

University of New Orleans
College of Liberal Arts, Education, and Human Development
Department of Curriculum and Instruction
EDCI 4993: Special Topics in Curriculum and Instruction /
EDCI 5660: Global Education
Glories of France program
Summer 2019

Professor: Elizabeth K. Jeffers, M.Ed.+ 30, PhD
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Class Meetings: 3:05-5:05 p.m. (Class period 4)
8-10 a.m. (July 17 & 24)
10:05 a.m.-12:05 p.m. (July 11 & 25)
No Class Meetings: July 10, 16, 18, 23, 31

Course Materials

Required Texts

Adamson, F., Astrand, B., & Darling-Hammond, L. (Eds.). (2016). *Global education reform: How privatization and public investment influence education outcomes*. New York: Routledge.

Print ISBN: 9781138930568, 1138930563

eText ISBN: 9781317396956, 1317396952

[VitalSource](#)

[Kindle](#)

Sahlberg, P., Hasak, J., & Rodriguez, V. (2017). *Hard questions on global educational change: Policies, practices, and the future of education*. New York: Teachers College Press.

Print ISBN: 9780807758182, 0807758183

eText ISBN: 9780807775592, 0807775592

[Vital Source](#)

[Kindle](#)

Stromquist, N. P. & Monkman, K. (Eds.). (2014). *Globalization and education: Integration and contestation across cultures* (2nd Ed.). Rowman & Littlefield Education.

Print ISBN: 9781475805277, 1475805276

eText ISBN: 9781475805291, 1475805292

[VitalSource](#)

[Kindle](#)

Required Resources

Students are responsible for registering for [Dropbox](#) and [Twitter](#) accounts.

Student Learning

Course Description

This seminar is an examination of educational systems in different countries, ideological and theoretical underpinnings for educational systems, practical manifestations, and key issues—in global and comparative contexts. We shall consider education on the macro level (national, ideological, policy) and the micro (local, implementational, school/class/practical).

Course Purpose

The purpose of this course is to acquaint students with the broad field of global, international, and comparative education. Meetings are designed to examine the historical roots and evolution of the field. An overview of the theoretical underpinnings will be covered, including the rationale for examining education from various geographic, historical, political, cultural, and economic perspectives. Course discussions will center on dominant educational paradigms; trans-cultural instruction; cross-national studies in education; higher education; educational changes associated with demographic trends; gender, race, class, socio-political and economic structures, and their relationship to the schooling process; as well as current and pressing educational policy issues.

Course Learning Goals

The student will:

- Explore global perspectives on current and pressing issues in education and understand and utilize culturally responsive practices.
- Identify and analyze critical historical elements as well as cultural/social factors that have created the current conditions for schooling across cultures.
- Explore ideological, political, and economic implications of educational development assistance.
- Analyze ways children and adults learn in different cultures – their motivations, variety of forms of knowledge, the contexts, and barriers concerning transcultural learning.
- Use critical self-reflection to understand one's own identity in the context of a classroom of diverse learners.

Format and Procedures

Assignments are designed to support the course learning goals. Students will participate in critical analysis and discussions based on course readings. This course also includes visits to a diversity of higher education institutions. Students will complete a hands-on research project that focuses on a French/European educational system.

Our weekend field trip to Paris and other program field trips (Arles) will incorporate required course activities and assignments. More information is forthcoming.

This course will rely on Twitter accounts @ekjeffe1 @UNOGlobalEd

Purchasing or renting of e-texts is highly recommended. See p. 1 for direct links to VitalSource and Kindle versions. These are excellent and affordable resources that will allow you to highlight and take notes. ***If you are purchasing hard copies, please purchase them before you leave and bring them with you. They cannot be purchased in France or shipped to you once you arrive.***

The professor will upload additional readings and assignments into a Dropbox folder that will be shared with students before the semester. Your flight is an excellent time to begin course readings.

Note: When saving and uploading a document, please ensure that the name of the file also contains your first and last name (e.g., Elizabeth_Jeffers_Memo1). Email all assignments to the professor at ekjeffe1@uno.edu.

