**Course Syllabus**

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| **CNU International Summer Session** |

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| **Course Title** | | | **International Education Policy** | | | | | | | | | | | | | | | | | | |
| **Course Type** | | | In-class | | | | | | | | **Credits**  **(hours)** | | | 3 (45 hours) | | | | | | | |
| **Department** | | | Education | | | | | | | | **Professor** | | | Elisabeth Kim, PhD | | | | | | | |
| **Classification**  **(year in school)** | | | Graduate | | | | | | | | **Course Code** | | | TBD | | | | | | | |
| **Class room** | | | TBD | | | | | | | | **E-mail** | | | elkim@csumb.edu | | | | | | | |
| **Prerequisite(s)** | | | None | | | | | | | | | | | | | | | | | | |
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| **Course objectives** | | | 1. Students will be able to describe and explain the function of policy, particularly education policy in the international context 2. Students will be able to delineate the relationships between the political, economic, social and legal structures of schools 3. Students will become familiar with the laws affecting the rights, privileges, and duties of administrators, teachers, and pupils globally 4. Students will analyze issues related to the education of underserved and marginalized populations | | | | | | | | | | | | | | | | | | |
| **Course Summary** | | | In this course we will explore various topics that are important in schools and school systems throughout the world including: achievement, assessments, access to STEM coursework, school choice, teacher preparation, multiculturalism, migration, indigenous peoples, language policy, education in fragile, conflict and violence contexts, mental and physical health, social and emotional learning, girls education, early childhood education, family and community engagement, higher education and education finance. We will examine case studies from various regions in order to learn about these topics more in depth. Students will also have the opportunity to choose one topic of interest and research it for a country or region of their choice and present their findings to the class. Guest speakers will share their expertise on these topics. | | | | | | | | | | | | | | | | | | |
| **Teaching Methods** | | | **Teaching Methods** | | | | | | | | | | | | | | | | | | |
| Lecture | Presentation/Discussion | | | | Problem Based Learning | | | | Project Based Learning | Flipped Learning | | | Experiment/ Practices | | | | Others  (Describe) | |
| X | X | | | | X | | | | X |  | | |  | | | |  | |
| **Grading** | | | Mid-Term | Final | | Individual Tasks | | | Team Projects | | | Class participation | | | Attendance | | Others  (Describe) | | | | **Total** |
|  |  | | **X** | | | **X** | | | **X** | | | **X** | |  | | | |  |
| ※ Pursuant Section 28 of the Guidelines on Class Management, grading methods can be adjusted for the physically impaired.  ※ Under Section 29 of the University Regulations on Academic Affairs, a student automatically fails a course in case of failure to attend more than 3/4 classes. (More than four(4) times absence) | | | | | | | | | | | | | | | | | | |
| **Accommodations for Handicapped** | | | - Visually impaired: provision of course related materials in audio, note taking helper, permission to record the lecture  - Audibly impaired: provision of course related materials in visual, note taking helper, permission to have e-learning lectures in sign language or shorthand  - Physically or mentally challenged: provision of course related materials, note taking helper, permission to record the lecture   * Any other requests that are considered necessary: provision of assisted   ingress and egress to the classrooms and other supports | | | | | | | | | | | | | | | | | | |
| **Textbooks & References** | | | | | | | | | | | | | | | | | | | | | |
| Category | Title | | | | Author | | | | | | | Publisher | | | | | | | Year of publication | | |
| Main textbook | There is no main textbook as individual readings on each topic are provided via links below | | | |  | | | | | | |  | | | | | | |  | | |
| Others |  | | | |  | | | | | | |  | | | | | | |  | | |
| Reference |  | | | | | | | | | | | | | | | | | | | | |
| **Daily Course Schedule** | | | | | | | | | | | | | | | |
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| **Day**  **(3hurs)** | **Lecture Topic** | **Hours per day** | **Method of Instruction** | **Class Materials & Assignments** |
| Mon 6/30 | * Getting to know you * Introduction to course and research project * International Education Policy Overview | 2 hrs. 50 mins. with break | Presentation/ discussion | Syllabus  https://www.rti.org/focus-area/international-education-policy-systems-governance  https://www.unesco.org/en/education-policies  Assignment: Educational biography- What was school like for you growing up? (2pp) (5%) |
| Tues 7/1 | * Achievement * Assessments * Activity: Choose a project topic | 2 hrs. 50 mins. with break | Presentation/ discussion, Project based learning | https://www.youtube.com/watch?v=6yhiGj-252k  https://www.oecd.org/en/about/directorates/directorate-for-education-and-skills.html  Assignment: Project proposal- What topic will you study? Why does it interest you? What is your plan for your project? (3pp) (5%) |
| Thurs 7/3 | * Access to STEM and the arts * Activity: Introduction to research sources | 2 hrs. 50 mins. with break | Presentation/ discussion, Project based learning | https://cset.georgetown.edu/article/the-global-distribution-of-stem-graduates-which-countries-lead-the-way/  https://www.oecd.org/en/about/directorates/directorate-for-education-and-skills.html  Assignment: List of research sources (at least 5) (5%) |
| Fri 7/4 | * School Choice * Public/private/charter/ parochial schools * Activity: Introduction to research sources | 2 hrs. 50 mins. with break | Presentation/ discussion, Project based learning | https://www.edchoice.org/school-choice/faqs/how-does-school-choice-work-in-other-countries/  Assignment: List of research sources (at least 5) (5%) |
