“Making Educational and Social Systems Work for All”
-- UO College of Education Mission Statement

EDLD 422/522 Globalization and Education

University of Oregon – College of Education - Department of Educational Methodology, Policy, and Leadership

2015 Winter Term Syllabus
Meeting Days/Time: As Scheduled
Location: To be determined

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COURSE DESCRIPTION AND OBJECTIVES

Globalization is undoubtedly one of the most powerful forces that has shaped and will continue to shape the world we live in. Technological advancement and political changes have removed or shrunk the distances between historically separated places on earth. As a result, geographical distances and political boundaries no longer matter in many aspects of human life, enabling dramatically increased speed, volume, and intensity of movement of people, goods, and information across national borders. Physical distances no longer determine human interactions. The earth has become a “global village,” in which all human beings, despite of their physical locations, cultural beliefs, and political ideology, are interconnected and interdependent.

Globalization presents many new challenges and intensifies some existing ones. Massive human migration, large scale offshoring of jobs, trade disputes, human conflicts and international terrorism, energy crisis, environmental degradation, increasing inequality in living conditions, human exploitation, and disappearances of indigenous cultures are but a few the challenges we must face in the age of globalization.

To meet these challenges, we need to prepare our children as global citizens who are able to understand the process and impact of globalization, appreciate their positions in relation to others, interact with people from other places, and negotiate cultural differences. To prepare global citizens, we first need globally competent educators.
This course is intended to help prepare globally competent educators. Specifically, this course examines education in the changing context of globalization; surveys educational policy and practices in different nations; compares teaching methods and classroom activities in different cultures; and studies the impact of globalization on education.

**COURSE AUDIENCE**

This course is open to both graduate and advanced undergraduate students, but with differentiated workloads (see assignments and grading policy).

**COURSE MATERIALS**

Materials used in this course include print books, articles, and multi-media products. The following are required readings and new materials will be added to the course website.

1. Thomas Friedman, *The World is Flat* (required for graduate students, optional for undergraduates). Alternative for undergraduate reading: Course pack/website
4. Yong Zhao, *Catching Up or Leading the Way: American Education in the Age of Globalization*
5. A course pack including various articles
6. A Website with links to further readings, online articles, news stories, and videos

**COURSE STRUCTURE**

The course (EDLD 510) uses a lecture-discussion format and use blended approach, with both traditional face-to-face meetings and online activities. The major activities consist of a combination of lectures, group discussions, and online activities. The lectures will include both face-to-face presentations by the course instructor, online invited guest lectures, and selected recorded video presentations by distinguished thought leaders. Group discussions will be carried out in small groups both face-to-face and online. Students are required to post on the course blog site.

**ASSIGNMENTS AND GRADING POLICY**

1. All students are expected to complete two assignments:
   a. One reflective essay based on course reading materials (5 double-spaced pages)
   b. A product (video, blog, etc) about challenges and opportunities for education brought about by globalization
2. Graduate students are expected to complete
   a. One large research paper (about 20 double spaced pages) on a related topic with the approval of the instructor.
3. Grades will be determined by:
   a. For undergraduates
      i. Participation: active participation in class and online discussions is required (35%)
      ii. Reflective essay (30%)

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1 Reading assignments can change to reflect current research and scholarship as this course deals with issues that are constantly and rapidly evolving.
iii. Course product (35%)
b. For graduate students
   i. Participation: active participation in class and online discussions is required (25%)
   ii. Reflective essay (10%)
   iii. Course product (25%)
   iv. Research paper (40%)

COURSE INCOMPLETES will be offered only rarely in unusual circumstances that truly prevent the student from completing course work during the regular course schedule. My policy on incompletes is more restrictive than the general UO policy. Incompletes will NOT be awarded simply because you have not been able to finish course work. Incompletes will only be awarded when there is a documented medical or similar unforeseen emergency that prevents the student from completing course work.

1. What is globalization?
2. The impact of globalization
3. Education around the globe
   a. Case 1: China
   b. Case 2: South Africa
   c. Case 3: England
   d. Case 4: Finland
   e. Case 5: Australia
   f. Case 6: USA
4. International Testing: PISA and TIMSS
5. Teaching in the Age of Globalization
   a. Teaching immigrant children
   b. Preparing global citizens
   c. Teaching in international schools

SCHEDULE OF TOPICS AND ASSIGNMENTS (schedule may change depending on our pace)

