

Comparative Education  
EDCI 603  
November 2019  
Montego Bay

Texts:

Stewart, Vivien. (2012). A world class education: Learning from international models of excellence and innovation. Alexandria, VA. ASCD. **(e-book through WCU library- no purchase necessary)** <https://ebookcentral.proquest.com/lib/hunter-ebooks/detail.action?docID=863789> or here <http://wncln.wncln.org/record=b5597467~S4>.

Sahlberg, Pasi. (2015) Finnish lesson 2.0: What can the world learn from educational change in Finland? New York, NY. Teachers College Press. **(purchase for class)**

Author	<a href="#">Sahlberg, Pasi, author</a>
Title	Finnish lessons 2.0 : what can the world learn from educational change in Finland?
Edition	Second edition
Publication Info	New York, NY : Teachers College Press, Columbia University, [2015]
ISBN-13:	978-0807755853
ISBN-10:	0807755850

## COURSE DESCRIPTION AND OBJECTIVES

This course is designed to introduce students to K-12 school systems around the world. Students will finish the course with an appreciation of how K-12 education both reflects and affects a nation's culture and traditions, and with an understanding of how K-12 education in different countries might be improved by reflecting on this same idea.

**Course description:** This course addresses the conceptual framework by emphasizing the relationship between culture and education.

**Course Objective: To expose students to successful educational systems around the world and juxtapose that learning to their educational experiences and the present educational system in place in their country.**

Student learning outcomes:

- **Identify a framework for juxtaposing related educational systems with Jamaican educational system.**
- **List qualities that set apart quality educational systems worldwide.**
- Identify culturally responsive behaviors in other educational systems that promote effective communication and collaboration with families, school personnel, and community members.
- Advocate for the benefit of changing present practices that don't follow empirically noted advances in educational reform.

**MULTICULTURAL FOCUS:** By its very nature this course is multicultural. As students explore different country's educational systems, they will gain insight into the impact of culture on education

**Jamaican Relevancy:** Because few resource rooms exist in Jamaican schools to address the needs of students with mild disabilities (learning disabilities, ADHD, slow learners, poor readers, etc) general education teachers are faced with addressing the needs of a diverse group of students with multiple

learning and emotional needs. This course focuses on students with mild-moderate disabilities and how their learning can be accommodated in a general classroom environment through effective teaching practices and differentiating instruction. Students will be expected implement strategies discussed in class and report to the class the benefits and/or difficulties encountered when implementing a particular strategy with their students. The final evaluation for the class will include a question related specifically to whether the information presented during the course was 'relevant to Jamaican schools'.

**Diversity Statement:** Diversity in our society and schools is an important part of our history and a significant variable in discussions regarding the aims and purposes of education and schooling. The content of this course reflects a commitment to social justice and an emphasis on the necessity of preparing educators who will effectively meet the individual needs of ALL students. As such, issues related to race, gender, religion, sexual orientation and social class will be considered in this class. Students in this class teach in Jamaican schools. Jamaica is a diverse nation (the motto: "Out of many, one people" exemplifies a commitment to and respect for our varied backgrounds, beliefs and values).

## Library Resources

Hunter Library provides students with access to group and individual study spaces and to thousands of information resources: journal articles, print and electronic books, newspapers, and films. Many of these resources can be accessed online <http://library.wcu.edu>. Print materials can be found in the library or distance and Biltmore Park students can request delivery. Students in need of research or library support can get help in person or online <http://researchguides.wcu.edu/help>. Students can contact Dr. Beth McDonough, [bmcdono@wcu.edu](mailto:bmcdono@wcu.edu), or consult the research guide for Education: <http://researchguides.wcu.edu/Education>

## Civility and Ground Rules:

The Western Carolina University Community Creed states: "I will respect the rights and well-being of others."

Each student may possess different ideas, as well as different ways of communicating those ideas. Because of these differences, respect and civility are integral to maintaining the quality of the academic environment and free inquiry.

**Code of Student Conduct:** Western Carolina University deems sexual harassment to include conduct constituting sexual harassment under Title VII of the Civil Rights Act of 1964 and Title IX of the Education Amendments of 1972.

**Academic Integrity Policy.** Students, faculty, staff, and administrators of Western Carolina University (WCU) strive to achieve the highest standards of scholarship and integrity. Any violation of the Academic Integrity Policy is a serious offense because it threatens the quality of scholarship and undermines the integrity of the community. While academic in scope, any violation of this policy is by nature, a violation of the Code of Student Conduct and will follow the same conduct process (see Article VII.B.1.a.). If the charge occurs close to the end of an academic semester or term or in the event of the reasonable need of either party for additional time to gather information timelines may be extended at the discretion of the Department of Student Community Ethics (DSCE).

Violations of the **Academic Integrity Policy** include:

**Cheating** - Using or attempting to use unauthorized materials, information, or study aids in any academic exercise.

**Fabrication** – Creating and/or falsifying information or citation in any academic exercise.

**Plagiarism** - Representing the words or ideas of someone else as one's own in any academic exercise.

**Facilitation** - Helping or attempting to help someone to commit a violation of the Academic Integrity Policy in any academic exercise (e.g. allowing another to copy information during an examination)

The **full University Academic Integrity Policy** is located at: <http://catalog.wcu.edu/content.php?catoid=29&navoid=560#honestypolicy> More information about plagiarism is located at: <http://www.wcu.edu/academics/campus-academic-resources/writing-and-learning-commons-walc/faculty-toolbox/tools-for-writing-assignments/plagiarism-resources/>

## **Student Support**

**b. Writing and Learning Commons (WaLC):** The Writing and Learning Commons (WaLC), located in BELK 207, provides free small-group course tutoring, one-on-one writing tutoring and academic skills consultations, and online writing and learning resources for all students. All tutoring sessions take place in the WaLC or in designated classrooms on campus. To schedule tutoring appointments, log in to TutorTrac from the WaLC homepage (<http://walc.wcu.edu>) or call 828-227-2274. Distance students and students taking classes at Biltmore Park are encouraged to use Smarthinking and the WaLC's online resources.