Course Policies

Attendance/Participation

Due to the abbreviated length of the course (13 days x 2 hrs), students are expected to attend all classes regularly and punctually. A student not in class will be marked absent. Only with prior instructor approval, in rare exceptions (such as documented medical or family emergency), will absences be permitted. Any unexcused absence will result in your final grade being dropped a letter (for each day that you are absent).

Class attendance/participation includes all assigned activities, including online assignments. Students are expected to attend class and to arrive on time, which means attendance for the full class period. Habitually arriving late for class will result in a deduction of one point from the student's final grade.

Students may use laptops in class only with the permission of the instructor. Students taking notes using a laptop during class may be asked to share a summary of these notes at various points during the class or at the end of class.

Late Work

The instructor will not typically accept late work without extenuating circumstances. The acceptance of late work will be solely at the discretion of the instructor and may result in the automatic deduction of one full letter grade for each calendar day the assignment is late. Please inform the instructor of any potential conflicts with class assignments as soon as possible.

Grading Policy and Appeals of Grades

The assignment of grades in this course is the exclusive province of the instructor. It is customary and expected for instructors to provide prompt and constructive feedback to students. **Late assignments will be graded at the instructor's convenience.** Students seeking to dispute a grade assigned to a specific assessment or a final grade in the course are strongly encouraged to contact the instructor and set up an appointment with her.

Reminder: Multiple errors in punctuation, grammar, and spelling will result in deductions from your grade. **Please proofread carefully.** The professor will return papers *ungraded* if they do not meet acceptable writing standards (e.g., grammar, spelling, phrasing), organization and clarity of expression. In this case, students will be required to revise.

Follow the APA Manual, 6th Edition for style and citation guidelines. Access information about APA citation guidelines at <http://www.apastyle.org/electref.html>.

Writing Resources

[UNO's Writing Center](#)

[Purdue Online Writing Lab](#)

[Grammarly](#)

Other Course Policies and Expectations

University of New Orleans' policies as articulated in the UNO Student Policy Manual apply in this course. Policies concerning Academic Dishonesty are of particular importance. As such, it is critical that you adhere to the following:

Statement on Academic Integrity: Academic integrity is fundamental to the process of learning and evaluating academic performance. Academic dishonesty will not be tolerated. Academic dishonesty includes, but is not limited to, the following: cheating, plagiarism, tampering with academic records and examinations, falsifying identity, and being an accessory to acts of academic dishonesty. Refer [here](#) for further information.

Disability Statement: Regarding the accommodations of students with disabilities, the Office of Disability Services (ODS) in conjunction with the Office of Academic Affairs campus-wide administrative policy has two primary objectives: (1) to ensure compliance with Section 504 of the 1973 Rehabilitation Act and the Americans with Disabilities Act (ADA) in regard to equal access for qualified students to academic programs; and (2) to uphold the academic integrity of UNO. When both objectives are met, students who qualify for services based on clear, comprehensive, and relevant documentation will receive those services or academic modifications for which they are legally entitled. **If you have a disability, please contact the professor and the Program Coordinator, Robyn White (RLWhite3@uno.edu) as soon as possible so that we can best accommodate you.**

Communication: Make sure to take down contact information for at least one classmate, and if you have questions throughout the semester, first contact him or her to ask for help. If your classmate is not able to answer your question or address your concern, please expect at least one professional day for an email response from the instructor. Students should use the following email to contact the professor: ekjeffel@uno.edu.

Assessments

Attendance & Participation (4993: 12 points) / (5660: 10 points)

Please review the course policy on p. 3.

Critical Response Memos (4993: 12 x 4 = 48 points) / (5660: 10 x 4 = 40 points)

(See Appendix for rubric)

You will write three/four critical response pieces (3-4 pages). In each critical response, you will offer a critical response to the week's readings and course discussions. Each paper should use specific citations from texts we have read to support your argument.

Memos are due each Tuesday, except for Week 1. For weeks 2 & 5, please bring a draft of your memos with you to class on the day that they are due. Your four submissions will be typed, revised, and emailed to the professor the same night that you bring them to class.

