



Monterey Institute of International Studies

A Graduate School of Middlebury College

Graduate School of International Policy & Management

COURSE SYLLABUS – FALL 2012

IEMG 8600: Intl Education Policy (2 credits, graded)

Thursdays/ 2:00-3:50pm / Morse A203

Fusun Akarsu/Prof.Dr.

Contact/Office Casa Fuente300 I

Office Hours: Thursday 10:30-12:30 (or by appointment)

COURSE DESCRIPTION

This course examines the role of national and international policies in shaping international education. Course topics include among others, U.S. policies related to international exchange and aid for education in developing countries, the impetus and outcomes of the European Union Bologna Process, and the worldwide push toward the internationalization of higher education. This course provides a brief introduction to international education policy and theory. The factors affecting national education policies and transition towards internationalization are discussed. A special emphasis is given to the analysis of factors and influences shaping international higher education and lifelong learning at global level. Examples related to the interplay between policy and practices are included. Need to balance the national policies with international demands and trends are explored.

COURSE OBJECTIVES

Within the context of international education policy, students successfully completing this course will be able to:

- Become familiar with the terminology, definitions and basic approaches.
- Understand the dynamics of the globalization and internationalization.
- Appreciate the interplay between national, regional, and global influences.
- Appreciate the dialectical relationship between multinational and alternative organizations/formations.
- Analyze interrelationships between policy and practice.

Suggested Books:

Ozga, J., Seddon, T., & Popkewitz, T. S. (2006). *World Yearbook of Education: Education, Research and Policy: Steering the Knowledge-Based Economy*. Routledge.

Schuetze, H. G., & Álvarez Mendiola, G. (2012). *State and Market in Higher Education Reforms: Trends, Policies and Experiences in Comparative Perspective*. Rotterdam, the Netherlands: Sense Publishers.

Suggested Readings:

Alexander, F. K. (2000). The Changing Face of Accountability: Monitoring and Assessing Institutional Performance in Higher Education. *The Journal of Higher Education* , 411-431.

Brown, E. J., Morgan, J. W., & McGrath, S. (2009). Education, Citizenship and New . 78-83.

Caitlin, B., & Hall, R. (2012). Australia's International Education as Public Diplomacy: Soft Power Potential. *Netherlands Institute of International Relations 'Clingendael'* , 1-20.

Clemens, M. A. (2004). *The Long Walk to School: International education goals in historical perspective*. Center for Global Development.

Dunnett, S. C. (2012). Higher Education and Public Diplomacy. *The Nelson A. Rockefeller Institute of Government*

GAO-09-379. (2009). *Higher Education: Approaches to Attract and Fund International Students in the United States and Abroad, Report to the Chairman, Subcommittee on International Organizations, Human Rights, and Oversight, Committee on Foreign Affairs, House of Representatives*.

Heinze, T., & Knill, C. (2008). Analysing the differential impact of the Bologna Process: Theoretical considerations on national conditions for international policy convergence. *Higher Education* , 493–510.

Henry, M., Lingard, R., Rizvi, F., & Taylor, S. (2001). *The OECD, Globalization and Education Policy*. Oxford Pergamon Press.

Knight, J. (2003). *GATS, Trade and Higher Education: Perspective 2003 - Where are we?* The Observatory on Borderless Higher Education.

Knight, J. (2004). Internationalization Remodeled: Definition, Approaches, and Rationales. *Journal of Studies in International Education* , 5-31.

Lorenz, C. (2006). Will The Universities Survive The European Integration?.. *Sociologia Internationalis* , 123-153.

Marginson, S., & Rhoades, G. (2002). Beyond national states, markets, and systems of higher education: A glonacal agency heuristic. *Higher Education* , 281–309..

Ozga, J., Seddon, T., & Popkewitz, T. S. (2006). *World Yearbook of Education: Education, Research and Policy: Steering the Knowledge-Based Economy*. Routledge.

Rose, P. (2007). NGO Provision of Basic Education: Alternative or Complementary Service Delivery to Support Access to the Excluded? *Create Pathways to Access* .

Schuetze, H. G., & Álvarez Mendiola, G. (2012). *State and Market in Higher Education Reforms: Trends, Policies and Experiences in Comparative Perspective*. Rotterdam, the Netherlands: Sense Publishers.

Stromquist, N. P. (2002). *Education in a Globalized World: The Connectivity of Power, Technology, and Knowledge*. Rowman & Littlefield Publishers.