**c. Technology Resources:** There are various technology resources available to you to help you complete assignments in this course. You can check out video cameras, voice recorders, and tripods from the Instructional Technology office in Killian 102B. The Technology Commons on the bottom floor of the library also has equipment for checkout. Both units also provide consultation on the use of technology and software training. If you have questions or need assistance, see Misty Colton in Killian 102B, call 828.227.2747, or email [mcolton@wcu.edu](mailto:mcolton@wcu.edu).

**Plagiarism:** <https://www.wcu.edu/WebFiles/PDFs/Avoiding-Plagiarism-2014.pdf>

## **BrainFuse**

BrainFuse is a free, online academic tutoring service for distance students. Please visit the link below for instructions on accessing this resource. <https://www.wcu.edu/apply/distance-online-programs/current-students/tutoring-support.aspx>

## **Accommodations for Students with Disabilities:**

Western Carolina University is committed to providing equal educational opportunities for students with documented disabilities. Students who require disability services or reasonable accommodations must identify themselves as having a disability and provide current diagnostic documentation to Disability Services. All information is confidential.

## **STUDENT RESPONSIBILITIES**

- Assignments are to be turned in on time. Because the success of the course depends on your timely participation, late assignments in general will not be accepted fully. Points will be deducted for late assignments.
- Students must adhere to academic honesty in their work. If plagiarism is evident, the student will receive no credit for the assignment and may receive a failing grade for the course.
- Attendance is mandatory. Three or more absences will automatically lower your grade one grade level. Continued late attendance will also factor into your final grade.
- Learn something new, interesting or something that engages your curiosity.

Day 1::

- Review syllabus
- Life and Debt: Film Discuss
- Review and Discuss *Programme for International Student Assessment (PISA)*: Group work on specific aspects of the PISA report.
- Review TIMSS and PIRLS
- Assignment for Day 2 Read Chapter 2- Stewart:

Day 2:

- Using information from Chapter 2 in the Stewart text: Review the policies, procedures and actions (PPA's) of 3 of 4 countries presented (Singapore, Finland, China, and Alberta, Canada + Jamaica). 1) Develop a matrix that identifies commonalities and differences each country took to change their educational systems and 2) design a power point of PPA's that you have read about that could drastically challenge the present educational system in Jamaica. This work will be done in groups during class.
- Assignment for Day 3 : Read Chapter 3 Stewart

Day 3:

- Continue with PPA assignment, complete and present to class
- Stewart Chapter 3: Class will be broken into 7 groups to answer questions on page 95. Each group will answer one question and relate answer to Jamaican educational system. Each group will then present response to class and take questions/comments. Will be done in class.
- Assignment for Day 4: Read Chapter 4 (Stewart) and identify 5 critical components that could positively impact Jamaica's educational system. Information will be shared within different groups (done on an "index" card)

Day 4:

- Break into groups and review your 5 critical components from Chapter 4 – then, reform groups and continue to share reflections with different group.

- Work on country reports (*Country Reports* will consist of investigating the educational system of any other country in the world other than countries we will be discussing in class or in your readings. This will be done in groups of 3 or 4. Final presentation will be given the last day of class and the reports will be designed/developed however the group decides. The presentations should be between 20-30 minutes, including questions from class.
- Assignment for Day 5 – Read Chapter 5 **or** 6 in Stewart and identify one word, phrase or sentence that you found most interesting, intriguing or important that you would like to share with the class.

Day 5:

- Each student will write on the board their word, phrase or sentence from Stewart Chapters 5 or 6 and discuss with the class.
- Work on country reports
- Assignment for Day 6: Read Finnish Lessons 2.0, including Forward, Introductions, and Chapter 1 – just read and assimilate - take notes on important points – nothing will be handed in. Contents will be discussed in class.

Day 6:

- Movie Finland Phenomenon (watch and discuss -groups and whole class)
- .Discussion of Finnish Lessons 2.0 readings
- Assignment for Day 7: Read Chapter 2 Finnish Lesson 2.0: Examine each of the 3 paradoxes, how you would interpret them and how each could impact Jamaican educational system – 1-2 page paper – be succinct

Day 7:

- Group/class discussion Chapter 2 readings
- Individually or in groups revisit PISA and explore its content. Discuss with class.
- Assignment for Day 8: Read Chapter 3 ( Finnish Lesson 2.0). On an index card identify 4 critical components from the chapter that you feel could positively impact education change in Jamaica.

Day 8:

- Break into groups to discuss your critical components, then each group present major points of discussion in your group to class.

- In class – read EITHER Chapter 4 or 5 in Finnish Lesson 2.0 and identify **1** word or phrase that was in the chapter that best encapsulates what you learned from the reading and present it to class for discussion.

Day 9 and 10:

- Finish Chapter 4/5 discussion from Day 8
- Country reports
- Final class cooperative project work and report
- Class evaluation

*Note: This schedule may invariably change depending on who, what, where, when and why. A number of videos will be shown throughout the class focusing on comparative education.*

### **final class cooperative assignment – time will be allocated in class**

- Three page reflection paper focusing on the following statement in relation to Jamaica, your experiences and knowledge of Finland's and other educational systems we have studied:

**Where do you go from where you are?**

This assignment should be done collaboratively as a whole class- dissenting opinions can be submitted as paragraph statements (signed) along with the final draft. Only one class copy of this assignment needs to be turned in. Be sure to include all names