Student Presentations (5 x 4 = 20 points) (Pass/Fail)

These consist of no more than 5-minute presentations. Students should use the handout template in Dropbox that follows the structure below. Students should email these 24 hours to the class before their presentations.

1. **Main Question** – explain or identify the central point(s) in the reading(s). Summarize, in your own words, the main points of the readings.
2. **Illustration** – give examples of author(s)'s main points using imagery, videos, TED Talks, Podcasts, etc. Search the FreshEd Podcast (<https://soundcloud.com/freshed-podcast>) without using the same Podcast twice in the semester.
3. **Twitter Prompt** – What would you like the class to consider or delve deeper into via Twitter? Tweets should stimulate debates and conversations among your peers.
4. **Key terms** – List any important terms needed for understanding reading(s).
5. **Practicability** – Where possible and with the aid of examples, what is the relevance of the reading(s) in today's changing educational context? How might these ideas and readings be incorporated into curriculum and instruction?
6. **Main/Key themes** – what are the three takeaways that you need to remember about this reading? How do they connect to the learning outcomes for this course?

Note: Before arriving in Montpellier, the professor will email a sign-up sheet to students so that you will have a chance to get an early start! This will afford you more free time in Montpellier!

Country Research Project (4993: 20 points) / (5660: 30 points) (See Appendix for Rubrics)

Students will choose a European country to research and prepare a multimedia presentation summarizing the significant concepts of the assigned country as discussed in the texts and through additional study.

Each group will submit an annotated bibliography in APA formatting. Undergraduate students will not be responsible for the annotated bibliography.

Some Resources:

- | | |
|---|---|
| Inkscape | Markerbook |
| Studiobinder | Windows Movie Maker |
| Storyboard Pro | Canon Digital Learning Center |
| Make Storyboard | Movavi |
| Videomaker | Canva |
| YouTube Creator Academy | Piktochart |
| Adobe Photoshop | Zoom |

4993: ACTIVITIES AND ASSIGNMENTS	
Class Participation	= 12 points
Critical Response Memos	= 48 points
Student Presentations	= 20 points
Country Research Project	
• Multimedia Presentation	= 20 points
Total Possible Points = 100 points	

5660: ACTIVITIES AND ASSIGNMENTS	
Class Participation	= 10 points
Critical Response Memos	= 40 points
Student Presentations	= 20 points
Country Research Project	
• Multimedia Presentation	= 20 points
• Annotated Bibliography	= 10 points
Total Possible Points = 100 points	

Grading Scale

- 90-100 - A
- 80-90 - B
- 70-80 - C
- 60-70 - D
- Below 60 – F

Tentative Schedule *

Week	Readings	Due Dates
Globalization and Global Education		
<p>Week 1</p> <p>T., July 2nd: -brief course overview, 30 min. class meeting</p> <p>W. July 3rd: Class</p> <p>Th. July 4th: Class</p> <p>July 5th - July 7th Field trip to Paris</p>	<p>Aristide, J. B. (2002). Globalization: A view from below. In B. Bigelow & B. Peterson (Eds.), <i>Rethinking globalization: Teaching for justice in an unjust world</i> (pp. 9-13).</p> <p>Goldsmith, T. (2002). Rethinking development. In B. Bigelow & B. Peterson (Eds.), <i>Rethinking globalization: Teaching for justice in an unjust world</i> (pp. 29-30).</p> <p>Sahlberg, P., Hasak, J., & Rodriguez, V. (2017). <i>Hard questions on global educational change: Policies, practices, and the future of education</i>. (Everyone: Ch. 1; Sign up for Ch. 2, 3, 4, 5, 6, or 7)</p> <p>Stromquist, N. P., & Monkman, K. (2014). Defining globalization and assessing its implications for knowledge and education, revisited. In N. P. Stromquist & Monkman (Eds.), <i>Globalization and education</i> (pp. 1-20).</p> <p>View (in class): Ghemawat, Actually it's Not TEDGlobal Talk.</p>	
Language, Identity & Nationality		
<p>Week 2</p> <p>M. July 8th: Class</p> <p>Wed., July 10th - No class (field trip to Palavas)</p> <p>Th., July 11th - 10 a.m.-12 p.m.</p>	<p>Bigelow, B. (2002). Oil, rainforests and Indigenous cultures: A role play. In B. Bigelow & B. Peterson (Eds.), <i>Rethinking globalization: Teaching for justice in an unjust world</i> (pp. 268-279).</p> <p>Mander, J. & Spretnak, C. (2002). TV and the cloning of culture. In B. Bigelow & B. Peterson. (Eds.), <i>Rethinking globalization: Teaching for justice in an unjust world</i> (pp. 292-295).</p> <p>Motha, S (2016, July 21). The empire of English language. [Audio podcast].</p>	<p>T., July 9th: Memo 1 due (Paris)</p>

