

Seminar: International Perspectives on Educational Reform
AMLT-GE 2072
Spring 2021 - Virtual

Professor Teboho Moja
School of Education
82 Washington Square East
Pless, Suite 778
New York, NY 10003

Office Hours: By appointment

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

Tel. (212) 998-5589
Email: tm45@nyu.edu

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 the exchange of ideas, and discussion of current reform issues. 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 analyze reforms at either institutional, state, national or regional levels.

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 five requirements for this course – attendance, reading and active participation, 4 blog entries, 3 class presentations (one on a chosen article, one on blogs, and 1 on the final paper), and a final research paper. Each student will **choose one issue** for reform and explore it in an international context and include a comparison with the US. Choose a **country or region** to focus on and analyse the reform issue in that context. Students will write their blogs as reflections on readings as they relate to the reform issue they have chosen and share their views in class. The final project is a research paper focusing on a reform issue.

The final product is due by midnight on **May 06 on the class site**. There will be no extension of the due date.

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

However, if you find yourself having to miss class, please email me beforehand. An expectation is that you will do the readings and post comments on NYU classes for the week that you are not in class. Your posting will be equivalent to your contribution to class discussions. Postings are to be done by Tuesday preceding class and an email sent to classmates to make them aware of your contributions.

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: Presentations (30%)

1. On-going article presentations and discussion facilitation (10%)

Each synchronous class will start class with assigned students having the first 30 minutes to share with the class information/fun facts in any form, e.g short video clip, a guest, short summary of an article they have found, an activity, etc. on a reform topic. Partners will be assigned after the first class session.

2. Blogs presentations (10%) – in week 12, students will present their blogs in a summarized version of issues they have been reflecting on in their 4 blogs. Presentations are scheduled for 5 minutes each using ppt and followed by a discussion. The presentation will be graded based on content, organization and delivery

3. Final paper presentations (10%)

This assignment involves a power-point presentation based on your final paper. The presentations should not exceed 5 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

Class Participation: Ongoing (10%)

Students are expected to fully prepare for class by reading and participate meaningfully in class discussions. For a missed class, see provisions for making up for missed participation.

Assignment: 4 Written Blogs (20% at 5% each)

Two-page blogs integrating readings to the reform issue you are interested in exploring. For example, college affordability, access and equity policies, standardized tests, college students, a student affair related issue etc. Additional readings from other sources on the topic can be used. Free style writing and reflections. The topics for each blog can be different or you can choose to build on the previous blog(s). Here are some guidelines as you reflect on your piece to blog on:

- 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?
- What do we know from literature that is related to these issues.

Assignment: Final Paper (40%)

You are required to choose a reform issue and explore it within a chosen country and compare how the issue is addressed in that country in comparison to the US at either state level or institutional level. Give a brief background of the country, the challenges they face that has made the issue you are addressing important and the reforms they recently implemented. This paper will be about 5 pages long, excluding references. The paper must follow APA document guidelines and referencing. There will be a class presentation of your paper on the last day of class.

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 the ones below to inform your blogs writing:

- 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?

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

Statement on Academic Integrity:

<https://www.nyu.edu/about/policies-guidelines-compliance/policies-and-guidelines/academic-integrity-for-students-at-nyu.html>

CLASS SCHEDULE

PART I INTRODUCTION TO POLICY REFORMS

Week 1 **Introduction – Calls for Reforms**
01/28 Introduction to the course; review syllabus and post questions on the class site if anything is not clear to you.

