

## Tamkang University Academic Year 105, 1st Semester Course Syllabus

Course Title	STUDY ON INTERNATIONAL AND COMPARATIVE EDUCATION	Instructor	FONG-YEE NYEU
Course Class	TDPXM1A MASTER'S PROGRAM, GRADUATE INSTITUTE OF EDUCATIONAL POLICY AND LEADERSHIP, 1A	Details	<ul style="list-style-type: none"> <li>◆ Required</li> <li>◆ One Semester</li> <li>◆ 2 Credits</li> </ul>
D e p a r t m e n t a l   A i m   o f   E d u c a t i o n			
<p>I. Prepare educational policy analysts.</p> <p>II. Prepare educational administrators.</p> <p>III. Prepare educational and policy researchers.</p>			
D e p a r t m e n t a l   c o r e   c o m p e t e n c e s			
<p>A. Competency in educational policy planning and analysis.</p> <p>B. Competency in educational program research and evaluation.</p> <p>C. Competency in educational leadership and management.</p> <p>D. Competency in educational policy and leadership research.</p> <p>E. Competency in praxis of educational policy and leadership values.</p>			
Course Introduction	<p>This course introduces students to the theoretical foundations of comparative and international education, as well as a range of topics and issues influencing the field. Students will discuss the similarities and differences in educational policy and practice between advanced and developing societies. At the end of this course, students should be able to think about their own school or educational system within a global context, and have a solid understanding of how to internationally compare.</p>		

## The Relevance among Teaching Objectives, Objective Levels and Departmental core competences

I. Objective Levels (select applicable ones) :

- (i) Cognitive Domain : C1-Remembering, C2-Understanding, C3-Applying,  
C4-Analyzing, C5-Evaluating, C6-Creating
- (ii) Psychomotor Domain : P1-Imitation, P2-Mechanism, P3-Independent Operation,  
P4-Linked Operation, P5-Automation, P6-Origination
- (iii) Affective Domain : A1-Receiving, A2-Responding, A3-Valuing,  
A4-Organizing, A5-Characterizing, A6-Implementing

II. The Relevance among Teaching Objectives, Objective Levels and Departmental core competences :

- (i) Determine the objective level(s) in any one of the three learning domains (cognitive, psychomotor, and affective) corresponding to the teaching objective. Each objective should correspond to the objective level(s) of ONLY ONE of the three domains.
- (ii) If more than one objective levels are applicable for each learning domain, select the highest one only. (For example, if the objective levels for Cognitive Domain include C3, C5, and C6, select C6 only and fill it in the boxes below. The same rule applies to Psychomotor Domain and Affective Domain.)
- (iii) Determine the Departmental core competences that correspond to each teaching objective. Each objective may correspond to one or more Departmental core competences at a time. (For example, if one objective corresponds to three Departmental core competences: A, AD, and BEF, list all of the three in the box.)

No.	Teaching Objectives	Relevance	
		Objective Levels	Departmental core competences
1	Introduce students to the theoretical foundations of international and comparative education.	C4	ABCDE
2	Provide insight into the frameworks for analysis of issues related to education in a global context.	C2	ABCDE
3	Understand and be able to compare educational policymaking and practice both within and between national education systems.	C3	ABCDE

### Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment
1	Introduce students to the theoretical foundations of international and comparative education.	Lecture, Discussion	Report, Participation
2	Provide insight into the frameworks for analysis of issues related to education in a global context.	Lecture, Discussion, Problem solving	Report, Participation
3	Understand and be able to compare educational policymaking and practice both within and between national education systems.	Lecture, Discussion, Problem solving	Report, Participation

This course has been designed to cultivate the following essential qualities in TKU students

Essential Qualities of TKU Students	Description
◆ A global perspective	Helping students develop a broader perspective from which to understand international affairs and global development.
◆ Information literacy	Becoming adept at using information technology and learning the proper way to process information.
◆ A vision for the future	Understanding self-growth, social change, and technological development so as to gain the skills necessary to bring about one's future vision.
◆ Moral integrity	Learning how to interact with others, practicing empathy and caring for others, and constructing moral principles with which to solve ethical problems.
◆ Independent thinking	Encouraging students to keenly observe and seek out the source of their problems, and to think logically and critically.
◆ A cheerful attitude and healthy lifestyle	Raising an awareness of the fine balance between one's body and soul and the environment; helping students live a meaningful life.
◆ A spirit of teamwork and dedication	Improving one's ability to communicate and cooperate so as to integrate resources, collaborate with others, and solve problems.
◇ A sense of aesthetic appreciation	Equipping students with the ability to sense and appreciate aesthetic beauty, to express themselves clearly, and to enjoy the creative process.

#### Course Schedule

Week	Date	Subject/Topics	Note
1	105/09/12 ~ 105/09/18	Course overview	
2	105/09/19 ~ 105/09/25	What do we mean by comparative and international education?	
3	105/09/26 ~ 105/10/02	Historical development and the methods of comparative education	
4	105/10/03 ~ 105/10/09	Education in Finland	This class will be in Taipei on 10/4.
5	105/10/10 ~ 105/10/16	Policy transfer	
6	105/10/17 ~ 105/10/23	Discussion and comparison of country cases	
7	105/10/24 ~ 105/10/30	Discussion and comparison of country cases	
8	105/10/31 ~ 105/11/06	Discussion and comparison of country cases	
9	105/11/07 ~ 105/11/13	Discussion and comparison of country cases	
10	105/11/14 ~ 105/11/20	Midterm Examination Week	
11	105/11/21 ~ 105/11/27	Globalization and education: How and why does it matter?	

12	105/11/28 ~ 105/12/04	International assessments and comparisons of achievement	
13	105/12/05 ~ 105/12/11	BBC Documentary: Are our kids tough enough	
14	105/12/12 ~ 105/12/18	BBC Documentary: Are our kids tough enough	
15	105/12/19 ~ 105/12/25	Gender and comparative and international education	
16	105/12/26 ~ 106/01/01	Final project	
17	106/01/02 ~ 106/01/08	Final project	
18	106/01/09 ~ 106/01/15	Final Examination Week	
Requirement			
Teaching Facility	Computer, Projector		
Textbook(s)	Marshall, J. (2014). Introduction to comparative and international education. Los Angeles, CA: Sage.		
Reference(s)	Stewart, V. (2012). A World-class education: Learning from international models of excellence and innovation. Alexandria, VA: ASCD. Philips, D. & Schweisfurth, M. (2006). Comparative and international education: An introduction to theory, method and practice. New York, NY: Continuum.		
Number of Assignment(s)	(Filled in by assignment instructor only)		
Grading Policy	◆ Attendance : 15.0 %    ◆ Mark of Usual : 25.0 %    ◆ Midterm Exam : 25.0 % ◆ Final Exam : 35.0 % ◆ Other ( ) : %		
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at <a href="http://info.ais.tku.edu.tw/csp">http://info.ais.tku.edu.tw/csp</a> or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at <a href="http://www.acad.tku.edu.tw/CS/main.php">http://www.acad.tku.edu.tw/CS/main.php</a> . <b>※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.</b>		