



Course Syllabus

<b>COURSE NUMBER</b> <b>SOCS 5840</b> <b>W1</b>	<b>COURSE TITLE:</b> <b>Comparative Educational Systems</b>	<b>TERM:</b> <b>Spring 2008</b>
<b>SITE: Online</b>	<b>INSTRUCTOR CONTACT INFORMATION:</b> <b>Natalie Feder Thomas, Ph.D.</b> <b>nataliethomas@sbeglboal.net</b>	<b>CREDIT HOURS: 3</b> <b>credits</b>

**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.

**1. LEARNING OUTCOMES**

Course Outcomes	Program Goals	SOE Goals, SOE Dispositions, and MoSTEP/Prof Standards Addressed
Using online technology, independent research and class activities students will: <ul style="list-style-type: none"> <li>• (a) gain knowledge of the educational systems used in at least 3 countries outside of North America including the important philosophical foundation, instructional practices, teacher preparation methods, and student outcomes.</li> <li>• (b) examine important current events associated</li> </ul>	1. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.  <u>The responsive educator:</u> 1.1 understands and responds appropriately to issues of diversity	5. The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. <ul style="list-style-type: none"> <li>• 5a. Selects alternative teaching strategies, materials, and technology to achieve multiple instructional purposes and to meet student needs.</li> <li>• 5b. Engages students in active</li> </ul>

<p>with each educational system.</p> <ul style="list-style-type: none"> <li>• (c) consider the political, social and economic factors that influence the educational system</li> <li>• (d) read and synthesize written materials on assigned topics</li> <li>• (e) conduct an in-depth investigation of one educational systems</li> <li>• (f) analyze selected educational systems considering information shared by peers and instructor</li> <li>• (g) present findings and discussions online</li> </ul>	<p>1.2 acknowledges social and cultural contexts to create effective teaching and learning environments</p>	<p>learning that promotes the development of critical thinking, problem-solving, and performance capabilities</p> <p>7. The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</p> <ul style="list-style-type: none"> <li>• 7b. Demonstrates sensitivity to cultural, gender, intellectual, and physical ability differences in classroom communication and in responses to students' communications.</li> <li>• 7c. Supports and expands learner expression in speaking, writing, listening, and other media</li> </ul>
--	---	--

Schedule of required readings, class preparations and assignments, lectures, discussions, student presentations, out-of-class assignments and exams.

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) Spring Break

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) Catch Up

14 and 15) Pulling it all Together

## 2. RESOURCES:

Materials and readings are listed within course.

## 3. EVALUATION: (basis of evaluation with explanation regarding the nature of the assignment and the percentage of the grade assigned to each item below)

Assessments	Links to Course Outcomes	Percentage of Grade
<b>10 possible points</b> Ongoing scrap book on one educational system including current events, social issues, economic trends and demographic descriptions	<ul style="list-style-type: none"><li>• (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.</li><li>• (b) examine important current events associated with each educational system.</li><li>• (c) consider the political, social and economic factors</li></ul>	20%

	<p>that influence the educational system</p> <ul style="list-style-type: none"> <li>• (d) read and synthesize written materials on assigned topics</li> <li>• (e) conduct an in-depth investigation of one educational systems</li> <li>• (f) analyze selected educational systems considering information shared by peers and instructor</li> </ul> <p>(g) present findings and discussions online</p>	
<p><b>10 possible points</b> Culminating essay or online presentation comparing and contrasting at least three of the systems explored in the class</p>	<ul style="list-style-type: none"> <li>• (a) gain knowledge of the educational systems used in at least 3 countries outside of North America including the important philosophical foundation, instructional practices, teacher preparation methods, and student outcomes.</li> <li>• (b) examine important current events associated with each educational system.</li> <li>• (c) consider the political, social and economic factors that influence the educational system</li> <li>• (d) read and synthesize written materials on assigned topics</li> <li>• (e) conduct an in-depth investigation of one educational systems</li> </ul> <p>(g) present findings and discussions online</p>	<p>20%</p>
<p><b>5 possible points</b> Critiques of peer presentations</p>	<ul style="list-style-type: none"> <li>• (f) analyze selected educational systems considering information shared by peers and instructor</li> </ul>	<p>10%</p>

