EPPL 638: Comparative Education
Fall, 2015
Monday, 4:30-7:00 pm
School of Education, Room 2060

EPPL 638: Comparative Education 3 cr.

Instructor: Pamela Eddy
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Office Hours: By appointment

**Course Description:** This course explores the role of internationalization of higher education in different contexts and from varied perspectives, with a focus on intercultural development for students and the associated institutional practices supporting this learning. Attention is paid to the process of internationalization in the U.S. and outside of the American system.

**Relationship of This Course to Program and Professional Standards:** This course is an elective course in the higher education program.

**Course Purposes:** This course involves an overview of and comparison of educational systems in operation around the world. We will focus on issues of internationalization within a higher education context and investigate how context influences various educational stakeholders’ experiences. Students will have an opportunity to explore individual interests and share their findings with the class.

**Course Outcomes:**
Upon completion of the course, students will:

1. Synthesize existing research on internationalization and create a listing of areas for needed research and improvement.
2. Describe the positions of prominent theorist and scholars of international higher education on current issues.
3. Demonstrate ability to identify and frame problems and questions within the field of international education in a thoughtful, analytical, and critical manner that addresses the complexities of other systems, including creating an individual orientation to

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internationalization efforts.

4. Develop an understanding of the prime issues facing institutions of higher education and key stakeholders around the world.

5. Identify the historical, educational, social events, and forces that influence current structures and requirements of various national systems and institutions relative to international higher education.

6. Evaluate the roles of various stakeholders juxtaposed to world context.

7. Demonstrate an understanding of and ability to critique issues using a comparative lens.

8. Analyze the leadership role of decision making in various comparative contexts and systems of operation of higher education.

9. Evaluate current approaches to education within context, using ideals of global competency, higher education policy, and collaboration.

10. Evaluate policy strategies critical to ensuring quality in the instructional enterprise within a global context.

11. Synthesize literature regarding the influence of intercultural competency on students to determine current student needs and possible institutional responses, including policy implications.

12. Explain and analyze the impact of new technologies on global international exchanges.

13. Identify institutional differences by country that influences approaches to addressing current challenges.

14. Conceptualize the complex relationships underpinning global higher education operations, focusing on indigenous issues and problems within and across various systems and on current challenges facing nation-states and their institutions as political affiliations are being redrawn and globalization occurs.

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Course activities:

The following course activities will be employed:

Lecture
Assigned and recommended readings
Discussion
Assigned projects related to policy and policy research.
Texts:

(W & M Bookstore)


Make sure to order book

Course outline:

Given the assignments of this course, the student will demonstrate, in discussion, oral and written presentations, and product development, **knowledge and comprehension** of each of the following topics as well as the ability to **apply that knowledge to analysis** of educational programs and practices.

**Date**

August 31-1  **Topic:** Introductions
- Review of the syllabus
- Establishing deadlines/individual vs. group projects
- Review of individual perceptions of education
- Sign-up for Regional Trends—October 2nd

**Read:** de Wit (Bb)
- Green (Bb)
- Hudzik (Bb)

September 7-2  **Topic:** Introduction to Comparative Education

**ONLINE**  
**Read:** McIntosh (Bb)
- Dale (Bb)
- Arnove et al.: Intro & Chapter 5

Goal: Demonstrate an understanding of and ability to critique issues using a comparative lens.

September 14-3  **Topic:** Historical Context

**Read:** Arnove et al.: Chapters 2 & 6
- Peterson & Helms (Bb)

Goal: Develop an understanding of the prime issues facing institutions of higher education and key stakeholders around the world.

September 21-4  **Topic:** Cultural Context

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Read:  Arnove et al.: Chapters 4 & 7
Deem (Bb)
Treat & Hagedorn (Bb)

Due:  Journal Checkpoint #1; Selection of final project

Goal: Evaluate the roles of various stakeholders juxtaposed to world context.

September 28-5  Topic:  Influence of Policy

Read:  Arnove et al.: Chapter 8
Bleiklie & Michelsen (Bb)
Finkelstein, Walker, & Chen (Bb)

Goal: Explain and analyze the impact of new technologies on global exchange.

October 5-6  Topic:  Regional Trends

Read:  By Group—book chapter and supplemental materials
Africa—Arnove et al.: Chapter 16
Asia-Pacific Region: Arnove et al.: Chapter 13
Australia—Arnove et al.: Chapter 10
Eastern & Central Europe: Arnove et al.: Chapter 15
Europe—Arnove et al.: Chapter 17
Latin America—Arnove et al.: Chapter 12
Middle East—Arnove et al.: Chapter 14

Optional Resource:  *Global development of community colleges, technical colleges, and further education programs*
[see Pam for copy]

Due:  Regional Report/Presentation

Goal: Identify institutional differences by country that influences approaches to addressing current challenges.

October 12  BREAK

October 19-7  Topic:  Strategic Dimensions in International Higher Education

Read:  Heyl & Tullban (Bb)
Nolan & Hunter (Bb)
Sutton, Egginton, & Favela (Bb)
Eddy (Bb)
Due: Unpacking your backpack

Goal: Identify the historical, educational, social events, and forces that influence current structures and requirements of various national systems and institutions relative to international higher education.

