

## **EDUCATION 360X**

### **GLOBAL AND MULTICULTURAL PERSPECTIVES ON EDUCATION IN INTERNATIONAL SETTINGS**

#### **BULLETIN INFORMATION**

EDUC 360X: Global and Multicultural Perspectives on Education  
in International Settings

#### **Course Description:**

Global and Multicultural Perspectives on Education in International Settings  
(3 credit hours) [Note: Topic will vary depending on country of destination.]

#### **SAMPLE COURSE OVERVIEW**

EDUC 360X is a study abroad course that entails experiential learning in educational settings in a foreign country. Before departing, participants will have five mandatory class sessions on campus that will serve as an orientation to the study abroad experience and an introduction to the academic content of the course. The academic content focuses on the multidisciplinary field of comparative and international education with an emphasis on the theories and analytical methods employed by scholars in the field. During the study abroad period, participants will apply these theories and analytic methods as they think critically about educational problems, issues, and practices and experience educational institutions, cultural sites, and day-to-day life in a foreign country. Students in the course will gain a comparative understanding of the ways in which education and schooling interact with aspects of broader national, regional, and global contexts (e.g., society, politics, culture, history) and explore and analyze specific educational policies and practices during the study abroad experience. When they return to campus, students will communicate what they learned abroad through various assessments including a journal, a written report, and an oral presentation.

#### **ITEMIZED LEARNING OUTCOMES**

##### **Upon successful completion of Education 360X, students will be able to:**

1. Identify some of the ways in which the field of comparative and international education draws upon social science knowledge, theoretical frameworks, and methods of inquiry and explain the multidisciplinary nature of the field.
2. Use knowledge and theoretical frameworks from the social sciences to explore, describe, and analyze local, regional, and global factors that affect education in the U.S. and foreign contexts.
3. Evaluate educational policies and practices in the U.S. and abroad in relation to cultural ideals, societal norms, and other relevant criteria.
4. Clearly articulate the extent to which his or her personal attitudes, values, beliefs, and knowledge pertaining to education may have changed through studying education in a foreign context.

5. Demonstrate intercultural competence and an appreciation for cultural diversity in society.

#### **SAMPLE REQUIRED TEXTS/SUGGESTED READINGS/MATERIALS**

1. Bray, M. Adamson, B. & Mason, M. (2007). Introduction. In M. Bray, B. Adamson, & M. Mason (Eds.) *Comparative Education Research: Approaches and methods* (1–12). Hong Kong, China: Comparative Education Research Centre.
2. Kubow, P. K, & Fossum, P. R. (2003). *Comparative Education: Exploring Issues in International Context* (2<sup>nd</sup> ed.). New York, NY: Pearson.
3. Fairbrother, G. P. (2007). Quantitative and qualitative approaches to comparative education. In M. Bray, B. Adamson, & M. Mason (Eds.) *Comparative Education Research: Approaches and Methods* (39–62). Hong Kong, China: Comparative Education Research Centre.
4. Other readings and materials TBD by instructor. While books and materials may vary according to the nature and destination of the course, the readings selected will:
  - a. Introduce social science inquiry methods used in education.
  - b. Highlight pressing educational issues, policies, and practices in countries around the world.
  - c. Provide specific information about the education system in the destination country.

#### **SAMPLE ASSIGNMENTS AND/OR EXAM**

1. **Educational philosophy statement:** Students will write a concise, one-page educational philosophy statement synthesizing his or her attitudes, values, beliefs, and knowledge about education and its purpose in society. The statement will be revisited and revised at the end of the study abroad component.
2. **International student interview:** Pre-departure assignment in which students will develop an interview protocol and conduct a one-hour interview with an international student at USC to learn about his/her educational experiences and experience and reflect upon intercultural communication.
3. **Journal:** Students will document their learning through an ongoing journal in which they reflect on the readings, lectures, and field experiences and how they relate to the education system under investigation and the context within which it is embedded. Students will supplement their narrative journal entries with photos, videos, and other pertinent materials.
4. **Policy/practice analysis:** Students will choose one educational policy issue (e.g., multicultural education, testing, teacher licensure, curriculum reform) or educational practice (e.g., problems-based learning, reading strategies) as a focus for inquiry during the study abroad experience. Students will draw upon knowledge and inquiry methods from the social sciences to analyze the policy issue or practice from a comparative perspective. Students will communicate their findings in a written policy/practice brief and present them in class after returning from abroad.

- 5. Professional conduct & intercultural competence:** Because students will interact with educators and students in international settings, professional conduct and intercultural competence are academic requirements for this course. Students will dress and conduct themselves in a professional manner, according to the norms and customs of the country in which the study abroad experience is set.

## **SAMPLE COURSE OUTLINE WITH TIMELINE OF TOPICS, READINGS/ASSIGNMENTS, EXAMS/PROJECTS**

### **Meeting 1** (2 contact hrs.)

EDUC 360X program overview  
Logistical meeting  
Review all program information and study abroad policies and procedures

### **Meeting 2** (2 contact hrs.)

Defining the field of comparative & international education  
Major theoretical perspectives in the field of comparative & international education  
Asking good questions about education in international settings  
Read Kubow & Fossum (2003) Part I (Ch.1& 2)  
Educational philosophy statement due

### **Meeting 3** (2 contact hrs.)

Research methods in comparative and international education  
Read Bray et al. (2007); Fairbrother (2007)  
List of questions due (about education in country of focus)

### **Meeting 4** (2 contact hrs.)

Comparative & international perspectives on select issues in education  
Read Kubow & Fossum (2003) Part II (Ch. 3–6)  
Group reports on select educational issues (from Kubow & Fossum text)

### **Meeting 5** (2 contact hrs.)

Implications of globalization for education  
Intercultural competence  
Read Kubow & Fossum Part III (Ch.7 & 8)  
International student interview due  
Study abroad experience

### **Final meeting** (3 contact hrs)

Debriefing  
Celebrating and sharing new knowledge

Policy/practice brief due  
Revised educational philosophy statement due  
Final presentations