

**UNIVERSITY COLLEGE NORTHAMPTON
POSTGRADUATE MODULAR SCHEME**

MODULE SPECIFICATION

School	<i>Education</i>
Field*	Education
Module Title*	Critical Studies in Comparative and International Education

Module Code	Credit Value*	Co-ordinator
	20	John Stanley

Pre-requisites*:

None

Co-requisites*:

None

Restrictions*:

None

Context/rationale:

The module studies education systems in a wide range of countries with the initial focus on national systems. Subsequent progression provides for a comparative understanding of international education in both sub-national and supra-national contexts.

Aims and Learning Outcomes*:

Overall Aim(s) for the Module

To develop an understanding of the similarities and differences in formal education in a variety of countries

To encourage students to look beyond their immediate experience and to compare and contrast this with experiences elsewhere

To facilitate students in becoming aware of the discourses which operate in formal education in a variety of countries

To enable students to take part in discourses about education in a comparative, global context.

Learning Outcomes*:

On successful completion of the module, students will be able to:

Knowledge and Understanding

- a) compare and contrast the methodologies in Comparative and International Education; (A1-4) critically discuss the use of examining educational systems in a comparative context; (A4)
- b) critically analyse the view that education is socially, politically and culturally constructed; (A1-5)
- c) examine the manners in which education may be used for political, ideological and cultural ends; (A7)

Subject-Specific Skills

- d) demonstrate critical appreciation of formal education in a select pool of countries; (B1-3, C1-2,)
- e) evaluate the relationship between the macro- and micro-structures in education; (B1-3, B9, B11)

Key Skills

- f) identify and evaluate key educational issues and their place in educational debates; (C1-3)

Indicative Content:

This module examines the way the structure and process of schooling are shaped by national institutional and cultural contexts in which they operate. The module addresses the following issues: * the nature, methodologies and relevance of comparative analysis in understanding sub-national, supra-national and national processes of education.

* Studies of educational processes within social cultural and other contexts.

* the interaction of educational systems

* thematic studies

The module will discuss the systems of a range of countries including France, Portugal, India and USA. Comparison will be used to explain or examine claims of cause and effect connections. The study will not therefore simply be descriptive or comparison for the sake of 'improvements' in systems. The comparative study of education will be undertaken both in

terms of the national and also sub-national or supra-national dimensions. Themes covered will include: knowledge traditions, governance of education, teachers and professionalism, classroom interactions, class/gender/ethnicity, culture and pedagogy.

Focussing primarily on school, the module takes as its guiding metaphor the idea of the stage play. The school is the stage upon which the formal educational process unfolds. The actors are the pupils/learners and the teachers; the curriculum serves as the script which the actors are meant to learn (or produce). There is classroom interaction between all the actors and culture is the place upon which the stage is built. It is the broader context within which the school operates.

With this metaphor in mind, the module takes the student through each of these aspects, examining them in a select pool of countries chosen to best reflect students' existing knowledge and to stimulate interest. Reference is made to other countries as the need arises but only in passing and only in comparison to the central pool. Insofar as possible, use is made (auto)biography and of fiction to bring the 'stories' to life. Biography, of course, reflects memories (or interpretations of memories) but fiction (as it relates to school) is inevitably based in memory and reflects societal expectations and values, albeit with exaggeration at times. Through these means, the intention is that school is brought to the student as a living entity which evolves as a result of changes in societal expectations and values and which will resist, if only temporarily, unwelcome change forced upon it.

Teaching and Learning Strategy:

TEACHING, LEARNING + ASSESSMENT ACTIVITIES	STUDY HOURS
<i>15 x 2 hour seminars</i>	30
15 x 7.3 hours independent study	110
1 x 2,000 word annotated bibliography	30
1 x 2,500 word essay	30
TOTAL.	200

Assessment Strategy*

ASSESSMENT ITEMS	WEIGHTING	LEARNING OUTCOMES
1 x 2,000 annotated bibliography	50%	a), b), d), e), g)
1 x 2,500 word assignment	50%	c), e), f), g)

Assessment criteria:

Assessment will be conducted in accordance with UCN assessment procedures as detailed in the specification. Specific assessment criteria will be produced adapted from UCN's generic M Level grade descriptors.

Indicative Reading and Other Learning Resources:

- Alexander R, Broadfoot P and Phillips D (eds) (1999/2000) *Learning from Comparing: new directions in comparative educational research*. Volumes 1 & 2. Oxford: Symposium
- Archer, M (1984) *Social Origins of Education Systems*. London: Sage
- Arnove RF, Altbach PG and Kelly G (eds) (1992) *Emergent Issues in Education: comparative perspectives*. Albany: State University of New York Press
- Arnove, RF and Torres, CA (eds) (1999) *Comparative Education: The Dialectic of the Global and the Local*. Boston and Oxford: Rowman and Littlefield
- Bircham, E. and Charlton, J. (eds.) (2001) *Anti-Capitalism: a Guide to the Movement*. London: Bookmarks.
- Bowen, J (1981) A History of Western Education. *The Modern West, Europe and the New World*. London: Methuen [volume 3]
- Boyd, W (revised by E King) (1972) *The History of Western Education*. London: Adam and Charles Black
- Broadfoot P, Osborn M, Planel C and Sharpe K (2000) *Promoting Quality in Learning: does England have the answer?* London and New York: Cassell
- Camilleri, Carmel (ed.) (1995) *Differences and cultures in Europe*. Strasbourg: Council of Europe Press
- Fraser, S (1964) *Jullien's Plan for Comparative Education 1816-1881*. New York: Columbia University
- Holmes, B and McLean, M (1992) *The Curriculum: A Comparative Perspective*. London, Routledge
- McLean, M (1995) *Educational Traditions Compared: Content, Teaching and Learning in Industrialised Countries*. London: David Fulton
- Pilger, J. (2002) *The New Rulers of the World*. London: Verso.
- Ulich, R (1967) *The Education of Nations: a comparison in historical perspective*. Harvard: Harvard University Press

Students should also read the journals Compare, Comparative Education, The Journal for Critical Education Policy Studies (www.jceps.com), Current issues in Comparative Education (<http://www.tc.columbia.edu/cice/>) Comparative Education Bulletin (http://www.hku.hk/cerc/wcces/journal%20contents/CESHK_bulletin_5.htm)

Approval and Review Dates:

Date of approval: June 2003
Date of revision: Section: