jammaat, Jan Germen, *Education, Equality and Social Cohesion* (London: MacMillan Palgrave, 2006).

Pang, Nicholas, *Globalization: Educational Research, Change and Reform* (Hong Kong: The Chinese University Press, 2006)

Please make your own further selection from the rich bibliography in Crossley and Watson's book, pp. 143-171.

Discussion Questions:

1. Why do the authors of this volume see the reconceptualisation of comparative education as urgent?
2. What three approaches to globalisation do they identify, and which informs their thinking and suggestions for comparative education?
3. What new challenges to research do they see arising from the impact of globalisation?

Session 9: International Organisations and Comparative Education

Common Readings

1. Boulding, Elise, "Prologue" and "A Planet in Transition: The Intergovernmental Order", in *Building a Global Civic Culture: Education for an Interdependent World*, (New York and London: Teachers College, Columbia University, 1988), pp. xvii-xxiv, 16-33.
2. Jones, Philip, "The World Bank Education Financing," *Comparative Education*, Vol. 33, No. 1, 1997, pp. 117-129.
3. Mundy, Karen and Murphy, Lynn, "Transnational Advocacy, Global Civil Society? Emerging Evidence from the Field of Education," *CER*, Vol. 45, No. 1, Feb, 2001, pp. 85-126.

Discussion Questions

1. What kind of picture does Elise Boulding give of the potential role UNESCO and other UN agencies might play in the global community? What understanding of social change and culture underlies this vision? What radical changes have taken place in the world community since the publication of this volume?
2. What have been the main contributions and problems associated with the World Bank's involvement in financing educational development according to Jones? What is his assessment of the contemporary role of the World Bank?
3. How does the analysis of Mundy and Murphy illustrate the role of comparative education in clarifying possibilities for action on the part of educators in an increasingly globalized world? Are there similarities with Boulding's vision? Differences?
4. How is this approach different from the developmental approach outlined earlier?
5. What different constraints and opportunities face university scholars and their professional associations in doing Comparative Education research and teaching? What kind of relationship between universities and international organizations would you see as optimal?

Additional Readings

Baum, Warren and Tolbert, S., *Investment in Development* (New York: Oxford University Press, 1985).

Castro, Claudio de Moura, "The World Bank Policies: damned if you do, damned if you don't," *CER* Vol. 38. No. 4, November 2002, 387-400.

Cerych, Ladislav, *Problems of Aid to Education in Developing Countries* (New York: Praeger, 1976).

CIE, Special Issue on "Education and the World Bank", Vol. 12, No. 1, 1983.

*Drake, Earl, "World Bank Transfer of Technology and Ideas to India and China", in R. Hayhoe & J. Pan (eds.), *Knowledge Across Cultures: A Contribution to Dialogue Among Civilizations* (Hong Kong: Comparative Education Research Centre, University of Hong Kong, 2001), pp.215-228.

Haddad, Wadi, "The World Bank's Educational Sector Policy Paper: A Summary", *CE*, Vol. 17, No. 2, 1981, pp. 127-139.

Hayter, Teresa and Watson, Catherine, *Aid: Rhetoric and Reality* (London: Pluto Press, 1985).

Head, Ivan, *On a Hinge of History: The Mutual Vulnerability of South and North* (Toronto, Buffalo, London: IDRC, 1991).

Hurst, P., "Aid and Educational Development: Rhetoric and Reality", *CE*, Vol. 17, No. 2, June, 1981, pp. 117-125.

Jones, Phillip, *International Policies for Third World Education: UNESCO, Literacy and Development* (London: Routledge, 1988).

Jones, Philip, *The United Nations and Education: Multilateralism, development and globalisation* (London: Routledge Falmer, 2005).

Jones, Philip *World Bank Financing of Education: Lending, Learning and Development* (London: Routledge and Kegan Paul, 1992).

*King, Kenneth, "Banking on Knowledge: the new knowledge projects of the World Bank," *Compare*, Vol. 32, No. 3, 2002, pp. 311-326.

Mason, Edward and Asher, Robert, *The World Bank Since Bretton Woods* (Washington, D.C.: The Brookings Institute, 1973).

Payer, Cheryl, *The World Bank: A Critical Analysis* (New York: Monthly Review Press, 1982).

Peterson, Samiha, "The Cultural Challenge of Knowledge Transfer: A View from Egypt", in R. Hayhoe & J. Pan (eds.), *Knowledge Across Cultures: A Contribution to Dialogue Among Civilizations* (Hong Kong: Comparative Education Research Centre, University of Hong Kong, 2001), pp. 229-242.

Robertson, S., Bonal, Xavier, and Dale, Roger, "GATS and the Education Service Industry," *CER*, Vol. 46, No. 4, November, 2002, pp. 472-496.

*Suchodolski, Bogdan, et al, *The International Bureau of Education in the Service of Educational Development*, [Paris: UNESCO, 1979].

"Symposium: Forum on UNESCO", *CER*, Vol. 30, No. 1, Feb., 1986, pp. 112-156.

Tabulawa, Richard, "International Aid Agencies, Learner-Centred Pedagogy and Political Democratisation: A Critique, *Comparative Education*, Vol. 39, No. 1, February 2003, pp. 7-26.

