

**SYLLABUS
LANDMARK COLLEGE**



Course Number/Title: EDU2011 Comparative Education
Semester: Study Abroad/Summer I 2018 (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 a couple of times throughout the three weeks and some 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.)

This is an intensive three-week, 3-credit 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.

Required Reading:

Kubow, P.K. & Fossum P.R. (2007) *Comparative Education: Exploring Issues in International Context*. Upper Saddle River, NJ: Pearson. (purchase via Amazon: some new and many used copies available)

De Rooi, M. (20014) *The Dutch, I presume?* N & L Publishing. (can purchase via LC bookstore)

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 2018). 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 course fulfills the requirement of a 2000-level education course for a Concentration in Education. It can also fulfill one of the electives needed for a Minor in Education, and it can fulfill the alternative study requirement for students pursuing a Bachelor Degree in Liberal Studies.

Prerequisites: WRT1011; EDU1011 or EDU1001; a 1000 level social science or education course

Learning outcomes for students:

1. Examine one's own educational experiences in an analytical fashion.
2. Identify and explore 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 how student learning differences are treated in two different cultures (the U.S. and the Netherlands).
7. Draw connections between Dutch cultural values and the NL education system, synthesizing information from cultural text readings and field based learning.
8. Collect information through multiple sources (library research, interview, observation).
9. Present research findings in oral and written formats.

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 throughout the three weeks test for comprehension of the major concepts presented in the text book, plus three additional “quiz” grades given for preparedness and informal discussion of culture readings during the first week of class. **20% of course grade (2% for each quiz grade)**
- **NL Education Panel:** In pairs or small groups, students are assigned to a level of education (elementary, secondary, college) and research both the structure of and issues faced by that level of education, as well as issues related to the overall system of education in the Netherlands. Findings will be presented in a panel format, at the end of the second week of classes. **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 formulate 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. Because this paper is the major writing assignment for this course, emphasis in grading will be on the academic nature of the writing, including APA citation style. **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 more text-based research. Findings will be presented via power point presentations to the class on the final day of the program. Students may work in pairs or small groups. **20% of the 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 the course grade**

See Canvas for due dates for assignments

Course policies:

- All **assignments** are to be completed and submitted/presented **on time** 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.
- 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.

College policies:

Classroom Behavior Expectations

"All students and staff of Landmark College are members of a unique educational community; whose goal is to enable each student to tap his or her full potential for success. Such a challenging goal requires tremendous individual effort on the part of each student and cooperative effort on the part of each member of the Landmark community. The guiding principles of the Landmark community include hard work, respect for others and oneself, honesty, personal accountability, and careful organization of time and materials."

More information on the Student Code of Conduct can be found on page 3 of the [Student Handbook](#).

Classroom Recording Policy

For the purposes of private academic study and review, students may record class lectures and discussions using analog or digital technology, including audio, video, still photos, and other forms of capture technology. Such recording must be included as part of your final portfolio. In addition, students who wish to make such recordings will be required to sign an acknowledgement form that they understand and will comply with the guidelines set forth in Landmark's [Classroom Recording Policy](#).

Academic Honesty and Plagiarism Policy

"As an academic community, Landmark strives to instill and foster intellectual honesty and integrity. Effective evaluation of student work can occur only in an environment in which intellectual honesty is respected. Academic dishonesty is a clear violation of academic integrity and academic responsibility."

Academic dishonesty would include but is not limited to: using sources without proper citation in papers and presentations; lifting phrases verbatim without using quotation marks (i.e. improper paraphrasing)

Academic integrity and responsibility are important in the classroom. In cases of Academic dishonesty, a conversation with the student and professor will convene and the [college policy for Academic dishonesty](#) will be followed.

Accommodations Policy

"Given the unique mission of Landmark College, 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."

If you need individual accommodations to meet course objectives, please make an appointment with the course professor to discuss your needs within the first week of the semester. Any requests not noted in this time frame will not be considered for this semester.

View the full [accommodations policy](#) for Landmark College.