

SOCS 5840.W1 Comparative Educational Systems

Spring 2005

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Course Description

This course explores educational systems employed throughout the world. Students will use a structured approach to discover structures, processes and outcomes for each educational system addressed. Investigating the demographics, decision making processes, governing styles, curricular approaches and cultural values demonstrated in the educational systems will aid students deepen their understanding of our own education, society and philosophies of education. Additionally students will identify important contributions and limitations inherent in the educational systems that shape global realities.

Course Objectives

Using online technology, independent research and class activities students will:

- (a) gain knowledge of the educational systems used in at least 4 countries outside of North America including the important philosophical foundation, instructional practices, teacher preparation methods, and student outcomes.
- (b) examine important current events associated with each educational system.
- (c) consider the political, social and economic factors that influence the educational system
- (d) read and synthesize written materials on assigned topics
- (e) conduct an in-depth investigation of one educational systems
- (f) analyze selected educational systems considering information shared by peers and instructor
- (g) present findings and discussions online

MoStep Standards

5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.

- 5a. Selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs.
- 5b. Engages students in active learning that promotes the development of critical thinking, problem-solving, and performance capabilities

7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.

- 7b. Demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications.
- 7c. Supports and expands learner expression in speaking, writing, listening, and other media

Through the course readings, discussion and activities students will address the following MoStep standards:

Procedures for achieving the objectives

The course objectives will be met through online class activities and assignments, other readings, online research, library research, field interviews and reports.

Readings will be assigned on a weekly basis from library materials, periodicals (newspapers, professional journals, monographs, etc.)

Attendance/participation policy

Class participants are responsible for completing all online class discussions, activities and assignments by the posted due dates and times. Each student should participate in an online activity at least one time per 2 week period to remain active in the course. Students not meeting this criterion will receive an email from the instructor. If there is no reply within one week the student will be dropped from the course.

Grading Procedures

Class participants will be evaluated on the following assignments using the associated maximum point values.

Additional information and direction will be provided for each assignment.

10 possible points Ongoing scrap book on one educational system including current events, social issues, economic trends and demographic descriptions

10 possible points Culminating essay or online presentation comparing and contrasting at least three of the systems explored in the class

5 possible points Critiques of peer presentations

15 possible points Ongoing discussions and online activities

10 possible points Interview or field visit

Total points and grade equivalent

45-50 A

40-44 A-

35-39 B+

30-34 B

25-29 B-

20-24 C

15-19 D

14 and below F

Notice: Completed and graded work can be revised for re-grading with prior approval.

Topical Overview (subject to change)

Week

- 1) Introductions and getting started
Identifying the issues that are important to you
- 2) What is Comparative Education - a Theoretical Approach?

Approaches in considering educational systems within cultural context, history, perspective, philosophy and data

3 and 4) Demographics, data, governance and funding issues associated with specific educational systems

A look at demographics and other important measures

5 and 6) Curriculum, Accountability and Differentiated Instruction Around the World

Testing, Teacher Expectations, Class Size

7 and 8) Leadership and Professional Development

9 and 10) Education as a Profession

Social Context- The role of Education in Society

Views of Child Development

11 and 12) School Safety

Education in the 21st Century and Technology

13) Student Generated Topic

14 and 15) Pulling it all Together