

Seminar: International Perspectives on Educational Reform
AMLT-GE 2072
Pless 785
Spring 2017

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 five requirements for this course – attendance, reading and active participation, 5 blog entries, 3 class presentations (2 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 that could include a comparison with the US, or choose a country to focus on and analyse its reform issue (s) by studying it in depth and could compare that country with the US as well. Students will write their blogs as reflections on readings and sharing their views and a research paper focusing on a reform issue or reforms efforts in a chosen country.

The final product is due on **May 02 in class**. 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. Another expectation is that you will do the reading 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 Monday 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 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. Reflect on readings assigned and focus your blog entry on those reflections not a summary of the readings, but your thoughts and reactions.
2. Post blog entry by Monday, 9:00 pm
4. There will be two presentations - summary of your blog post in the class (as assigned) for 5 minutes. Power point is required.
5. Read blog posts from rest of the class for discussion

These blog posts will form the basis of 2 class ppt presentations and are integral to your learning outcomes and grades.

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 (it is optional to use open blogging accessible to the public). Here are the resource:

<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 two PowerPoint presentation based on the synthesis of your blog posts of the country or issue under discussion. 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.

Assignment 3: Case Study Paper

In this final research paper, you will present reforms in a chosen country or an issue you have chosen and compare the issue with the US context. You can enhance your paper with a synthesis of your previous blog posts. This paper will be of minimum 2,500 words (10 pages double spaced), 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:

- 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**)
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 5/02*) – **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

Statement on Academic Integrity:

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

Additional/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/ipes)
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 INTRODUCTION TO POLICY REFORM

Week 1.....Introduction – No face to Face meeting (Check NYU Classes)

1/24 Introduction to the course; review syllabus and post questions on the class site if anything is not clear to you..

Reading Assignment:

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

Week 2.....What is Policy and What is Educational Reform?

2/31 **Reading Assignment:**

Helen Janc Malone:

http://blogs.edweek.org/edweek/international_perspectives/2013/11/leading_educational_change_international_perspectives.html

Stephen J. Ball: (1993)

What is policy? Text, Trajectories and Toolboxes. In Discourses: Studies in the Cultural Politics of Education.

Stephen J Ball: (2015)

What is policy? 21 years later: reflections on the possibilities of policy research. In *Discourses: Studies in the Cultural Politics of Education*

Week 3.....Educational Reform and Policy Actors
2/7

Reading Assignment:

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

Section VI – Actors and Institutions in the Policy Process.

Read: 56 (Kevin Mundy and Mona Ghali), 57 (Lora Cohen-Vogel and Mona Ghali), 58 (K. McDemrmott) and 60 (Nina Bascia)

Week 4..... Educational Reform Processes
2/14

Benjamin Levin (2001): *Conceptualizing the Process of Education Reform*.

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

Moja, Teboho (2016): *Policy Analysis* (NYU Classes)

Blog 1 due, posted the Monday before class.

Week 5.....Lenses for Analysis
2/21

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>

Moja, Teboho and Hayward, Fred (1999), “Higher Education Policy Development in Contemporary South Africa.” *Higher Education Policy*, vol. 13, number 4, pp. 335-359.

PART II UNDERSTANDING THE INTERNATIONAL REFORM AGENDA

Week 6..... Educational Reform and International Reform Policy
2/28

Wiseman and Baker – The Worldwide Explosion of Internationalized Education Policy (pp. 1-21 NYU Classes)

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

Blog 2 due, posted the Monday before class.

Week 7.....No face to Face meeting (responses posted on NYU
Classes site)

3/7

SPRING BREAK – UNTIL 3/17

Week 8.....Policy Borrowing and Lessons from others
3/21

Auld and Morris

<http://www.tandfonline.com/doi/pdf/10.1080/03050068.2013.826497?needAccess=true>

Benjamin Levin (1998): An Epidemic of Education Policy (what) can we learn from each other?

David Halpin and Barry Troyna (1995): The Politics of Education Policy Borrowing

Blog 3 due, posted the Monday before class. PLUS PRESENTATIONS

PART III THEMATIC ANALYSIS - Reform Issues and Case Studies

**Week 9 PROGRAM EVENT: PRESIDENT ANDY HAMILTON
TALK ON HIGHER EDUCATION.**

3/28

**Week 10.....Class Guest: Dr Fred Hayward - Higher Education
Reforms in Afghanistan**

4/4

Reading Assignment:

Hayward Fred (2015): Transforming Higher Education in Afghanistan: Success Amidst Ongoing Struggles. Society for Colleges and University Planners.

Blog 4 due, posted the Monday before class.

**Week 11.....Teacher Education Reforms – Europe and US
4/11**

Reading Assignment:

Osborn (2006): Changing the Context of teachers 'work and professional development : A European perspective.

Biomeke (2006): Globalization and educational reform in German teacher education.

Tatto (2006): Education Reform and the global regulation of teachers education, development and work; A cross-cultural analysis.

Blog 5 due, posted the Monday before class. PLUS PRESENTATIONS.

**Week 12Reform and Access in BRICS
4/18**

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

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

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

Week 13.....Assessment policy reforms

4/25

Kanje-Assessment policy in post-apartheid South Africa
(From online NYU Library
<http://www.tandfonline.com/doi/abs/10.1080/0969594X.2013.838541>)

Rotte and Rotte: Recent Education Policy and School Reforms in Bavaria.

Week 14Summing up

5/2

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**Levin and Wiens (2003); School reforms that work
Assignment due: Final Papers on NYU Classes and
copies handed in class. PRESENTATION OF PAPERS.**