	<p>Shorish, M. M. (1999). Globalization and culture. <i>Journal of International Cooperation in Education</i>, 2(2), 15-24.</p> <p>Shorish, M. M. (1976). The pedagogical, linguistic, and logistical problems of teaching Russian to the local Soviet central Asians. <i>Slavic Review</i>, 35(3), 443-462.</p> <p>Film (in class): <i>Stand and Deliver</i></p>	
Colonial Legacy and Education		
<p>Week 3</p> <p>T. - No class meeting (visit to Flaugergues Chateau)</p> <p>Wed. - 8 a.m. – 10 a.m.</p> <p>Th., July 18th - No class meeting</p>	<p>Altbach, P. G. (1971). Education and neocolonialism. <i>Teachers College Record</i>, 72(4), 543-558.</p> <p>Fry, H. T. (1997). The breakdown of the American democratic experiment in the Philippines: A historical analysis of a crisis in modernization. <i>Australian Journal of Politics and History</i>, 23, 383-402.</p> <p>Whitehead, C. (2005a). The historiography of British imperial education policy, Part I: India. <i>History of Education</i>, 34(3), 315-329.</p> <p>Whitehead, C. (2005b). The historiography of British imperial education policy, Part II: Africa and the rest of the colonial empire. <i>History of Education</i>, 34(4), 441-454.</p> <p>5660 only: Vally, S. & Spreen, C. A. (2014). Globalization and education in post-Apartheid South Africa: The narrowing of education's purpose. In N. P. Stromquist & Monkman (Eds.), <i>Globalization and education</i> (pp. 267-284).</p> <p><u>Optional</u> Bigelow, B. & Peterson, B. (2002). <i>Rethinking globalization: Teaching for justice in an unjust world</i>. (Ch. 2)</p>	<p>M., July 15th: outline of your Annotated Bibliography due</p> <p>T., July 16th - Memo 2 due (Arles Assignment)</p>

Centralization and Decentralization		
<p style="text-align: center;">Week 4</p> <p>M. July 22nd: Class</p> <p style="background-color: #90EE90; padding: 2px;">T., July 23rd - No class meeting (visit to Musee Fabre)</p> <p style="background-color: #ADD8E6; padding: 2px;">Wed., July 24th: 8 – 10 a.m. (field trip to St. Guilhem)</p> <p style="background-color: #ADD8E6; padding: 2px;">Th., July 25th – 10 a.m. -12 p.m.</p>	<p>Carnoy, M. (2014). Globalization, educational change, and the nation state. In N. P. Stromquist & Monkman (Eds.), <i>Globalization and education</i> (pp. 21-38).</p> <p>Adamson, F. & Astrand, B. (2016). Privatization or public investment? In F. Adamson, B. Astrand & L. Darling-Hammond (Eds.), <i>Global education reform</i> (pp. 1-15).</p> <p>Kendall, N. & Silver, R. (2014). The consequences of global mass education: Schooling, work, and well-being in ERA-era Malawi. In N. P. Stromquist & Monkman (Eds.), <i>Globalization and education</i> (pp. 247-265).</p> <p>5660 only: Bjork, C. (2003). Local responses to decentralization policy in Indonesia. <i>Comparative Education Review</i>, 47(2), 184-216.</p> <p>5660 only: Gershberg, A. (1999). Education ‘decentralization’ processes in Mexico and Nicaragua: Legislative versus Ministry-Led reform strategies. <i>Comparative Education</i> 35(1), 63-80.</p> <p><u>Optional</u> Reimers, F., & Cárdenas, S. (2007). Who benefits from school-based management in Mexico? <i>Prospects</i>, 37(1), 37-56.</p> <p>In class video: UNO M.Ed. students from Costa Rica, Belize, and France discuss education in their home countries</p>	<p>T., July 23rd - Memo 3 due</p>
Area Studies		
<p style="text-align: center;">Week 5</p>	<p>Castro-Hidalgo, A. & Gómez-Álvarez, L. (2016). Chile: A long-term neoliberal experiment and its impact on the quality and equity of education. In F. Adamson, B. Astrand</p>	<p>M., July 29th & T., July 30th: Country Research Project Presentations (Final)</p>

