

Tamkang University Academic Year 107, 1st Semester Course Syllabus

Course Title	STUDY ON INTERNATIONAL AND COMPARATIVE EDUCATION	Instructor	CHEN, HUNG-CHUN
Course Class	TDPXM1A MASTER'S PROGRAM, GRADUATE INSTITUTE OF EDUCATIONAL POLICY AND LEADERSHIP, 1A	Details	◆ Required ◆ One Semester ◆ 2 Credits
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			
I . Prepare educational policy analysts. II. Prepare educational administrators. III. Prepare educational and policy researchers.			
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			
A. Competency in educational policy planning and analysis. B. Competency in educational program research and evaluation. C. Competency in educational leadership and management. D. Competency in educational policy and leadership research. E. Competency in praxis of educational policy and leadership values.			
Course Introduction	Comparative and international education (CIE) involves studying education systems from around the world and using that knowledge to improve educational policies. In this field, you might analyze how an educational system is impacted by cultural, economic and social factors, and then apply that information towards policy change. The Study of Comparative and International Education uses innovative methodologies in cross-cultural research, critical policy studies, critical discourse analysis, and postcolonial critique to investigate issues relating to education.		

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	1. Understand the principles of comparative education. 2. Understand the education systems, current conditions and problem trends in major countries and regions of the world. 3. Observe the development of international educational organizations. 4. Identify and apply research methods for comparative education. 5. Conduct cross-country comparisons and systematic analysis for specific educational issues.	C4	ABE

Teaching Objectives, Teaching Methods and Assessment

No.	Teaching Objectives	Teaching Methods	Assessment

1	1. Understand the principles of comparative education. 2. Understand the education systems, current conditions and problem trends in major countries and regions of the world. 3. Observe the development of international educational organizations. 4. Identify and apply research methods for comparative education. 5. Conduct cross-country comparisons and systematic analysis for specific educational issues.	Lecture, Discussion, Appreciation	Practicum, Report, Participation
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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	107/09/10 ~ 107/09/16	Introduction	
2	107/09/17 ~ 107/09/23	Introduction: Globalized context and comparison	
3	107/09/24 ~ 107/09/30	Knowledge: Making comparisons	
4	107/10/01 ~ 107/10/07	History: How comparative education has developed	

5	107/10/08 ~ 107/10/14	Domains: Practice and fields of inquiry in international education	
6	107/10/15 ~ 107/10/21	Key ideas and questions: Education and national development	
7	107/10/22 ~ 107/10/28	Method: Comparative education	
8	107/10/29 ~ 107/11/04	Method: International education	
9	107/11/05 ~ 107/11/11	Interim report	
10	107/11/12 ~ 107/11/18	Research 1: Researching education and development- -Perspective practicalities, and ethics	
11	107/11/19 ~ 107/11/25	Research 2: Comparative education research-- Survey outcomes and their uses	
12	107/11/26 ~ 107/12/02	Research 3: Outcomes of comparative education-- Selected themes	
13	107/12/03 ~ 107/12/09	Research 4: Reimagining Internationalization: Critical Dialogues on Global Dimensions of Education--Guest Editors' Introduction	
14	107/12/10 ~ 107/12/16	Research 5: International Higher Education for Whom? Expatriate Students, Choice-Making and International (Im)mobility in the Northern United Arab Emirates	
15	107/12/17 ~ 107/12/23	Research 6: Comparative and International Education in Teacher Training Programs: The Case of North Park University in Chicago	
16	107/12/24 ~ 107/12/30	Research 7: International Students in Their Own Country: Motivation of Vietnamese Graduate Students to Attend a Collaborative Transnational University	
17	107/12/31 ~ 108/01/06	Research 8: An International Academic Partnership through a Policy Implementation Lens: Top-Down, Bottom-Up or Somewhere in Between?	
18	108/01/07 ~ 108/01/13	Final report	
Requirement		interim report & Final Report	
Teaching Facility		Computer, Projector	
Textbook(s)		http://www3.nccu.edu.tw/~mujinc/9-301.htm Comparative and international Education	

Reference(s)	COMPARATIVE & INTERNATIONAL EDUCATION SOCIETY , https://www.cies.us/ Comparative and International Education(BERA), https://www.bera.ac.uk/
Number of Assignment(s)	4 (Filled in by assignment instructor only)
Grading Policy	◆ Attendance : 20.0 % ◆ Mark of Usual : 20.0 % ◆ Midterm Exam : 30.0 % ◆ Final Exam : 30.0 % ◆ Other < > : %
Note	This syllabus may be uploaded at the website of Course Syllabus Management System at http://info.ais.tku.edu.tw/csp or through the link of Course Syllabus Upload posted on the home page of TKU Office of Academic Affairs at http://www.acad.tku.edu.tw/CS/main.php . ※ Unauthorized photocopying is illegal. Using original textbooks is advised. It is a crime to improperly photocopy others' publications.