COMPARATIVE AND INTERNATIONAL EDUCATION (CIED)

CIED 500: Comparative Education Proseminar I
3 Credits
Methods of comparative education and case studies of governance and administration; first of two part sequence.

CIED 503: Ethnicity, National Identity, and Education
3 Credits
Surveys group-oriented education policies internationally, especially comparing those of Britain, Taiwan, India.
Cross-listed with: EDTHP 507, HIED 503

CIED 504: Perspectives in African Education
3 Credits
Educational systems in selected african countries are examined with respect to colonial history, social, political, and cultural factors.
Cross-Listed

CIED 508: Globalization and Lifelong Learning
3 Credits
Examination of globalization discourses and their relationships, implications and impacts on lifelong learning processes and contexts. ADTED 508/ADTED (CI ED) 508 Globalization and Lifelong Learning
(3) The course is designed to help students to critically examine the nature and impacts of globalization on lifelong learning. The main goal is to enhance the students’ ability to learn and work in a globalizing world and to challenge traditional perspectives about globalization and lifelong learning. As such, the course will adopt a critical perspective on globalization while helping the students to develop a reflective stance on the theory and practice of lifelong learning. A central focus of the course will be to develop a critical analysis that contributes to the building of a more active and socially responsible adult learner. Students will be evaluated using a number of assignments/projects. The major research paper, class presentation, two critiques of theories of lifelong learning, country profile of lifelong and a short reaction paper will count for 90% of the course grade. Class participation will be awarded 10%.

Cross-listed with: ADTED 508

CIED 509: Language, Literacy, Identity, and Culture in a Global Context
3 Credits
Examines the relationship between issues of language, identity and culture for adult learners in an increasingly global context. ADTED 509 ADTED (CI ED) 509 Language, Literacy, Identity, and Culture in a Global Context (3)This core required course provides graduate students in the ADTED Ph.D. program a critical overview of the literature, theories, and scholarship examining the complexities inherent in an increasingly diverse global and post-colonial sphere. Explorations of historical, theoretical, postcolonial perspectives will be the focus, as will the daily portrayals of diverse peoples by the media. Participants in the course will be expected to familiarize themselves with the readings portraying the complexities of ethnicity, indigeneity, race, gender, and social class. Evaluation will focus primarily on writing a scholarly paper, preparing video materials that illustrate the issues, writing their personal educational histories, and participating in class.

Prerequisite: ADTED508
Cross-listed with: ADTED 509

CIED 511: Educational Ethnography: History, Theory, and Methods
3 Credits
This seminar shows students how to use ethnographic methods for education research to inform classroom practice and education policy. The course is centered around the idea that school communities serve as key sites for students of all ages to learn to become members of their culture(s). Course readings include historical to contemporary works of researchers who have shaped educational ethnography. We will also read about education in various settings and discuss anthropological explanations of inequities experienced by minority culture communities or marginalized groups. Students will carry out a mini-ethnographic study based on their area of research interest. The course is especially designed for students to be able to conduct ethnographic studies or make use of ethnographic techniques in future research projects.

Prerequisite: ( CI 502; ADTED 550; EDTPH 586; )

Cross-listed with: CI 511

CIED 513: Video Ethnography in Education
3 Credits
Recommended Preparations: A graduate course in educational ethnography This seminar will show students how to use video ethnography in education research. The course is rooted in what is popularly known as the Preschool in Three Cultures method (also known as video-cued multivocal ethnography). We will learn about and watch films using video-based ethnographic research methods. Students will also carry out mini-video ethnographies in a local classroom.

Prerequisite: CI 502; ADTED 550; EDTPH 586; LDT 574

Cross-listed with: CI 513

CIED 516: Education and Demographic Change in the United States and Abroad
3 Credits
Interrelationship between schooling and employment, marriage, fertility, and migration. Focus comparatively on the United States and developing countries.

Cross-listed with: EDTHP 516

CIED 524: Comparative Education Research Using Large-Scale Data
3 Credits
This course is designed to give students an overview of large-scale international assessment databases and to demonstrate how these databases can be utilized to investigate critical issues in education from a comparative perspective. A number of empirical studies using large-scale international assessment databases will be reviewed, and
these analyses will be replicated via computer labs. Students will develop a good understanding of large-scale international assessment databases and will learn to apply an appropriate method to address a particular topic of interest. Students will also develop a wide range of research skills necessary to independently conduct comparative research, including but not limited to formulating a research question, conducting a literature review, analyzing empirical data, and interpreting results. Although the focus is mainly on datasets relevant to education and education policy research, the skills taught in the course are broadly transferable to other social sciences including sociology.

Prerequisite: EDPSY 505, or SOC 574 RECOMMENDED PREPARATIONS: EDTOH 516; or EDTOH 538; or EDTOH 553
Cross-listed with: EDTOH 524
CIED 534: Childhood and Education in Sociological and International Comparative Perspective

3 Credits

The course objective is to use an international comparative lens and sociological perspective to examine the social, cultural, political and economic forces that shape childhood and the role education plays in this process.

Cross-listed with: EDTOH 534, SOC 534
CIED 538: East Asian Education, Leadership, and Reform

3 Credits

The social and organizational characteristics of East Asian schooling, including understandings of authority, power, and leadership, and systemic school reform.