<p>Wed., July 31st – No class meeting</p>	<p>& L. Darling-Hammond (Eds.), <i>Global education reform</i> (pp. 16-49).</p> <p>Fullan, M. & Rincon-Gallardo, S. (2016). Developing high-quality public education in Canada. In F. Adamson, B. Astrand & L. Darling-Hammond (Eds.), <i>Global education reform</i> (pp. 169-193).</p> <p>5660 only: Deem, R., Mok, K. H., & Lucas, L. (2008). Transforming higher education in whose image? Exploring the concept of the ‘world-class’ university in Europe and Asia. <i>Higher education policy</i>, 21(1), 83-97.</p> <p>5660 only: Shafiq, M. N. (2011). Do school incentives and accountability measures raise skills in the Middle East and North Africa? The cases of Jordan and Tunisia,” <i>Review of Middle East Economics and Finance</i>, 7(2).</p>	<p>T., July 30th- Memo 4 due</p> <p>Wed., July 31st: Annotated Bibliography (Final) due for graduate students 5:00 p.m.</p>
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***This course outline provides a general plan for the course: deviation may be necessary.**

Appendix

Critical Response Memos

	1	2	3
Knowledge & Understanding	<p>The student:</p> <ul style="list-style-type: none"> • attempts to acquire knowledge by memorization rather than through comprehension and understanding; • uses basic terminology and concepts in ways that indicate little understanding and misconceptions; and • does not apply terminology and concepts in new ways. 	<p>The student:</p> <ul style="list-style-type: none"> • uses basic terminology and concepts correctly, but key distinctions are misunderstood; • applies knowledge and skills learned in the course. 	<p>The student:</p> <ul style="list-style-type: none"> • expresses insightful ideas that illustrate fluent comprehension; • uses basic terminology and applies concepts with only minor flaws; and • applies knowledge and skills learned in the course in an accurate and insightful manner.
Analysis	<p>The student:</p> <ul style="list-style-type: none"> • superficially or fails to analyze questions and problems; • does not recognize assumptions; • only partially clarifies concepts; • rarely identifies relevant competing points of view; 	<p>The student:</p> <ul style="list-style-type: none"> • analyzes key concepts; • recognizes some questionable assumptions; and • sometimes identifies relevant competing points of view. 	<p>The student:</p> <ul style="list-style-type: none"> • critically analyzes key questions and problems in a clear and concise manner • recognizes questionable assumptions; • clarifies key concepts effectively; and • frequently identifies relevant competing points of view.

Implications	<p>The student:</p> <ul style="list-style-type: none"> • does not raise questions and issues; and • is unresponsive to important implications and consequences 	<p>The student:</p> <ul style="list-style-type: none"> • raises important questions and issues; and • demonstrates sensitivity to important implications and consequence. 	
Writing	<p>The student is:</p> <ul style="list-style-type: none"> • unclear; • lacks precision; -or- • the writing has several flaws, including 3+ grammar, spelling or punctuation errors. 	<p>The student is:</p> <ul style="list-style-type: none"> • clear; • concise; and • the writing has no more than 3 spelling, punctuation or grammar errors. 	.

