

Comparative and International Education (H000474)

Course size (nominal values; actual values may depend on programme)

Credits 6.0 Study time 180 h Contact hrs 45.0 h

Course offerings and teaching methods in academic year 2018-2019

A (semester 2)	Dutch	group work	15.0 h
		lecture	30.0 h
C (semester 2)		group work	15.0 h
		lecture	30.0 h

Lecturers in academic year 2018-2019

Devos, Geert PP06 lecturer-in-charge

Offered in the following programmes in 2018-2019

	crdts	offering
Bachelor of Science in Educational Sciences (main subject Clinical Special Needs Education and Disability Studies)	6	C
Bachelor of Science in Educational Sciences (main subject Pedagogy and Educational Sciences)	6	C
Bachelor of Science in Educational Sciences (main subject Social Work and Social Welfare Studies)	6	C
Joint Section Bachelor of Science in Educational Sciences	6	C

Teaching languages

Dutch

Keywords

overview of the field, international indicators, international organisations for education, classification of educational systems, study educational systems, methodology of comparing

Position of the course

This course aims to provide insight in several international educational systems and international developments in education so that students can reflect on current pedagogical and educational processes.

Contents

This training part aims generally:

- theories and methodology of comparing;
- political culture in educational policy;
- international indicators and international comparative studies;
- study of the educational systems in several countries;
- skills for comparing educational systems;
- international developments: global educational reform movement, accountability, equality;
- international organisations.

Initial competences

Onderwijskunde

Final competences

- 1 To question important and relevant educational concepts comparing them with analogous international tendencies such as inclusion, retardation, comprehensiveness, local autonomy, quality assurance.
- 2 To interpret and deal critically with curriculum processes and curriculum products (for diverse educational settings) comparing them with analogous products from abroad.
- 3 To question underlying assumptions in much-used research methods in comparative

education.

- 4 To describe and if required to set in a historical perspective various methods of comparing education systems.
- 5 To involve reference frames from the sociology of knowledge on educational developments and processes in the own educational system and in other systems.
- 6 To illustrate methods of comparing educational systems and parts of them from other countries with the own education system. Added to this to deduce from this exercise possible applications or particular points of interest for the own system.
- 7 To always keep in mind the distinction and the connection between the school and the life environment.

Conditions for credit contract

Access to this course unit via a credit contract is determined after successful competences assessment

Conditions for exam contract

Access to this course unit via an exam contract is unrestricted

Teaching methods

Group work, lecture

Extra information on the teaching methods

Exercises (individually or in groups)

Learning materials and price

Syllabus

Cost: 10 EUR

References

- • Devos, G. & Vekeman, E. (2018) *Vergelijking van een aantal onderwijssystemen*. Comparatieve en Internationale pedagogiek. Gent, Vakgroep Onderwijskunde – Universiteit Gent.
- Dupriez, V. & Dumay, D. (2006) Inequalities in school systems: effect of school structure or of society structure?, *Comparative Education*, 42:02, 243-260.
- Standaert, Roger (2007). *Vergelijken van onderwijssystemen*. Leuven: Acco.
- Sahlberg, P. (2015). *Finnish Lessons 2.0. What can the world learn from educational change in Finland?* Newyork, NY and London: Teachers College Press.
- Dupriez, V. & Dumay, D. (2006) Inequalities in school systems: effect of school structure or of society structure?, *Comparative Education*, 42:02, 243-260.
- Standaert, Roger (2007). *Vergelijken van onderwijssystemen*. Leuven: Acco
- Seashore Louis, K. & B. Van Velzen (2012) *Educational Policy in an International Context: Political Culture and Its Effects*. New York, Pallgrave MacMillan.

Course content-related study coaching

- Interactive support using Minerva (FAQ, extra material).
- By appointment.

Evaluation methods

end-of-term evaluation and continuous assessment

Examination methods in case of periodic evaluation during the first examination period

Written examination with open questions

Examination methods in case of periodic evaluation during the second examination period

Written examination with open questions

Examination methods in case of permanent evaluation

Assignment

Possibilities of retake in case of permanent evaluation

examination during the second examination period is possible

Extra information on the examination methods

Written exam; partly closed questions and partly open questions.

Calculation of the examination mark

Combination of periodic evaluation (12/20) and non periodic evaluation (8/20).

Students who eschew one or more parts of the evaluation can no longer pass the course. Final scores will be reduced to the highest non-deliberative quotation (7/20) in case the final score is higher.

In order to pass the course students have to obtain a final score of at least 10/20 and have to obtain at least the equivalent of 8/20 on all parts of the evaluation. In that case, final scores of 10/20 and above will be reduced to the highest fail quotation (9/20).

Students will not be deliberated if they obtain an equivalent of 8/20 on at least one part of the evaluation. In that case final scores of 8/20 and above will be reduced to the highest non-deliberative quotation (7/20).