Session 10: Mixed Methods in Comparative Education

- a. Mixed Methods as a Methodology
- b. Paradigms in Mixed Methods
- c. Research Design Considerations in Mixed Methods
- d. Relevance and application of Mixed Methods to Comparative Education
- e. A Dialectic Paradigmatic Stance: An Example from Thesis Research

Required Readings:

1. Creswell, J. W. & Plano Clark, V. (2007). *Designing and conducting mixed methods research*. Chapters 1 & 2. Thousand Oaks, CA: Sage Publications, pp.1-44.
2. Greene, J. C. & Caracelli, V. J. (2003). Making paradigmatic sense of mixed methods practice. In A. Tashakorri & C. Teddle (Eds.). *Handbook of mixed methods in social and behavioural research* (pp. 91-110). Thousand Oaks, CA: Sage Publications.
3. Bray, M. & Thomas, R. M. (1995). Levels of comparison in educational studies: Insights from different literatures and the value of multilevel analysis. *Harvard Educational Review*, 65(3), 472-490.

Additional Readings:

1. Tashakorri, A & Teddle, C. (Eds.). *Handbook of Mixed methods in social and behavioural research*. Thousand Oaks, CA: Sage Publications.
2. Greene, J.C. & Caracelli, V. J. (1997). Defining and describing the paradigm issue in mixed-method evaluation. *New Directions for Evaluation*, 74, 5-17.
3. Reichert, C. S., & Cook, T. D. (1979). Beyond qualitative versus quantitative methods. In T. D. Cook & C. S. Reichert (Eds.), *Qualitative and quantitative methods in evaluation research* (pp. 7-32). London: Sage Publications.
4. Howe, K. & Eisenhart, M. (1990). Standards for qualitative (and quantitative) research: A prolegomenon. *Educational Researcher*, 19(4), 2-9.

Questions for Discussion:

1. What is mixed methods research? Describe the different ways in which it can be a method, a research design and a methodology.
2. How would you define paradigms in research? What are examples of the paradigms that have been proposed for mixed methods research? Discuss the controversies and debates about paradigms in mixed methods.
3. What are some of the mixed methods research designs that are proposed by Creswell?
4. Referring to Bray & Thomas' (1995) paper, how might mixed methods be applicable to research in comparative education? What are other examples where mixed methods may be considered?

4. How would you evaluate the rigour or validity of a mixed methods study in comparative education?

Session 11: The Collection and Classification of Data in Comparative Education

Common Readings

1. Holmes, B. and Robinsohn, S., Relevant Data in Comparative Education [Hamburg: Unesco Institute for Education, 1960], pp. 39-72.
2. Cussó, Roser and D'Amicob, Sabrina, From development comparatism to globalization comparativism: towards more normative international education statistics, in *Comparative Education* Vol. 41, No. 2, May 2005, pp. 199–216.

Discussion Questions

1. Why is a good taxonomy necessary and important for cross-national educational research?
2. What makes it highly problematic?
3. Discuss the strengths and weaknesses of the various possible taxonomic approaches suggested in Holmes and Robinsohn?
4. What are some of the dilemmas arising from the new and highly sophisticated sets of educational indicators recently developed and used by OECD countries? How do they differ from UNESCO statistics, and what do Cusso and D'Amicob mean by their distinction between comparatism and comparativism?
5. Explore any one set of international educational statistics, UNESCO, OECD, the World Bank or others and consider their usefulness for comparative education research.

Readings Relating to differing Educational Taxonomies

*Heyneman, Stephen, "The Sad Story of UNESCO's Statistics," *International Journal of Educational Development* No. 19, 1999, pp. 65-74.

International Bureau of Education (Geneva) and UNESCO (Paris), *The International Yearbook of Education*, 1948 to the present, with some gaps. Website: <http://www.uis.unesco.org/>

Kelly, Gail, *An International Handbook of Women's Education* (London: Greenwood, 1989).

Mundy, Karen and Farrell, Joseph P., "International Education Indicators and Assessments," in K. Mundy, K. Bickmore, R. Hayhoe, M. Madden and K. Madjidi (eds.) *Comparative Education: Issues for Teachers* (Toronto: Canadian Scholars Press Incorporated, 2008). Pp. 189-214.

*OECD, *Education at a Glance: OECD Indicators* (Paris, OECD, 1995 and subsequently) Website: <http://www.cmec.ca/releases/prsrlse.htm>

Postlethwaite, Neville (ed.), *The Encyclopedia of Comparative Education and National Systems*

of Education (Oxford: Pergamon, 1988). See the article by J. Porrás-Zuniga, "Comparative Statistics in Education".

*Rossello, Pedro, "The Structure of Comparative Education," *Comparative Education Review*, Vol. 7, No. 2, 1963, pp. 103-107.

UNESCO Statistical Yearbooks, 1963-1999, and website for UNESCO Institute of Statistics in Montreal, from 2000: <http://stats.uis.unesco.org>

*Walberg, Herbert J., and Zhang, Guoxiong, "Analyzing the OECD Indicators Model," *Comparative Education*, Vol. 34, No. 1, 1998, pp. 55-70.

The World Bank Development Report (not all statistics are accessible free on-line, but see the following website for one interesting set: <http://genderstats.worldbank.org/eoutcomes.pdf>)

Wolhunter, C.C., "Classification of National Education Systems: A Multivariate Approach," *CER* Vol. 41, No. 2, May, 1997, pp. 161-177.