The Economist. (2012). Manufacturing and Innovation: A third industrial revolution. *The Economist* .

The Economist. (2011). The Future of Jobs: The Great Mismatch. *The Economist* .

Trilokekar, R. D. (2010). International education as soft power? The contributions and challenges of Canadian foreign policy to the internationalization of higher education. *Higher Education* , 131–147.

Voogt, J., & Roblin, N. P. (2012). A comparative analysis of international frameworks for 21st century competences: Implications for national curriculum policies. *Journal of Curriculum Studies* , 299-321.

Recommended Websites:

<http://www.un.org/>

http://www.oecd.org/home/0,3675,en_2649_201185_1_1_1_1_1,00.html

<http://www.worldbank.org/>

<http://www.unesco.org/new/en/>

http://europa.eu/index_en.htm

<http://www.undp.org/content/undp/en/home.html>

METHODOLOGY AND POLICIES

This course is designed to maximize student contribution in an interactive milieu. All students are expected to read the assigned papers given in the timetable. There is also a list of suggested papers for students who prefer to do more specific work on topics of their choice listed in the syllabus.

* Students individually or in pairs of two will be responsible for preparing half an hour presentations about the weekly assigned topics. Students are encouraged to choose different and multiple modes of presentation (oral, video, interactive, role play, etc). Students are expected to share the content of their presentations with the group at least one week before the presentation date.

* Each student will choose either to lead a discussion related to assigned reading of the week of their choice, or write two discussion questions per each week related to the topic of the week. Discussion questions will be on the assigned articles and will be shared with the group prior to due date. Students who choose to do both will receive a bonus.

* Each student is expected to write two reflection papers related to any of the topics in the content outline.

*There will be a final take home exam based on their choices of the discussion questions given by the instructor at the end of the term.

* All students are expected to attend the classes and participate in the class discussions.

Individual support will be given to students who wish to develop the work into a publication.

ACADEMIC CONDUCT

All students will be held to policies and procedures listed in the most current Policies and Standards Manual (PSM). This includes but is not limited to our Student Honor Code and regulations on plagiarism. A complete copy of the Policies and Standards Manual (PSM) can be found here: (http://www.miis.edu/media/view/23925/original/policy_and_standards_manual_update.pdf).

REQUIREMENTS AND GRADING

- Your grade will be based on the following performance:

Attendance	10%
Final Examination	40% (take-home exam/5-6 pages)
Presentations	20%
Reflections	20% (2 papers 10% each)
Discussion Questions/ Leading discussions	<u>10% (10 topics x 2 questions)</u>
TOTAL	100%

- Letter grades will be based on the following performance:

A	90-100%	(Excellent)
B	80-89%	(Good)
C	70-79%	(Satisfactory)
D	60-69%	(Poor)
F	0-59%	(Fail)

Grades will be awarded with plus and minus designations when the student's numerical score is in the very top or bottom end of the grade ranges described above or when they receive a bonus. As noted in the, quality points are assigned as follows:

A and A+ 4.00 grade points per credit.

A- (minus) 3.67

B+ (plus) 3.33

B 3.00

B- 2.67

C+ 2.33

C 2.00

C- 1.67

D+ 1.33

D 1.00

D- 0.67

F (Fail) 0.00

P (Pass) Credit for course, no grade points.

NP (No Pass) No grade points or credit.

I (Incomplete) No grade points or credit.

W (Withdrawal with permission) No grade points or credit.

AU (Audit) No grade points or credit.

IP (In Progress) No grade points or credit.

There is no other system of grading or grading category at the Monterey Institute other than those listed above.

Except for grades of “I” and “IP,”(see sections 5.3 and 5.4 in [Policies and Standards Manual](#)) all grades are considered final when reported by a faculty member at the end of a semester or marking period. A change of grade may be requested **only** when a calculation, clerical, administrative, or recording error is discovered in the original assignment of a course grade or when a decision is made by a faculty member to change the grade as a result of the disputed academic evaluation procedure (see section 5.2 in [Policies and Standard Manual](#)). Grade changes necessitated by calculation, clerical, administrative, or recording error must be reported within a period of six months from the time the grade is awarded. **No grade may be changed as the result of a re-evaluation of a student’s work or the submission of supplemental work** following the close of a semester or marking period. The Records Office shall only accept permissible changes of grade upon written approval of the faculty member’s dean, who shall first verify that the Change of Grade request satisfies legitimate criteria.