Reading Assignment:

1. Marinoni, G., Van't Land, H., & Jensen, T. (2020). The impact of Covid-19 on higher education around the world. *IAU Global Survey Report*. Read – Summary p.11-12, 16-22, and Conclusion p 38-40. **(Global)**
https://www.iau-aiu.net/IMG/pdf/iau_covid19_and_he_survey_report_final_may_2020.pdf
2. Azorín, C. (2020). Beyond COVID-19 supernova. Is another education coming?. *Journal of Professional Capital and Community*.(Europe/Spain)
<https://www.emerald.com/insight/content/doi/10.1108/JPC-05-2020-0019/full/html>
3. **Patrick Fish: There is no going back: Looking to life ‘after’ COVID-19 (Africa/HELM) 03 December 2020**

<https://www.universityworldnews.com/post.php?story=20201202064357607>

4. Why grad schools should require students to blog

<https://blogs.scientificamerican.com/literally-psyched/why-grad-schools-should-require-students-to-blog/>

Week 2 Education Disrupted, Education Reimagined

02/04

Reading Assignment:

1. Huang, R., Tlili, A., Chang, T. W., Zhang, X., Nascimbeni, F., & Burgos, D. (2020). Disrupted classes, undisrupted learning during COVID-19 outbreak in China: application of open educational practices and resources. *Smart Learning Environments*, 7(1), 1-15. (NYU Classes)
2. Kimkong Heng. Post-pandemic, higher education reform is the priority. 24 October 2020. <https://www.universityworldnews.com/post.php?story=20201020094948838>
3. Dorn, E., Hancock, B., Sarakatsannis, J., & Viruleg, E. (2020). COVID-19 and student learning in the United States: The hurt could last a lifetime. *McKinsey & Company* https://webtest.childrensinstitute.net/sites/default/files/documents/COVID-19-and-student-learning-in-the-United-States_FINAL.pdf
- 4.

Week 3 Higher Education Reform Issues - Student Affairs-

Asynchronous

02/11

Reading Assignment:

Choose one of the options below and read the assigned text.

Reading Assignment: Option A - Higher Education/Student Affairs

1. Roger B Ludeman, George Kuh, Hans de Wit, Daniel Fusch and Caleb Tegtmeier : The future of student affairs and services in higher education 12 September 2020
<https://www.universityworldnews.com/post.php?story=20200911113726791>
2. Monika Maini: The student support system in India must be transformed 21 November 2020
<https://www.universityworldnews.com/post.php?story=20201109075904858>
3. Blimling, G. S. (2001). Uniting scholarship and communities of practice in student affairs. *Journal of College Student Development*, 42(4), 381-96.

Reading Assignment: Option B - General Education

1. Browse this site to familiarize yourself with issues raised.

<https://en.unesco.org/covid19/educationresponse/globalcoalition>

2. Naqvi, Waqar M., and Arti Sahu. "Paradigmatic Shift in the Education System in a Time of COVID 19." *Journal of Evolution of Medical and Dental Sciences*, vol. 9, no. 27, 2020, p. 1974+. *Gale Academic OneFile*, . Accessed 19 Jan. 2021.
3. Shamatov, Duishon. (2015). Educational Reform and Internationalisation: The Case of School Reform in Kazakhstan. *European Education*. 47. 368-370.
10.1080/10564934.2016.1107443.

Reading Assignment: Option C - International Education/Global Education Reform

1. Rushek, K. A. (2017). The global education reform movement and its effect on the local African American community. *Diaspora, Indigenous, and Minority Education*, 11(3), 139-147.
2. Kay Fuller & Howard Stevenson (2019) Global education reform: understanding the movement, *Educational Review*, 71:1, 1-4, DOI: 10.1080/00131911.2019.1532718
3. Sahlberg, P. (2016). The global educational reform movement and its impact on schooling. *The handbook of global education policy*, 128-144. (In Mundy et. al Chapter 7)

Post a response about what you agree with or disagree with the readings. Comment on questions or issues and comment your opinion on reform agenda. Post this in the Week 3 course module.

02/18 – Note: Legislative Day – No class (Classes run on Monday schedule)

PART 2

POLICY PROCESSES AND POLICY ACTORS

Week 4 Educational Reform Actors- Guest Dr. Zukiswa Kekana Mthimunye - Adjunct Faculty – GIBS Business School/Development Finance Professional at the World Bank

02/25

Reading Assignment:

Sykes, Gary, Schneider Barbara, Plank David: Handbook of Education Policy Research (September 2012). Routledge. **Available as ebook at Bobst.**

1. Section VI – Actors and Institutions in the Policy Process.
2. Read: 56 (Kevin Mundy and Mona Ghali),
3. Read: 57 (Lora Cohen-Vogel and Mona Ghali),
4. Read 58 (K. McDermott)
5. Read 60 (Nina Bascia)
6. World Bank Critique

Blog 1 due, posted the Wednesday before class.