October 26-8  Topic: Internationalization—Home and Abroad (Intro)
Read: West (Bb)
      Jha (Bb)
      Hudzik (Bb)—Full report & Executive Summary

Higher Education Salon—6 pm in Holly Room

Due: Journal Checkpoint #2

Goal: Evaluate current approaches to education within context, using ideals of global competency, higher education policy, and collaboration.

November 2-9  Topic: Internationalization at Home
Read: Brewer (Bb)
      Deardorff (Bb)
      Dewey & Duff (Bb)
      Edwards & Teekens (Bb)

Goal: Evaluate policy strategies critical to ensuring quality in the instructional enterprise within a global context.

November 9-10  Topic: Internationalization Abroad
Read: Tubbeh & Williams (Bb)
      Lane & Kinser (Bb)
      Raby et al. (Bb)
      Kinser & Levy (Bb)

Due: Connecting Around the World

Goal: Synthesize literature regarding the influence of intercultural competency on students to determine current student needs and possible institutional responses, including policy implications.

November 16-11  Topic: Student Experiences
Read: Kelly (Bb)

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November 23-12  
**Topic:** Leadership in Comparative Context and in Internationalization Efforts

**Read:** Amey (Bb)  
Hudzik & McCarthy (Bb)  
Eddy, Barber, Bohon, Brush, & Holly (Bb)

**Due:** Presentations

Goal: Analyze the leadership role of decision making in various comparative contexts and systems of operation of higher education.

November 30-13  
**Topic:** Faculty Experiences

**Read:** Cooper & Mitsunaga (Bb)  
DeZure et al. (Bb)

**Due:** Presentations

Goal: Conceptualize the complex relationships underpinning global higher education operations, focusing on indigenous issues and problems within and across various systems and on current challenges facing nation-states and their institutions as political affiliations are being redrawn and globalization occurs.

December 7-14  
**Topic:** Future Trends

**Read:** Arnove et al.: Chapter 11  
**Optional:** Arnove et al.: Chapter 1

**Due:** Presentations

December 14-15  
**NO CLASS MEETING**

**Due:** Journal Checkpoint #4; Final Paper

Goal: Demonstrate ability to identify and frame problems and questions within the field of international education in a thoughtful, analytical, and critical manner that addresses the
complexities of other systems, including creating an individual orientation to internationalization efforts.

**Assignments:**

1. **Unpacking Your Backpack (20%):** We each bring our own histories to exploration of comparative education. This assignment provides you with an opportunity to reflect on your own perspectives and to understand better how your view might influence how you see education in other settings. Using an autoethnographic approach, you will write a short essay on how you are understanding your own views relative to those found in the readings and in the class discussion. Reflect on the following questions: 1) How does my background influence how I see “others”? 2) What has surprised me in unpacking my backpack? How do I anticipate this newfound perspective to influence future interactions? (5 pages max!)

**Due:** October 19th

2. **Reflective Bb Journal (36%):** Metacognition refers to thinking about our thinking. Using the process of reflection, you will consider how you are incorporating your new found knowledge into your practice, discuss how the readings are influence your thinking, and how classroom conversations are challenging your assumptions. You will maintain an individual journal on the BlackBoard site that is only seen by you and me. You have flexibility in the format of your entries and may find it useful to post external information that is pertinent to your learning.

**Due:** Check points for journal: September 21th; October 26th; November 16th, December 14th

Guiding questions for each of reports—check assignments on Bb.

3. **Connecting Around the World (10%):** Understanding more about comparative issues is supported by hearing from experts in the field. On the Blackboard site are a series of interviews conducted with faculty and leaders from around the world. Additionally, we have access to different cultural understandings on campus in our international students and international faculty and visiting scholars. For this project, you must:
   A. View at least three of the online videos and/or interview on-campus international scholars or visitors.
   B. Participate in an online discussion forum—select from among the four available (Policy, leadership, faculty roles, student issues)
   C. Write a short essay (2-3 pages) on what you learned from the engagement with this material. Tie your understanding to the course readings and class discussions to date. Be sure to identify how your thinking has changed and what remains unknown to you that you’d like to pursue in the future.

**Due:** November 9th

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4. **Regional presentation (10%)**: On the first night of class, you will select a region to participate in with a small group project. The regions include: Africa; Asia-Pacific Region; Australia; Eastern & Central Europe; Europe; Latin America. Each group will have 10 minutes to present and 5 minutes to respond to questions. The presentations should include the pressing issues for the region (e.g., policy, faculty, student) and forms of higher education currently in operation (including but not limited to number of institutions, number of students, tuition, etc.). Conclude with a comparative of concerns relative to those facing the US. Individually, compose a one-page paper that responds to the following questions: What surprised you in this review? What do you wish you knew more about? How will this information contribute to your future career roles? 