<p><b>15 possible points</b> Ongoing discussions and online activities</p>	<ul style="list-style-type: none"> <li>• (b) examine important current events associated with each educational system.</li> <li>• (c) consider the political, social and economic factors that influence the educational system</li> <li>• (d) read and synthesize written materials on assigned topics</li> </ul>	<p>30%</p>
<p><b>10 possible points</b> Interview or field visit</p>	<ul style="list-style-type: none"> <li>• (a) gain knowledge of the educational systems used in at least 3 countries outside of North America including the important philosophical foundation, instructional practices, teacher preparation methods, and student outcomes.</li> </ul>	<p>20%</p>

**6. GRADING SCALE:**

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

**4. ACADEMIC HONESTY POLICY:**

**Students at Webster University are expected to practice academic honesty.**

### **Avoiding Plagiarism**

Plagiarism is intentionally claiming that another person's work is his/her own or implying that another person's work is his/her own (through inadequate or inaccurate citations of reference material.)

Students:

- Should not copy whole portions of text from another source as a major component of papers or projects.
- Should identify the title, author, page number/webpage address, and publication date of works when directly quoting small portions of texts, articles, interviews, or websites.
- Should appropriately identify the source of information when paraphrasing (restating) ideas from texts, interviews, articles, or websites.
- Should follow the guidelines of the American Psychological Association Style Guide when referencing all research sources.

For further information about the consequences of academic dishonesty please consult the Webster University Student Handbook.

### **5. ACCESSIBILITY/ACCOMODATIONS POLICY:**

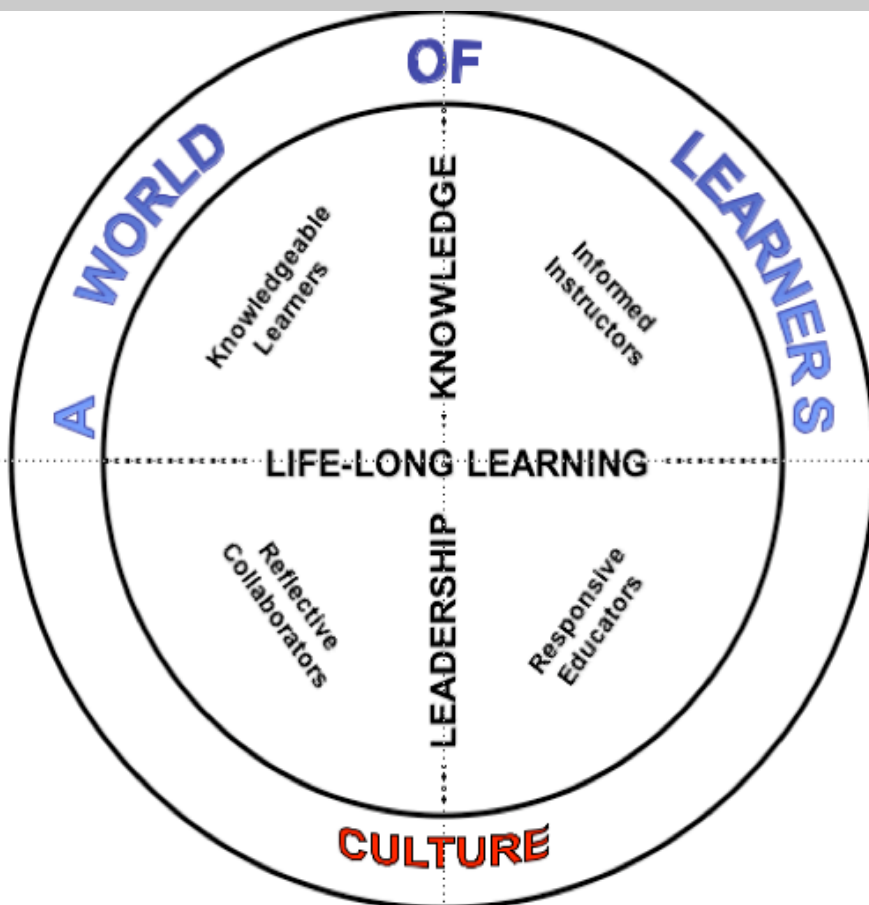
If you have a disability that may have some impact on your work in this class and for which you may require accommodations contact the Director of the Academic Resource Center, Dr. Pat McLeese, at (314) 968-7495.