SCHEDULE AND WEEKLY ASSIGNMENTS

Main Topic: An overview of increasing international perspectives in education; Factors affecting national education policies towards international dimensions

30/08/2012 *History, religion, culture/values, language, political orientations*

- Readings**
- Altbach, P. (2007). *Tradition and Transition: The International Imperative in Higher Education*. Rotterdam, the Netherlands: SensePublishers.
- Clemens, M. A. (2004). *The Long Walk to School: International education goals in historical perspective*. Center for Global Development.
- Knight, J. (2004). Internationalization Remodeled: Definition, Approaches, and Rationales. *Journal of Studies in International Education* , 5-31.
- Marginson, S., & Rhoades, G. (2002). Beyond national states, markets, and systems of higher education: A glonacal agency heuristic. *Higher Education* , 281–309.
- Ozga, J., & Lingard, B. (2006). *The RoutledgeFalmer Reader in Education Policy and Politics*. Routledge.

06/09/2012 *Economic and developmental indicators, international developments/talent migration*

- Readings**
- Altbach, P. (2007). *Tradition and Transition: The International Imperative in Higher Education*. Rotterdam, the Netherlands: SensePublishers.
- Clemens, M. A. (2004). *The Long Walk to School: International education goals in historical perspective*. Center for Global Development.
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Main Topic: Transitions towards international practices in basic education at national education systems

13/09/2012 *Dominant educational paradigms, pedagogical orientations*

Tasks

Discussion Leader:

Presenters:

Readings

20/09/2012 *Converging curricular structures, content, and scheduling*

Tasks

Discussion Leader:

Presenters:

Readings

Heinze, T., & Knill, C. (2008). Analysing the differential impact of the Bologna Process: Theoretical considerations on national conditions for international policy

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Ozga, J., & Lingard, B. (2006). *The RoutledgeFalmer Reader in Education Policy and*

Politics. Routledge.

Main Topic: Transitions towards international practices in basic education at national education systems

13/09/2012 *Dominant educational paradigms, pedagogical orientations*

Tasks Discussion Leader:
Presenters:

Readings

20/09/2012 *Converging curricular structures, content, and scheduling*

Tasks Discussion Leader:
Presenters:

Readings Heinze, T., & Knill, C. (2008). Analysing the differential impact of the Bologna Process: Theoretical considerations on national conditions for international policy convergence. *Higher Education* , 493–510.

27/09/2012 *International schools, IB, MYP, and PYP programs*

Tasks Discussion Leader:
Presenters:

Readings <http://www.ibo.org/>

04/10/2012 *PISA and TIMMS exams*

Tasks Discussion Leader:
Presenters:

Readings

Main Topic: Internationalization of higher education and lifelong learning

11/10/2012 • *Globalization and the fluidity of the job market*
• *Global competitiveness*

Tasks Discussion Leader:
Presenters:

Readings The Economist. (2011). The Future of Jobs: The Great Mismatch. *The Economist*.

Dunnett, S. C. (2012). Higher Education and Public Diplomacy. *The Nelson A. Rockefeller Institute of Government*.

GAO-09-379. (2009). *Higher Education: Approaches to Attract and Fund International Students in the United States and Abroad, Report to the Chairman, Subcommittee on International Organizations, Human Rights, and Oversight, Committee on Foreign Affairs, House of Representatives*.

Ozga, J., & Lingard, B. (2006). *The RoutledgeFalmer Reader in Education Policy and*