| Mon 7/7 | * Teacher Preparation * Professional learning * Activity: Do background research on project topic | 2 hrs. 50 mins. with break | Presentation/ discussion, Project based learning | https://edpolicy.stanford.edu/sites/default/files/publications/how-high-achieving-countries-develop-great-teachers.pdf  https://academic.oup.com/wbro/article/37/1/107/6292021  Assignment: What questions do you have about your topic? (5-10 questions) (10%) |
| Tues 7/8 | * Multiculturalism * Migration * Indigenous peoples * Activity: Do background research on project topic | 2 hrs. 50 mins. with break | Presentation/ discussion, Project based learning | [https://www.tandfonline.com/doi/full/10.1080/2005615X.2017.1383810#d1e431](#d1e431)  [https://gem-report-2019.unesco.org/chapter/introduction/international-migration/#:~:text=The%20more%20educated%20are%20more,more%20educated%20than%20their%20hosts](#:~:text=The%20more%20educated%20are%20more,more%20educated%20than%20their%20hosts). |
| Thurs 7/10 | * Language Policy * Education in fragile, conflict and violence contexts * How to write interview protocols * Activity: Draft interview questions | 2 hrs. 50 mins. with break | Presentation/ discussion, Project based learning | https://blogs.worldbank.org/en/education/language-instruction-matters-learning-foundational-skills  https://www.worldbank.org/en/topic/education/brief/education-in-fragile-conflict-violence-contexts  Assignment: Submit draft interview questions (include background, 2 subtopics and concluding questions) (10%) |
| Fri 7/11 | * Mental and Physical Health * Social and Emotional Learning * How to conduct interviews * Activity: Conduct practice interviews | 2 hrs. 50 mins. with break | Presentation/ discussion, Project based learning | https://pmc.ncbi.nlm.nih.gov/articles/PMC10149729/  [https://www.who.int/health-topics/health-promoting-schools#tab=tab\_1](#tab=tab_1)  https://www.gse.harvard.edu/ideas/news/22/06/navigating-social-emotional-learning-globally  Assignment: Reflection on interview experience- What was the experience like for you? What did you learn? What did you wish you had asked? (2pp) (10%) |
| Mon 7/14 | * Girls’ education * Gender based violence * Activity: Conduct interviews | 2 hrs. 50 mins. with break | Presentation/ discussion, Project based learning | https://www.unicef.org/education/girls-education  https://www.unhcr.org/us/what-we-do/protect-human-rights/protection/gender-based-violence  Assignment: Submit interview notes (can be Zoom transcript) (10%) |
| Tues 7/15 | * Skills/job market * New technologies * How to analyze interview data * Activity: Analyze interview data | 2 hrs. 50 mins. with break | Presentation/ discussion, Project based learning | https://blogs.worldbank.org/en/education/changing-skills-and-workforce-development  https://www.the74million.org/article/shockwaves-innovations-how-nations-worldwide-are-dealing-with-ai-in-education/  Assignment: Questions about analysis (at least 5 questions) (5%) |
| Thurs 7/17 | * Career and technical education and vocational education * Activity: Analyze interview data | 2 hrs. 50 mins. with break | Presentation/ discussion, Project based learning | https://careertech.org/wp-content/uploads/sites/default/files/GlobalCompetencyCTE-FINAL.pdf  Assignment: Identify 3 themes in your interview data and write about them (2pp) (10%) |
| Fri 7/18 | * Early childhood education * Family and community engagement * How to write about data * Activity: Review publicly available data on project topic | 2 hrs. 50 mins. with break | Presentation/ discussion, Project based learning | https://www.aft.org/position/early-childhood-education-home-and-abroad  https://ijccep.springeropen.com/articles/10.1186/s40723-023-00116-5  https://www.brookings.edu/articles/six-global-lessons-on-how-family-school-and-community-engagement-can-transform-education/  Assignment: questions about data on project topic (at least 5 questions) (5%) |
| Mon 7/21 | * Higher education * How to prepare a research presentation * Activity: Work on presentation | 2 hrs. 50 mins. with break | Presentation/ discussion, Project based learning | https://commonslibrary.parliament.uk/research-briefings/cbp-9840/ |
| Tues 7/22 | * Educational Leadership * Education Management * Education Finance * Activity: Work on presentation | 2 hrs. 50 mins. with break | Presentation/ discussion, Project based learning | https://www.oecd.org/en/topics/policy-issues/education-leadership.html  https://nces.ed.gov/programs/coe/indicator/cmd/education-expenditures-by-country |
| Thurs 7/24 | * Future trends in international education policy * Activity: Work on presentation | 2 hrs. 50 mins. with break | Presentation/ discussion, Project based learning | https://www.unesco.org/en/futures-education |
| Fri 7/25 | * Last Class Wrap-up * Presentations | 2 hrs. 50 mins. with break | Presentation/ discussion, Project based learning | Assignment: presentation slides (7-10 Powerpoint or Google slides, (1) Title slide, (2) Background slide(s): What is important about your topic? Why is it important?, (3) Literature review slide(s): What does the research say about your topic? (include at least 3-5 sources), (4) Methods slide(s): Who did you interview? How long was the interview? What format did you use (Zoom, etc.)?, How did you analyze the data?, (5) Findings slide(s): What did you learn from your interview?, What surprised you?, (6) Discussion slide(s): What more would you like to learn about this topic? Why is it important to us?, (7) Final slide: respond to questions  (Please prepare 1 question for each classmate) (20%) |

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| **References** |
| Each class session, we will review and discuss important topics in international education policy. We will review international data, read case studies and hold friendly debates as well as view videos and hear from guest speakers. In addition, students will have the opportunity to research an education policy topic in a country or region of their choice. I will provide them with support in doing background research, creating interview protocols, conducting interviews, analyzing and writing about their data as well as creating research presentations. They will present their findings to the class at the end of the course. Methods of instruction include presentation, discussion, project-based learning and problem based learning. |