Research Project

A. Multimedia Production

	0-1	2- 3	4-5
Organization	<p>Students provide:</p> <ul style="list-style-type: none"> • an irrelevant or no opening statement; and • no roadmap for the audience. 	<p>Students provide:</p> <ul style="list-style-type: none"> • an opening statement relevant to the topic; • an adequate roadmap for the audience; and • organization (for the most part). 	<p>Students provide:</p> <ul style="list-style-type: none"> • a clear opening statement that catches audiences' interest; • a roadmap for the audience; • focus throughout; and • concise summaries of main points.

Content	<p>The project:</p> <ul style="list-style-type: none"> • inadequately covers the topic and does not illustrate mastery of the material; and • inappropriate or inadequate references (less than 10 related scholarly sources). 	<p>The project:</p> <ul style="list-style-type: none"> • covers the topic and shows some mastery of the material; and • connects most references to presentation (10 scholarly sources). 	<p>The project:</p> <ul style="list-style-type: none"> • demonstrates substance and depth; • is comprehensive and shows mastery of the material; and • is well researched & documented with strong evidence and support (10+ scholarly sources).
Quality of Conclusion	<p>In the conclusion, students:</p> <ul style="list-style-type: none"> • partially or unclearly summarize main points of the project. 	<p>In the conclusion, students:</p> <ul style="list-style-type: none"> • deliver a conclusion that summarizes main points of the project. 	<p>In the conclusion, students:</p> <ul style="list-style-type: none"> • deliver a persuasive conclusion; and • succinctly summarizes main points of the project.
Delivery	<p>The presentation:</p> <ul style="list-style-type: none"> • does not express central ideas in a creative manner; • utilizes a pace that is too slow or too fast; • is often difficult to understand (visuals or audio); • has several grammar, punctuation or spelling errors. 	<p>The presentation:</p> <ul style="list-style-type: none"> • expresses central ideas creatively; • utilizes appropriate pace; • is easy to understand (visuals and audio); • is edited with minor errors. 	<p>The presentation:</p> <ul style="list-style-type: none"> • expresses central ideas articulately and creatively; • is easy to understand (visuals and audio) • catches and holds audience's attention; • utilizes excellent pace; • is edited and without errors.

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B. Annotated Bibliography (**EDCI 5660 only)

	0-1	2-3	4-5
Relevance	<ul style="list-style-type: none"> many/most sources are only marginally related to the topic; relationship of ideas in sources to project topic results in inaccurate representations or no attempt is made to relate ideas in sources to paper's topic; and summaries of ideas are incomplete 	<ul style="list-style-type: none"> most sources are clearly related to the topic; main ideas of sources are clearly summarized; and describes ideas in sources and shows how these ideas relate to the project, but sometimes this is unclear. 	<ul style="list-style-type: none"> all sources are clearly related to the project's topic; main ideas of sources, including nuances and subtleties, are summarized; and clearly describes ideas in sources and shows how these ideas relate to the project.
Writing and Research Skills	<ul style="list-style-type: none"> does not attempt an introduction; unprofessional formatting -or- 5+ grammatical or spelling errors; citations incomplete, errors are major and numerous; less than 10 scholarly sources; 	<ul style="list-style-type: none"> introductory paragraph with a roadmap, but parts of the introduction may be unclear; minor errors in formatting; 4-5 grammatical or spelling errors; proofread for the most part; 	<ul style="list-style-type: none"> a clear and concise introductory paragraph that provides a roadmap for the reader; careful attention to formatting (12 pt. font, double-spaced); 1-3 grammatical or spelling errors; and carefully proofread;

	<ul style="list-style-type: none"> • description of research strategies employed very poor; -or- research tools not consulted. 	<ul style="list-style-type: none"> • citations are complete with minor errors; • 10 scholarly sources; and • description of research strategies employed demonstrates awareness of research strategies. 	<ul style="list-style-type: none"> • citations are complete and without errors; • 10+ scholarly sources; and • description of research strategies employed and tools consulted demonstrates superior research skills and effort.
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