Cross-listed with: EDLD 538
CIED 541: Contemporary Philosophies of Education

3 Credits

Educational theory and practice in relation to contemporary movements in philosophy. CI ED 541 CI ED (EDTHP) 541 Contemporary Philosophies of Education (3) This graduate seminar explores a range of contemporary philosophies of education viewed from the perspective of different varieties of postmodernism. The study of modern and postmodern western thought is combined with explorations of eastern thought including viewpoints that are emerging today in both the northern and southern hemispheres. While focusing on contemporary educational ideas, it traces their roots in classical and non-modern philosophical sources. This look at the present in terms of the past reveals the paradigm shift presented by contemporary postmodern educational thought. In doing so, considerations for the issues of race, class, gender, ecology, multiculturalism and the regeneration of diverse incommensurable cosmotions, severed or overlooked by some educational philosophers, are explored in their reintegration by contemporary postmodern philosophers of education.

Cross-listed with: EDTOH 541
CIED 542: Issues in Literacy Education

3 Credits/Maximum of 6

Discussion of philosophical, sociological, historical, and curricular issues in literacy education.

Cross-listed with: LLED 542
CIED 543: Comparative and International Trends in Adult Literacy Education

3 Credits

This course critically examines the broad contemporary issues and interdisciplinary trends of literacy education with an international and comparative framework. CI ED (ADTED/AFR) 543 Comparative and International Trends in Adult Literacy Education (3) This course provides a comparative synthesis of what is known about literacy education and adult learning and what it will mean for the 21st century: the context in which literacy takes place; who participates; what they learn and why; the nature of the learning processes; new approaches to adult learning; social media and mobile devices; development theory in adult learning; and other issues relevant to understanding literacy education and adult learning in sociocultural, political, and international contexts. It also examines the newer approaches to adult learning: embodied, spiritual and narrative learning; learning and knowing in non-western perspectives; and cultural theory, poststructural and feminist perspectives. This course investigates questions such as: What does it mean to be literate in the 21st century? Why are teachers experiencing difficulty teaching students skills needed to understand and produce written work? Can schools in the 21st century inundated with digital technologies help students navigate the new literacies? How should adult literacy participants deal with the reality of new media and new literacies? What is the role of non-governmental organizations in this crisis? Overall, this course challenges graduate students to engage other international and non-western frameworks of learning and knowing to think about the purpose of education and learning as well as question the nature of knowledge production itself.

Cross-listed with: ADTED 543, AFR 543
CIED 550: Comparative Education Policy Seminar

3 Credits

Examines the educational policy process world-wide and the influence on schooling of children, youth, and adults in national education systems. CI ED (EDTHP) 550 Comparative Education Policy Seminar (3) In this course students will learn how educational policy is made around the world and what influence this policy has on the schooling of children, youth, and adults in national systems of education. Students will examine recent trends in educational policy that have originated at the international level. Methods of policy research and evaluation will also be examined. The main goal of the course is to give students an understanding of international processes in policy formation and detailed knowledge of current education policy trends worldwide.

Cross-listed with: EDTOH 550
CIED 553: Educational Mobility in Comparative Perspective

3 Credits

Role of education in social mobility, using quantitative, qualitative, and historical methods; focuses comparatively on Britain, East Asia, and
South America. CI ED 553/SOC 553/EDTHP 553/Hi ED 553 CI ED 553. (SOC 553, EDTHP 553, Hi ED 553) Educational Mobility in Comparative Perspective (3) Sociologists interested in higher education have attended to the relationships between postsecondary institutions and other institutions, as well as the impact on higher education of general social and demographic processes. Many of the classical ideas in sociological theory, including those of Max Weber and Emile Durkheim, have surfaced in recent debates over the nature of higher education. Sociologists in the U.S. have explored such questions as: the gatekeeping function of higher education; the impact of universities on stratification; and the socializing environment for women and minorities. This seminar introduces some of the classical theorists and contemporary researchers of the sociology of higher education. All seminar participants will be required to write a sample research proposal, based on the readings from the seminar.

Cross-listed with: EDTHP 553, HIED 553, SOC 553

CIED 555: Validity of Assessment Results

3 Credits

Concepts, issues, and methods of validation of educational and psychological assessment including models and approaches to validation, bias, and utility. EDPSY (CI ED) 555 Validity of Assessment Results (3) The goal of this course is to enable the student to acquire a broad perspective on issues and considerations in the process of validating interpretation and uses of tests, scales, assessment procedures, or protocols. Issues of validity are examined from many perspectives including a review of current dominant and alternative validity theories, of known threats to validity, of some advanced specialized statistical techniques; and of test bias, legal issues, psychological/behavioral issues, social/consequential considerations, and philosophical considerations. Additionally, applications are provided through in-depth cross-cultural and historical studies, technical reviews of published commercial tests, and in-depth examinations of controversies.

Prerequisite: EDPSY406, EDPSY450
Cross-listed with: EDPSY 555

CIED 562: Politics, Language and Pedagogy: Applying Paulo Freire today

3 Credits

Examines the work of Paulo Freire as it applies to community action projects. ADTED 562 / CIED 562 Politics, Languages and Pedagogy: Applying Paulo Freire Today (3) The life and work of Paulo Freire will be the focus of this advanced graduate seminar. Freire was one of the foremost adult educators of our time. Graduate students participating in the course will read and reflect on his vision and how it evolved over time, critiques of Freire, the ways in which his ideas have been applied in diverse geographic and practice settings (e.g., education, community development), and implications for research, policy, and practice. Students will explore how elements related to Freire’s work, such as conscientization, transformative action, and pedagogy for liberation, influence pedagogy and community action projects. Readings will include Freire's books, scholarship on Freire, and case studies of Freirean projects, among others.

Cross-listed with: ADTED 562