

<<Last Updated:2020/04/02>>

## Course Schedule Information

<b>Course Code</b>	Z26060
<b>Semester</b>	Spring and Summer Term
<b>Day and Period</b>	Wed2
<b>Course Name (Japanese)</b>	Comparative Education
<b>Room</b>	School of Human Sciences/Main School HouseLecture Room34
<b>Course Name</b>	Comparative Education
<b>Capacity</b>	0
<b>Course Numbering Code</b>	01HUSC3D410
<b>Credits</b>	2.0
<b>Student Year</b>	2,3,4
<b>Instructor</b>	CAVALIERE Paola

## Basic Syllabus Information

<b>Subtitle</b>	
<b>Category</b>	
<b>Eligibility</b>	
<b>Semester</b>	

## Detailed Syllabus Information

<b>Course Name</b>	Comparative Education
<b>Language of the Course</b>	English
<b>Type of Class</b>	Seminar Subject
<b>Course Objective</b>	<p>Many important educational questions can best be examined from an international-comparative perspective. For example, in the United States there is no nationwide certificate of completion of secondary education. This raises the question of what the advantages and disadvantages are of leaving such certification to each of the 50 states, and how to assess qualifications for equivalency. On the other hand, what are the advantages and disadvantages of centralized certifications such as in Japan? Comparing educational systems helps to describe purposes, processes, or outcomes. It may also assist in the development of educational institutions and practices; highlight the relationships between education and society; and establish generalized statements about education that are valid in more than one country. But what does it mean to compare educational systems? What kind of knowledge do comparative studies of educational systems provide and how does this knowledge differ from that produced by other types of educational research? What is the difference between Comparative and International studies in education policy? How do these approaches to inquiry in education inform our knowledge of educational policy and politics and inform specific policies in education? This course will explore these questions by reviewing the ways in which comparative educational research has been pursued, focusing on issues of theory and methodology, and applying them to specific case studies.</p>
<b>Learning Goals</b>	<p>Knowledge and Understanding. After studying this course you should be able to:  describe and explain the development of the field of comparative education  identify the field of comparative education and its areas for studies</p>

	<p>understand different approaches within comparative education and to be able to use and value different methods in comparative studies</p> <p>understand the principles behind analyses of educational systems in different countries</p> <p>set up and value a research plan for a comparative study.</p> <p>Skills, Qualities and Attributes. After studying this course you should be able to:</p> <p>Demonstrate basic knowledge of major issues or topics surrounding globalization and education, including those that need further research and theory development.</p> <p>Discuss and critique prevailing assumptions about comparative education and development.</p> <p>Critically analyse pros and cons of Comparative Education.</p> <p>Use academic language to talk about Comparative Education.</p>
<p><b>Requirement / Prerequisite</b></p>	<p>This is an advanced course building on previous learning and knowledge received at International Education course level. Please refer to International Education course syllabus. A screening will be performed on non-G30 students to assess students' pre-requisites and requirements.</p>
<p><b>Class Plan</b></p>	<p>Week 1 Introduction to Class; Overview of Comparative Education Cultural Awareness; Intercultural Communications, Socialization Based Students should come to class prepared to discuss their own educational experience and background. What are you studying? Why? How? Where? Why can we take different perspectives when approaching education?</p> <p>Reading: P. Broadfoot, "Comparative Education for the Twenty First Century", Comparative Education Vol 36, No 3, 2000</p> <p>Week 2 Defining Comparative Education In this class we will highlight the rationale for comparing educational system. Reading P. K. Kubow and P. R. Fossum, Contemporary Education, hp 1, pp.1-29</p> <p>Week 3 The development of Comparative Education Reading Manzon, M. (2011). Comparative Education: The Construction of a Field. Dordrecht: Springer.</p> <p>Week 4 What is comparison, why we do it? Reading: Meyer, J. W. (2007). Globalization: Theory and Trends. International Journal of Comparative Sociology. 48(4), 261-273</p> <p>Week 5 Comparative Education: methods Reading: Meyer, J. W. (2007). Globalization: Theory and Trends. International Journal of Comparative Sociology. 48(4), 261-273.</p> <p>Week 6 Comparative Education Research: Survey Outcomes and Their Uses Reading: J. Knight (2007), 'Cross Border Higher Education: Issues and Implications for Quality Assurance and accreditation', Higher Education in the World, pp.134-146, <a href="http://upcommons.upc.edu/bitstream/handle/2099/8109/knight.pdf">http://upcommons.upc.edu/bitstream/handle/2099/8109/knight.pdf</a></p> <p>Week 7 Review</p> <p>Week 8 Midterm exam</p> <p>Week 9 Seminar Topic Presentation Students are required to conduct a short research about trends in the education system of the research case, and be ready to present the class.</p> <p>Week 10 Seminar Topic Presentation Students are required to conduct a short research about trends in the education system of the research case, and be ready to present the class.</p>

	<p>Week 11 Seminar Topic Presentation Students are required to conduct a short research about trends in the education system of the research case, and be ready to present the class.</p> <p>Week 12 Seminar Topic Presentation Students are required to conduct a short research about trends the education system of the country and be ready to present the class</p> <p>Week 13 Seminar Topic Presentation Students are required to conduct a short research about trends the education system of the country and be ready to present the class</p> <p>Week 14 The Future of Comparative Education</p> <p>Week 15 Coursework Portfolio submission, Concluding remarks</p>
<b>Independent Study Outside of Class</b>	22.5 hours
<b>Textbooks</b>	There is no textbook. During the semester, I will announce/distribute reading assignments (e.g., copies of articles/chapters, web addresses). Students are expected to complete reading assignments before class starts. All Required Course Readings will be available on Osaka University CLE Blackboard at <a href="https://cle.koan.osaka-u.ac.jp/">https://cle.koan.osaka-u.ac.jp/</a> . Students should log in with their OU credentials.
<b>Reference</b>	
<b>Grading Policy</b>	S 90~100 Pass A 80~89 B 70~79 C 60~69 F 0~59 Fail
<b>Other Remarks</b>	Note on Spring 2020 classes: A detailed course syllabus with course outline, weekly structure, reading requirements, media links (CLE), learning outcomes and assessment methods will be sent by email (Osaka University email address) to students who register for the course during the registration period.
<b>Special Note</b>	Note on Spring 2020 classes: Classes will be held remotely (online) until the end of May. Remote classes will consist of readings, some media or powerpoint that you can watch from CLE from a link or an uploaded video, and some short writing assignments to check your comprehension of the material. In-person classes are scheduled to resume in June. There will be an exam of material from the remote classes.
<b>Office Hour</b>	Thursday 13-14:30. NOTE: There will be no face-to-face meeting until the end of May 2020. Please consult your supervisors for appropriate appointment modality.
<b>Messages to Prospective Students</b>	

## Instructor(s)

Instructor Name	Affiliation, Title, Course	Office	Extension	E-mail
No data found				

## Cautions for Students

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