Week 5 Research for Action – Victoria Ballerini

03/04

Reading Assignment:

1. Benjamin Levin (2001): Conceptualizing the Process of Education Reform. (NYU Classes)
2. Paul Fain (2020) College promise programs can make college more affordable for undocumented students (essay) (NYU Classes)
3. Research For Action- links on course module

Week 6 Education Reform and Role of Leadership - Guest Dr Fred Hayward

03/11

Reading Assignment:

Hayward, Fred. Transforming Higher Education in Asia and Africa. SUNY Press (Chapters 1, 13, 14, and the conclusion piece p.229) (NYU Classes)

Literature Review on Educational Reform (K-12) (NYU Classes)

Forum posting on literature review due.

Blog 2 due, posted the Wednesday before class.

Week 7..... **Policy Reform Processes- Asynchronous**

03/18

Reading Assignment:

1. Benjamin Levin (2001): Conceptualizing the Process of Education Reform. (NYU Classes)
2. Peter deLeon – The Stages Approach to the Policy Process (NYU Classes) - Sabatier
3. Moja, Teboho (2016): Policy Analysis (NYU Classes)
4. Moja, Teboho and Hayward, Fred (1999), “Higher Education Policy Development in Contemporary South Africa.” *Higher Education Policy*, vol. 13, number 4, pp. 335-359.
5. World Bank: The Road not Travelled: Analytical Framework. (pp. 117-135) (NYU Classes)

Post your Policy Proposal in the Week 7 module on NYU Classes.

PART III THEMATIC ANALYSIS - Reform Issues and Case Studies - BRICS

Week 8.....**Reforms for Action and Equity in China (Possible Guest)**

03/25

Reading Assignment:

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

Week 9..... **Reforms in Brazil (*Possible Guest/Possible Asynchronous*)**

04/01

Reading Assignment:

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

Blog 3 due, posted the Wednesday before class

Week 10Blog presentations

04/08

Reading Assignment:

Sabharwal (2020) Equity in Higher Education in India

Week 11

Reforms in India - Asynchronous

04/15

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

Week 12

Final Paper Presentations

04/22

Blog 4 due, posted the Wednesday before class. Blog presentations and summing up.

Week 13Final Paper Presentations

04/29

Week 14

05/06

Reforms for Access and Equity in Russia - Asynchronous

Reading Assignment:

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

Final Paper due, posted by midnight.

Weekly Schedule

Week 1: 1/28	Introduction and Why Reforms?
Week 2: 2/04	Education Disruption, Education Reimagined
Week 3: 2/11	Higher Education Reform Issues - Student Affairs- Asynchronous
Thursday, 2/18	NO CLASS- Legislative Day (Monday classes meet on Thursday)
Week 4: 2/25	Educational Reform Actors- Guest Speaker Dr. Zukiswa Kekana Mthimunye. Adjunct Faculty – GIBS Business School/Development Finance Professional at the World Bank
Week 5: 3/04	Research for Action – Guest Speaker Victoria Ballerini, Research Associate, Research For Action

Week 6: 3/11	Education Reform and Role of Leadership - Guest Speaker Dr Fred Hayward , Education Consultant
Week 7: 3/18	Policy Reform Processes- Asynchronous
Week 8: 3/25	Reforms for Action and Equity in China - Qiuxiang Wu, Renmin University of China
Week 9: 4/01	Reforms in Brazil - Asynchronous)
Week 10: 4/08	Blog presentations
Week 11: 4/15	Reforms in India - Asynchronous
Week 12: 4/22	Final paper presentations
Week 13: 4/29	Final paper presentations
Week 14: 5/06	Reforms for Access and Equity in Russia - Asynchronous