**Due:** October 5th

5. **Research Project/Presentation (24%).** The breadth of comparative education means that we will not have an opportunity to pursue every topic or interest this term. The final research project provides you an opportunity to select a project of interest to you. Part of this final project involves a class presentation—in a group or individually depending on the project selected. Presentations will occur over the last three weeks of class meetings, or as otherwise agreed with me. All final projects must be discussed with me by September 21st. Potential options include, but are not limited to:

A. Traditional research paper on a topic of interest. You may opt to approach this either by country/region or by issue (e.g., finance, accountability, faculty work, etc.). (15-20 pages)

B. Internationalization efforts on US campuses have received heightened attention; however, the recent data (see Open Doors for example [http://www.iie.org/Research-and-Publications/Open-Doors](http://www.iie.org/Research-and-Publications/Open-Doors)) shows mixed findings. You may opt to pursue an evaluation of efforts by conducting a web audit of a campus or by identifying a particular area of interest of internationalization efforts and conducting a small research study (the latter requires IRB approval). (15-20 pages)

C. Creation of workshop/presentation to educate on comparative education. You may identify a topic of need and create a workshop or conduct a brownbag session to help educate campus members. The format might be in a f-t-f setting or you might create an online resource/webinar. The product for this option would include copies of workshop materials/links and an accompanying paper that describes what research you used to inform your program design, the evaluation of the workshop, and a summary of implications for future practice. (15-20 pages)

**Due:** December 14th—final paper

**Presentations scheduled November 23rd, November 30th; December 7th**

**Evaluation:**

1. Unpacking Backpack 20%
2. Reflective Blog 36%
3. Connecting 10%
4. Regional Trends 10%
5. Research Paper/presentation 24%
A = Excellent work: well-conceived, logically developed, thoroughly documented, clearly written. Fully meets the Goal of the assignment.

B = Competent work: Needs further development on one or more of the above dimensions. Generally meets the Goal of the assignment.

C = Flawed work: One or more serious problems are noted; work is generally not acceptable at the graduate level.

Expectations: Students will be expected to prepare written assignments with care. Written work should reflect both a professional level of understanding and attention to clear and logical presentation. Questions posed in the assignment must be answered clearly and concisely. Course assignments are due at the by midnight on the due date. Late work will not be accepted except under extenuating circumstances or with prior approval of the instructor. Do not wait until the last minute to submit your paper as technical problems are not an acceptable excuse. Late work will receive an automatic deduction of 10%.

**ACADEMIC HONESTY**: William and Mary is a community of trust in which the conduct of its members is assumed to be honorable. Your course work must be a product of your own efforts and must align with professional ethics. Plagiarism, cheating, and other forms of dishonest behavior is prohibited. Be attentive to plagiarism since careless presentation of others’ ideas without proper citation still constitutes plagiarism and will be sanctioned through the honor code. Students are reminded to review terms of the Honor Code at:
http://www.wm.edu/offices/deanofstudents/services/studentconduct/honorcodeandstudentconduct/honorcode/index.php

**Accommodation**: I will accommodate students with disabilities. Please inform me of any limitations and discuss necessary accommodations. See the following website for university policies:
http://www.wm.edu/offices/deanofstudents/services/disabilityservices/policies/accommodati onpolicy/index.php

**Civility Statement**: Each William and Mary student is encouraged to help create an environment during class that promotes learning, dignity, and mutual respect for everyone. Students who speak at inappropriate times, sleep in class, display inattention, take frequent breaks, interrupt the class by coming to class late, engage in loud or distracting behaviors, use cell phones or pagers in class, use inappropriate language, are verbally abusive, display defiance or disrespect to others, or behave aggressively toward others could be asked to
leave the class and subjected to disciplinary action under the Code of Student Rights, Responsibilities and Disciplinary Procedures.

**Cell Phones, Laptops, and Other Electronic Devices:** If you bring a cell phone or other electronic device to class, please assure that it is either off or on silent mode and out of sight. In the very unusual event that you must take a call during class, please sit near the door and leave the room quietly. Laptops can provide a good learning tool when used appropriately. Please refrain from personal use during class such as checking e-mail, chatting, surfing, or playing games. There will be times in class discussion that a “technology free” time will be imposed. There will also be opportunities for laptop use for individual and group activities. I expect prudent use of technology in class.

**Class Expectations:** You are responsible for completing the required readings in advance of the designated class session. Come to class prepared to engage in critical analysis and critique of the reading materials. Your contributions add to the learning experiences of others, please take this responsibility seriously.

**Written Assignments:** All written assignments must be submitted electronically via the Blackboard site or via e-mail to me (pamela.eddy@wm.edu). Paper format should be double-spaced with one-inch margins. References should be scholarly and cited in appropriate APA format. Please note you should be using the 6th edition of the APA Manual. References for APA style are available on the class website.
Bibliography


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Treat, T., & Hagedorn, L. S. (2013). Resituating the community college in a global context. *New Directions for Community Colleges*, (161), 5-9. DOI: 10.1002/cc.20044
Tubbeh, L., & Williams, In P. L. Eddy (Ed.), *Framing issues of international education, New Directions for Higher Education*, No. 150 (pp.7-16). San Francisco: Jossey-Bass. DOI: 10.1002/he.386