

Seminar: International Perspectives on Educational Reform

AMLT-GE 2072

25 W 4th Street Room C-15

Spring 2015

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Office Hours: Tuesdays
2:00pm - 4:00pm (confirm by email)

Class Time: 4:55pm - 6:35pm

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Course Summary

This graduate seminar will give students an opportunity to do an in-depth study of education reform in an international context. The goal is to understand education policy reform, with attention to the contexts and variables contributing to reform initiatives.

Description of the Course

This is a seminar with emphasis on original research, the exchange of ideas, and discussion. The seminar will explore educational reform's contextual variables and the push and pull factors, such as globalization and key international institutions involved in reform. In addition, the course will examine different theoretical frameworks used to understand educational reform.

Course Objectives

The course will provide an opportunity to gain an understanding of world trends in education reform through discussions and research. Specifically, students will:

- Develop a thorough understanding of the economic, social, and political dimensions of educational reform;
- Gain a greater awareness of the role of international, national, and local actors and institutions in educational reform; and
- Become familiar with reform processes and compare them to the context in the US.

Course Requirements and Grading

There are four requirements for this course – reading and active participation, 5 blog entries, 3 class presentations, and a final research paper. Each student will choose one of the BRICS (Brazil/Russia/India/China/South Africa) countries to focus on and study in depth. Students will write their blogs and a research paper focusing on a reform issue in the chosen country.

The final product is due on **May 07 in class**. There will be no extension of the due date.

Writing Assignments:

Unless otherwise noted, all assignments must be typed, double-spaced, with one-inch margins, and with readable fonts. All papers must follow the formatting, referencing, and style of the Publication Manual for the American Psychological Association. Your references should be scholarly. While it is acceptable to use magazines, newspapers, the Internet, or any other source from the popular media, you should critically assess their worth. Research projects should be primarily based on books, journal articles and other scholarly work. Furthermore, you should use original sources. Do not cite work that you have not read. In your writing assignments, please do not cite references in your bibliography or reference list that you have not used in the text of your paper.

Assignment 1: 5 Blogs

Why Blog?

In a world of information overload and “always on” technology, ability to distil multiple sources of information and write a coherent, persuasive and well-informed argument is an important skill. The purpose of blog is to sharpen this skill by connecting course learnings with new media. This will also help in creating a portfolio of the course outcomes.

Here is a related article:

Konnikova, M. (2013, April 12). Why grad schools should require students to blog. *Scientificamerican.com*. Retrieved from November 28, 2013, from <http://bit.ly/1hrvtVZ>

Expectations

1. Identify a country of focus from the BRICS list below
Country list: Brazil, Russia, India, China, South Africa, Turkey
2. Identify two other team members, who also have the same country of focus, but different reform topic (ideally a team of three)
3. Peer-review blog post of partner (content critique, clarity and proofing). The team of three, who are studying the same country will review each other's blog posts. For example, team member A will review B's work, B will review C's work and C will review A's work. Here is the suggested review timelines for Wednesday class.
 - a. Share draft blog post with the partner by Friday, 9:00am
 - b. Partner will review and provide feedback by Sunday, 5:00pm
 - c. Post final blog entry by Monday, 9:00 am
4. Present a two-minute summary of your blog post in the class
5. Read blog posts from rest of the class for discussion

These blog posts will form the basis of subsequent two assignments (class presentation and final paper) and hence are integral to your learning outcomes and grades.

In this class, we will use blogs not only as a tool to shape the ideas of your paper but also help you to get continuous feedback during the class discussions of the blog posts each week. In addition to learning about another country, the blog is expected to help you study the issue under discussion in the US context. Presentations of the blog postings

need to shed light on the US context as well and could focus on the k-12 or higher education sector.

Standards of quality:

1. A typical blog post will be between 400-600 words, excluding any quotes
2. A conversational tone of writing is acceptable, however, blog format is not an excuse for light content. It should be a well-researched post adhering to high standard of analysis and critical thinking.
3. You are expected to refer to scholarly sources which includes books, journal articles and reports. While it is acceptable to use magazines, newspapers, the other online sources from the popular media, you should critically assess their worth.
4. Your blog posts will be graded on three dimensions:
 - 4.1. Content/Relevance-Aligns with the policy reform framework and articulates a well-structured and supported argument. Shows an evidence of critical thinking (application, analysis, synthesis, and evaluation).
 - 4.2. Presentation- Uses related data, charts and graphs that supports the blog post.
 - 4.3. References and Connections: Uses references to journals, readings, or personal experience to support comments.
5. List of blogs on international education

<http://oecdeducationtoday.blogspot.com/>

<http://www.insidehighered.com/blogs/world-view>

<http://blogs.worldbank.org/category/topics/education>

http://hechingerreport.org/category/special_reports/lessonsfromabroad/

http://blogs.edweek.org/edweek/international_perspectives/

Assignment 2: Presentation

This assignment involves a PowerPoint presentation based on the synthesis of blog posts of the country under discussion. The presentation should not exceed 7 minutes (guideline is about 5 slides) with 5 minutes for Q&A from the class. The presentation will be graded based on content, organization and delivery.

Assignment 3: Case Study Paper

In this final research paper, you will synthesize your previous blog posts to focus on education policy reform for the country of your choice. This paper will be of minimum 2,500 words, excluding references. The paper must follow APA document guidelines and referencing.

While the paper will be developed on the foundations of blog posts, here is the *broad rubric* for you to understand the standards of quality:

1. An "A" Paper

It successfully applies the principles and learning from the class readings and discussions. The arguments are effectively developed and supported with evidence. The writing is clear and there are no grammatical errors.

2. A "B" Paper

It applies the principles and learning from the class readings and discussions in a limited way. The argument is there, however it is not fully developed. The writing is smooth with

minor grammatical errors.

3. A “C” Paper

The paper lacks well-developed ideas and does not reflect much critical thinking. Poor organization and grammatical errors further make the paper superficial.

Required Reading

There is no required book for the course. All the required readings are available as links or downloadable files from NYU Classes. All assigned readings for the week should be completed prior to the class. I expect your active participation in the classroom discussion and your understanding of the ideas, concepts and approaches of readings should be reflected in your class participation. While reading the text, you may want to ask some of the questions like:

- What is the context of policy reform?
- What are the issues/problems/challenges reform is expected to address?
- What are the alternatives to the reform approach?
- Who are the actors/influencers in the reform process?
- Which aspects of the reform do you agree and disagree?
- How you would have handled the issues/challenges?

Assignments, Due Dates, and Grading

1. Class presentations (**15 points total**)
 - a. By groups on the chosen BRICS country and US comparison – 5 points
 - b. Blog presentation – 5 points
 - c. Final paper – 5 points
2. Class participation – **15 points**
3. 5 Blog entries – **25 points** (*due dates on class schedule*, 5 points per blog)
4. Final paper presentation (*due 5/07*) – **45 points**

Grading Scale:

A = 94-100 A- = 88-93

B+ = 83-87 B = 78-82 B- = 73-77

C+ = 67-72 C = 61-66

F = 60 and below

Note that attendance is critical for a seminar course so points will be deducted for missed classes without prior permission from the professor.

Statement on Academic Integrity:

Read statement in course documents on NYU Classes and if you have clarification questions please raise them in class.

Recommended Readings:

1. Christopher S Collins and Alexander W. Wiseman (2012): Education Strategy in the Developing World. Revising the World Bank's Education Policy. (International Perspectives on Education and Society Review).

Volume sixteen in an ongoing series on education topics from international perspectives, this collection of nineteen articles on educational policy in the developing world examines the limitations of the World Bank's current strategic education policy and explores ways in which improvements and modification could be made to international efforts in the promotion of education in regions that need it the most. Essays are divided into sections covering strategy developments, critical regional and local issues, and regional evaluations, and individual entries discuss topics such as World Bank Education Sector Strategy 2020 and popular participation, the ideological premises of World Bank strategies, and technical education for African youth in the knowledge economy. Contributors are academics in education and international policy from primarily American universities. Distributed in North America by Turpin Distribution. -- Book News Inc. Portland, OR

2. Rotberg, Iris C.(ed.) (2010): Balancing Change and Tradition in Global Education Reform. Rowman And Littlefield Education.
3. Malone, Helen Janc (ed.) (2013): Leading Educational Change – Global issues, challenges, and lessons on whole-system reform. Teachers College Press.
4. Baker, David P. and Wiseman, Alexander W. (eds.) (2005): *Global Trends in Educational Policy- International Perspectives on Education and Society*. Vol. 6. Elsevier, New York. www.elsevier.com/locate/ipess
5. W. James Jacob and John N. Hawkins (2011): Policy Debates in Comparative, International and Development Education. Palgrave MacMillan.
6. Rotte, Ralph (2006) (ed.). International Perspectives on Education Policy (On reserve in library)
7. Martin Carnoy: Globalization and Educational Reform, (Available on NYU Classes)

