

**SYLLABUS
LANDMARK COLLEGE**



Course Number/Title: ED 3021 Comparative Education
Semester: Study Abroad/Summer I 2016 (in the Netherlands)
Credits: 3
Professor: Ann McCloskey
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Typical class meeting times: 10:00-12:30 weekdays, with full day field trips on a couple of days throughout the three weeks and additional field work some afternoons. (Occasionally, a school visit may be scheduled in the morning, with classroom time extended past the lunch break. In other words, class meeting times may vary.)

As this is an intensive study abroad course, students should assume that most of their time and energy for the duration of the three weeks will be spent on course related activities.

Office hours: Friday afternoons; with mandatory individual meeting times assigned

Required Reading:

Kubow, P.K. & Fossum P.R. (2007) *Comparative Education: Exploring Issues in International Context*. Upper Saddle River, NJ: Pearson.

De Rooi, M. (20014) *The Dutch, I presume?* N & L Publishing (This text addresses Dutch culture.)

Van der Horst, H. (2012) *The Low Sky: Understanding the Dutch*. 7th ed. Schiedam, NL: Scriptum Publishers. (This text addresses Dutch culture.)

Course Description:

The primary goal of this course is to help students understand the historical, cultural, political, and economic forces that shape educational issues. Although several countries will be examined, the emphasis will be on the national educational system of the study abroad host country (the Netherlands, in 2016). The course will focus on the following core issues in order for students to compare education across two cultural contexts:

- The Purpose of Schooling
- Educational Access and Opportunity (including access/opportunity for students who learn differently)

This 3000 level course will include a scholarly analysis of the relationship between national cultural values and the education system in the host country.

Prerequisites: EN 1021; a 1000 or 2000 level social science or education course; three 2000 level courses with a grade of C or higher

Learning outcomes for students:

1. Examine one's own educational experiences in an analytical fashion.
2. Identify and explore in depth some of the relationships between education and society.
3. Demonstrate an understanding of how similar educational issues manifest themselves in diverse cultural settings.
4. Suspend judgment in order to examine multiple perspectives on educational issues.
5. Apply educational terminology to international educational issues.
6. Compare and contrast, through research, how student learning differences are treated in two different cultures (the U.S. and the Netherlands).
7. Present a scholarly analysis of the relationship between Dutch cultural values and the NL education system, synthesizing cultural knowledge gleaned from text-based academic sources with field-based learning.
8. Collect information through multiple sources (library research, interview, observation).
9. Investigate and demonstrate an understanding of primary academic sources, in relation to the Dutch education system.
10. Present research findings in oral and written formats.

Following successful completion of this course, the student will be able to....	B.A. Liberal Studies Goal	Course Assessment
<p>Identify and explore in depth some of the relationships between education and society.</p> <p>Demonstrate an understanding of how similar educational issues manifest themselves in diverse cultural settings.</p> <p>Present a scholarly analysis of the relationship between Dutch cultural values and the NL education system, synthesizing cultural knowledge gleaned from text-based academic sources with field-based learning.</p>	<p>Goal # 3 Understand the impact of culture on values, assumptions, and worldview.</p>	<p>Quizzes on culture readings and culture/education paper.</p>
<p>Suspend judgment in order to examine multiple perspectives on educational issues.</p> <p>Present a scholarly analysis of the relationship between Dutch cultural values and the NL education system, synthesizing information gleaned from text-based academic sources with field-based learning.</p> <p>Compare and contrast how student learning differences are treated in two different cultures (the U.S. and the Netherlands).</p>	<p>Goal # 2: Use critical thinking to examine multiple perspectives on issues.</p>	<p>Panel on education in NL and culture/education paper.</p>
<p>Investigate and demonstrate understanding of primary academic sources, in relation to the Dutch education system.</p>	<p>This outcome relates to the college expectation that students studying at the 3000 level will include primary academic sources in their research.</p>	<p>Panel on education in NL. (Reporting and answering questions will include an emphasis on the critiques of scholars as well as one's own critique of the delivery of education at the assigned level.)</p>

Present research findings in oral and written formats.	Goal #4 Communicate with a sense of purpose and audience.	Panel on education in NL, culture/education paper, and careers in NL presentation.
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Expectations of students in class and on field trips:

- Respect individual and cultural differences among classmates. This means accepting others’ opinions and perspectives, even when they differ from your own. Using respectful language in class and on field trips is critical to creating a safe learning environment.
- Everyone is entitled to an informed opinion. This means that when disagreeing with another member of the class, it is important to explain why.
- Come to class prepared, having done the reading. I will come prepared to teach. I see this as a verbal contract we all make with each other.
- Attend field trips with an open mind, working on setting ethnocentric attitudes aside.
- Consistently employ “classroom behavior” on all field trips and during all group activities. Much of the learning in this course is experiential; whenever the class is together (whether in the classroom, on a field trip related to course content, sharing a meal, or on an optional weekend field trip) appropriate classroom behavior is expected. This includes not imbibing in alcoholic beverages or illegal drugs of any nature. (No, marijuana use has not been legalized in the Netherlands. It has simply been decriminalized and is therefore tolerated in certain settings. It will **not** be tolerated during class, field trips, or any other group activity.
- Ask questions! There are no “stupid” ones, either in class or on field trips.
- Forgive others’ mistakes, as well as your own.

Additional expectations of students while on study abroad:

- Remember that when visiting a foreign country you are viewed as a representative of your country and culture. This is your chance to dispel myths of impolite and loud American behavior.
- Whether with your study abroad group or not, it is expected that you will exercise safety and caution. (This extends to any substance use that you might choose to engage in when not with the class group.)

Major Assessments and Grade Weights:

- **Reading Quizzes:** A series of seven quizzes test for comprehension of the major concepts presented in the text book. Three additional “quiz” grades are given for preparedness for and leading of informal presentations of culture readings during the first week of class. **20% of course grade (2% for each quiz grade)**
- **NL Education Panel:** Each student is assigned to a level of education (elementary, secondary, college). Students research both the structure of and issues faced by that level of education. This will include how students with learning differences are accommodated at that level of education. Students also address issues related to the overall system of education in the Netherlands, and offer critiques of the system written by scholars, as well as their own critical ideas about the system. Findings will be presented in a panel format, at the end of the second week of the program. **20% of course grade**
- **Culture/Education Paper:** This assignment requires first keeping a journal in which learnings about cultural/historical information are documented and reflected upon, in terms of the possible implications that these cultural/historical patterns have for contemporary education in NL. Students will also pull from knowledge about Dutch culture gleaned from culture readings from the two Dutch culture books assigned, in formulating a question about the impact of culture on education, due well before the final paper, which is then due towards the end of the program. **20% of course grade (with a portion of this grade earned by submitting a well stated question by its due date)**
- **NL Career Project:** Each student focuses on a particular career and researches the education/training process for attaining this career in the Netherlands. This project involves gathering information via interviews and observations, as well as doing text-based research. Findings will be presented via power point presentations to the class on the last day of the program. Students may work in pairs or small groups. **20% of course grade**
- **Active engagement & Participation:** Students are expected to participate in all aspects of the course including class discussion, individual/group activities, and field trips. The quality of one’s participation is as important as showing up. **20% of course grade**

See Moodle for Course Outline

Course policies:

- All **assignments** are to be completed and submitted/presented **on time** in order to receive full credit.
- **Laptop (and other technology) use:** The use of laptop computers in the classroom will be restricted to particular class meetings. Class notes will be taken using a pen or pencil and notepaper, rather than on a laptop.
- **Arriving to class on time** is imperative to earning full credit for a quiz. Each of **seven reading quizzes** is worth 2% of the final grade in the course; quizzes are meant to encourage preparedness for and timeliness to class, as well as active engagement with readings and with class lectures and discussions. These reading quizzes can be re-taken at the end of class, as a way of encouraging full engagement during class. Grading details for quizzes will be explained on the first day of class. Quizzes must be taken in pen, with end of class changes made in the left margin.
- Given the College's unique mission, many **academic accommodations** that might be customary or required at traditional institutions would not be appropriate at Landmark, because they would alter the College's academic program. Please refer to the Student Handbook regarding proper procedure to follow when requesting accommodations. <http://www.landmark.edu/campus-life/vice-president-for-student-affairs/request-for-accomodations>
- It is the student's responsibility to contact the instructor regarding an **absence**. Absences have a more detrimental impact on participation grades when not communicated to the instructor. <http://www.landmark.edu/academics/office-of-academic-affairs/academic-policies1/administrative-withdrawal>
- **Academic Honesty and Plagiarism** policy: <http://www.landmark.edu/academics/office-of-academic-affairs/academic-policies1/academic-dishonesty-and-plagiarism>
- **Classroom recording policy:** <http://www.landmark.edu/academics/office-of-academic-affairs/academic-policies1/policy-on-classroom-recording>
- The classroom environment is one of respect and support for all students. No **behavior** that violates this environment will be tolerated, be it in the form of disrespect towards fellow students or towards guests in the classroom, or towards the professor. Responses will range from dismissal from the classroom for the remainder of the period to initiation of conduct board procedures.