	<i>Politics</i> . Routledge.
18/10/2012	<ul style="list-style-type: none"> • <i>New trends in competitiveness (innovation, creativity, entrepreneurial skills, 21st century competencies)</i> • <i>Changing demands for competencies and qualifications/ accountability, accreditation</i>
Tasks	<p>Discussion Leader:</p> <p>Presenters:</p>
Readings	<p>Alexander, F. K. (2000). The Changing Face of Accountability: Monitoring and Assessing Institutional Performance in Higher Education. <i>The Journal of Higher Education</i> , 411-431.</p> <p>Ozga, J., Seddon, T., & Popkewitz, T. S. (2006). <i>World Yearbook of Education: Education, Research and Policy: Steering the Knowledge-Based Economy</i>. Routledge.</p> <p>Voogt, J., & Roblin, N. P. (2012). A comparative analysis of international frameworks for 21st century competences: Implications for national curriculum policies. <i>Journal of Curriculum Studies</i> , 299-321.</p>
25/10/2012	<ul style="list-style-type: none"> • <i>Englises / implicit role of arts, sports and music in internationalization of education</i> • <i>Internationalization of business, law and financial structures</i>
Tasks	<p>Discussion Leader:</p> <p>Presenters:</p>
Readings	
01/11/2012	<ul style="list-style-type: none"> • <i>Scientific and technological developments/communication technologies</i> • <i>2nd & 3rd industrial revolution/changing modes of production</i>
Tasks	<p>Discussion Leader:</p> <p>Presenters:</p>
Readings	<p>Stromquist, N. P. (2002). <i>Education in a Globalized World: The Connectivity of Power, Technology, and Knowledge</i>. Rowman & Littlefield Publishers.</p> <p>Ozga, J., & Lingard, B. (2006). <i>The RoutledgeFalmer Reader in Education Policy and Politics</i>. Routledge.</p> <p>Ozga, J., Seddon, T., & Popkewitz, T. S. (2006). <i>World Yearbook of Education: Education, Research and Policy: Steering the Knowledge-Based Economy</i>. Routledge.</p> <p>The Economist. (2012). Manufacturing and Innovation: A third industrial revolution. <i>The Economist</i> .</p>
08/11/2012	• <i>Regional influence domains/ USA,UK - Australia, Canada, New Zealand -</i>

<i>Europe - Asia, Pacific – Japan</i>	
• <i>International organizations/UN, World Bank, UNDP, OECD, UNESCO, EU</i>	
Tasks	Discussion Leader: Presenters:
Readings	<p>Brown, E. J., Morgan, J. W., & McGrath, S. (2009). Education, Citizenship and New . 78-83.</p> <p>Caitlin, B., & Hall, R. (2012). Australia’s International Education as Public Diplomacy: Soft Power Potential. <i>Netherlands Institute of International Relations ‘Clingendael’</i> , 1-20.</p> <p>Dunnett, S. C. (2012). Higher Education and Public Diplomacy. <i>The Nelson A. Rockefeller Institute of Government</i> .</p> <p>Ozga, J., Seddon, T., & Popkewitz, T. S. (2006). <i>World Yearbook of Education: Education, Research and Policy: Steering the Knowledge-Based Economy</i>. Routledge.</p> <p>Trilokekar, R. D. (2010). International education as soft power? The contributions and challenges of Canadian foreign policy to the internationalization of higher education. <i>Higher Education</i> , 131–147.</p> <p>Henry, M., Lingard, R., Rizvi, F., & Taylor, S. (2001). <i>The OECD, Globalization and Education Policy</i>. Oxford Pergamon Press.</p>
15/11/2012	• ² <i>NGO’s and the impact of global issues and movements/global warming, peace movement, human rights, feminism, positive discrimination, Greenpeace, etc.</i>
Tasks	Discussion Leader: Presenters:
Readings	Rose, P. (2007). NGO Provision of Basic Education: Alternative or Complementary Service Delivery to Support Access to the Excluded? <i>Create Pathways to Access</i>
22/11/2012	NO CLASS
29/11/2012	<ul style="list-style-type: none"> • <i>Bologna Process/ GATS</i> • <i>Exchange programs (Fulbright, US Aid, peace corps, AFS, EU programs, Simon Act and scholarships)</i>
Tasks	Discussion Leader: Presenters:
Readings	Bologna Process: Fact Sheet. April 16, 2011

Knight, J. (2003). *GATS, Trade and Higher Education: Perspective 2003 - Where are we?* The Observatory on Borderless Higher Education.

Lorenz, C. (2006). Will The Universities Survive The European Integration?:. *Sociologia Internationalis* , 123-153.

http://paulsimoninstitute.org/index.php?option=com_content&view=category&layout=blog&id=88&Itemid=264

http://www.nafsa.org/public_policy.sec/commission_on_the_abraham/

07/12/2012 Final day

RUBRICS

Leading Discussion:

- ✓ Brief summary
- ✓ Preparing one's own discussion questions
- ✓ Choosing from already shared discussion questions and bringing them to the class
- ✓ Directing the session (moderator)
- ✓ Wrapping-up the session
- ✓ Managing time efficiently

Discussion Questions:

- ✓ Are the questions relevant?
- ✓ Do the questions contribute to argumentation (pros and cons)?
- ✓ Do the questions help better understand the reading material?
- ✓ Do the questions stimulate new ideas and further questions?