CLASS SCHEDULE

PART I UNDERSTANDING THE INTERNATIONAL REFORM AGENDA

Week 1	Introduction
1/28	Introduction to the course; types of reforms; examples; review syllabus
	Reading Assignment: http://blogs.edweek.org/edweek/international_perspectives/2013/11/leading_educational_change_international_perspectives.html
Week 2	Educational Reform at a Global level
2/04	
	World Bank Education Strategy 2020 http://siteresources.worldbank.org/EDUCATION/Resources/ESSU/Education_Strategy_4_12_2011.pdf
Week 3	Educational Reform at a Global level
2/11	
	Carnoy Martin – Globalization and Education Reform: What planners need to know. http://bit.ly/16ggwj1
	Wiseman and Baker – The Worldwide Exploitation of Internationalized Education Policy (pp. 1-21 NYU Classes)
Week 4	Educational Reform at a Global level
2/18	
	Tatto: Constructing a Framework for Policy Analysis in the global Era, pp 1-12
	https://www.sensepublishers.com/media/585-learning-and-doing-policy-analysis-in-education.pdf
	Andreas Schleicher pp 7 – 10. In Malone, Helen Janc (ed.) (2013): Leading Educational Change – Global issues, challenges, and lessons on whole-system reform. Teachers College Press. (NYU Classes)
	Malone, Helen Janc (ed.) (2013): Leading Educational Change – Global issues, challenges, and lessons on whole- system reform. Teachers College Press. (NYU Classes) – chapter 5, pp 25-29

PART II

ANALYTIC TOOLS FOR UNDERSTANDING EDUCATION REFORM

Week 5.....Lenses of Analysis **2/25 .**

John Gillies (2010): The Power of Persistence: Education System Reform and Aid Effectiveness, pp 1-47
(<http://1.usa.gov/1IJ2pXV>)

Diane Brook Napier – Implementing Educational Transformation Policies (NYU Classes)

Haddad: Educational policy-planning process: an applied framework.
(<http://bit.ly/1c1dBtK>)

Week 6.....Lenses for Analysis **3/4**

Levin: conceptualizing the Process of Education Reform from an International Perspective
(<http://bit.ly/1iojXXy>)

World Bank: The Road not Travelled: Analytical Framework, pp117-135)
<http://bit.ly/1d9aTrT>

Peter deLeon – The Stages Approach to the Policy Process (NYU Classes) - Sabatier

Moja, T. (2003) Policy Analysis (NYU Classes)

Moja T and Hayward F.M (2000) Policy in S.A (NYU Classes)

PART III

THEMATIC ANALYSIS - Reforms in BRIC Countries in comparison to the US

Week 7BRICS Countries – Reform Issues in Education
3/11

Malone, Helen Janc (ed.) (2013): Leading Educational Change – Global issues, challenges, and lessons on whole-system reform. Teachers College Press. (NYU Classes)- Chapters 3,14,18,19, and 22

Volume 16 Number 1 / May 2014 - Widening Participation and Lifelong Learning <http://wpll-journal.metapress.com/link.asp?id=X7243U561274>.

POSSIBLE CLASS GUEST – POLICY DIFFUSION

Week 8Brazil –Education Assessment
3/25

Discussion on Blog Entries
Schwartzman: Uses and abuses of education assessment in Brazil. From online NYU Library
<http://bit.ly/1f7MOsm>

Week 9Russia – Politics of Reform
4/01

Discussion on Blog Entries
- Reform in Russia
Zajda: The Politics of Education Reforms and Policy Shifts in the Russian Federation. From online NYU Library (<http://bit.ly/1fngLLe>)

Week 10India – Funding and Quality Issues
4/08

Discussion on Blog Entries
- Reform in India
Daugherty: Building the Links Between Funding and Quality in Higher Education (<http://bit.ly/1fPDjFd>)

Week 11China – Access and Expansion of Higher Education
4/15

Discussion on Blog Entries
- Reform in China
Zha: Understanding China’s Move to Mass Higher Education (available through NYU online
<http://bit.ly/1eGWRP9>)

<http://booksandjournals.brillonline.com/content/journals/16733533> (Available through NYU library)

- Week 12South Africa – Assessment Policies**
4/22
 - Discussion on Blog Entries
 - Reform in South Africa
 Kanjee-Assessment policy in post-apartheid South Africa
 From online NYU Library (<http://bit.ly/1fWzwHZ>)
- Week 13Case Studies Presentations**
4/29
Assignment due: Case Study Abstract on NYU Classes and copy handed in class.
- Week 14Case Studies Presentations**
5/06
Assignment due: Final Papers on NYU Classes and copies handed in class)