**WEBSTER UNIVERSITY  
SCHOOL OF EDUCATION**

**Vision:** “. . . We all must work to make this world worthy of its children.” (Casals, 1970)

**Mission:** The School of Education at Webster University provides its students with the knowledge, experiences, and practical tools that help them guide both themselves and others toward lifelong learning. The School of Education is a community of educator-scholars who apply critical reflections and creative energies to enhance learning in schools and other educational settings. The faculty strives to support this community by modeling effective teaching practices based on sound theory and research. Personalized approaches create a challenging, yet supportive environment that permits the risk-taking necessary for learning and growth. The School of Education encourages its faculty and students to work actively toward this end, keeping in mind that action must be rooted in visionary, yet realistic, thinking. This thought and action process underscores the development of an inner-directed self-understanding, an outer-directed global perspective, and an appreciation of human diversity that arises from both.

**Theme:** Developing a world of learners through knowledge, leadership, and life-long learning.



The universal mandala (a circle with intersecting vertical and horizontal lines) graphically represents the conceptual framework of the School of Education. The outer circle provides the framework for a “world of learners” in cultural settings. The two axes represent the theme components of knowledge, leadership, and life-long learning. These lines are broken to emphasize the fluid relationship of the goals and integrated concepts. Each quadrant represents one of the school’s four goals for its candidates: to develop knowledgeable learners, informed instructors, reflective collaborators, and responsive educators.

## Goals

2. Education candidates will demonstrate knowledge of the subject matter, knowledge of the learner, and knowledge of pedagogy based on inquiry and scholarship.

### The knowledgeable learner:

- 2.1 knows content that supports conceptual understanding;
  - 2.2 applies tools of inquiry to construct meaningful learning experiences;
  - 2.3 identifies developmental factors in student learning; and
  - 2.4 understands theoretical principles of effective instruction to plan learning experiences.
3. Education candidates will incorporate multiple assessment and instructional strategies to support effective educational practices based on research and theory.

### The informed instructor:

- 3.1 designs curriculum based on students’ prior knowledge, learning styles, strengths, and needs;
  - 3.2 understands and uses a range of instructional strategies;
  - 3.3 uses a variety of communication modes, media, and technology to support student learning; and
  - 3.4 employs a variety of formal and informal assessments to monitor learning and modify instruction.
4. Education candidates will reflect on the roles educators take as leaders of change through collaboration with colleagues, students, and families in schools and communities.

### The reflective collaborator:

- 4.1 values and integrates reflection to grow as a professional;
  - 4.2 promotes communication and collaboration with colleagues, families, and community leaders;
  - 4.3 seeks relationships with families and students to support student learning; and
  - 4.4 initiates change that benefits students and their families.
5. Education candidates will demonstrate respect for diversity through responsive teaching and learning that values individual differences.

### The responsive educator:

- 5.1 understands and responds appropriately to issues of diversity
- 5.2 acknowledges social and cultural contexts to create effective teaching and learning environments;
- 5.3 adapts instruction to the learner’s knowledge, ability, and background experience; and
- 5.4 identifies resources for specialized services when needed.

**Dispositions:**

NCATE defines dispositions as “the values, commitments and professional ethics that influence behaviors toward students, families, colleagues, and communities and affect student learning, motivation, and development as well as the educator’s own professional growth. “ (Professional Standards, p. 53) There is significant value in focusing attention on qualities that make an effective teacher.

1. Understands and Respects Self
  - 1.1 Understands and respects that s (he) may be different from others
  - 1.2 Embraces an openness to change (adaptability, flexibility)
  - 1.3 Exhibits curiosity
  - 1.4 Engages in reflection
  
2. Understands and Respects Others
  - 2.1 Understands, respects, and responds appropriately to diversity in a variety of settings
  - 2.2 Exhibits empathy
  - 2.3 Commits to fairness and honesty
  - 2.4 Listens respectfully to other points of view
  
3. Understands and Respects Professional Communities
  - 3.1 Commits to professional behavior in university and school cultures
  - 3.2 Practices informed decision-making in university and school cultures
  - 3.3 Communicates and collaborates in university and school cultures
  - 3.4 Accepts academic rigor (willingness to work/ high expectations)
  - 3.5 Affects change with courage and confidence