<table>
<thead>
<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Introduction: What is Globalization?</td>
<td>Readings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grad: Friedman (2005)</td>
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<tr>
<td>2</td>
<td>The impact of globalization</td>
<td>Readings:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Grad: Stiglitz (2006)</td>
</tr>
<tr>
<td>3</td>
<td>Education around the Globe: China, South Korea, and Singapore</td>
<td>Readings/videos/:</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Videos: Pearson Foundation (2011). Watch Shanghai, Japan, Korea, and Singapore</td>
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<tr>
<td></td>
<td></td>
<td>Reflective essay due</td>
</tr>
<tr>
<td>4</td>
<td>Education around the Globe: South Africa and Finland</td>
<td>Readings/videos/:</td>
</tr>
<tr>
<td>Chapter</td>
<td>Topic</td>
<td>Readings/videos:</td>
</tr>
<tr>
<td>---------</td>
<td>-------</td>
<td>-------------------</td>
</tr>
</tbody>
</table>
| 5       | Education around the Globe: England and Australia | Readings/videos:/  
|         |       | Grad & Under: OECD (2011). Chapters 3, 9, 10  
| 6       | Education around the Globe: USA | Readings:  
|         |       | Zhao, Y. (2009)  
|         |       | Course Project Proposal due |
| 7       | Globalization of Education: International Schools, International Assessments | Readings about PISA, TIMSS  
| 8       | Teaching in the Age of Globalization: Teaching immigrant children | Reading:  
| 9       | Teaching in the Age of Globalization: Preparing global citizens | Reading:  
| 10      | Teaching in the Age of Globalization: Teaching in international contexts | No reading |
| 11      | Finals Week | Course Project and Research Paper Due |

**Course Policies**

### I. Basic Assumptions

- Reference written material according to the 2001 (5th edition) Publication Manual of the American Psychological Association -- the APA manual. USE THIS MANUAL AS A REFERENCE FOR ALL OF YOUR WRITING ASSIGNMENTS.
- Edit written work before submitting. When in doubt, check a good, desk-version American English dictionary for both spelling and grammar rules.
- Complete and submit assignments on time. Late assignments are not accepted.

### II. Attendance Policy

Attend class regularly and come prepared to contribute in the following manner:

1. Discuss concepts, analyses, and implications from the assigned readings.
2. Participate in small group activities.
3. Apply what is learned from readings, lectures, and activities to your own writing.
III. Absence Policy

Students must contact the instructor in case of illness or emergencies that preclude taking attending class sessions. Messages can be left on the instructor's voice mail or e-mail at any time of the day or night, prior to class. If no prior arrangements have been made before class time, the absence will be unexcused.

If you are unable to attend due to a personal and/or family emergency, contact either instructor as possible. On a case-by-case basis, the instructors will determine whether the emergency qualifies as an excused absence.

IV. Academic Misconduct Policy

All students are subject to the regulations stipulated in the UO Student Conduct Code (http://www.uoregon.edu/~conduct/). This code represents a compilation of important regulations, policies, and procedures pertaining to student life. It is intended to inform students of their rights and responsibilities during their association with this institution, and to provide general guidance for enforcing those regulations and policies essential to the educational and research missions of the University.

V. Conflict Resolution

Several options, both informal and formal, are available to resolve conflicts for students who believe they have been subjected to or have witnessed bias, unfairness, or other improper treatment.

It is important to exhaust the administrative remedies available to you including discussing the conflict with the specific individual, contacting the Department Head, or within the College of Education you can contact Joe Stevens, Associate Dean for Academic Affairs, at 346-2445 or stevensj@uoregon.edu or Surendra Subramani, Diversity Coordinator, at 346-1472 or surendra@uoregon.edu.

VI. Conflict Resolution (continued)

Outside the College, you can contact:
- UO Bias Response Team: 346-1139 or http://bias.uoregon.edu/whatbrt.htm
- Conflict Resolution Services 346 -0617 or http://studentlife.uoregon.edu/programs/crs/
- Affirmative Action and Equal Opportunity: 346-3123 or http://aaeo.uoregon.edu/

VII. Diversity

It is the policy of the University of Oregon to support and value diversity. To do so requires that we:
- Respect the dignity and essential worth of all individuals
- Promote a culture of respect throughout the university community
- Respect the privacy, property, and freedom of others
- Reject bigotry, discrimination, violence, or intimidation of any kind
- Practice personal and academic integrity and expect it from others
- Promote the diversity of opinions, ideas and backgrounds which is the lifeblood of the university
VIII. Documented Disability

Appropriate accommodations will be provided for students with documented disabilities. If you have a documented disability and require accommodation, arrange to meet with the course instructor within the first two weeks of the term. The documentation of your disability must come in writing from the Disability Services in the Office of Academic Advising and Student Services. Disabilities may include (but are not limited to) neurological impairment, orthopedic impairment, traumatic brain injury, visual impairment, chronic medical conditions, emotional/psychological disabilities, hearing impairment, and learning disabilities. For more information on Disability Services, please see http://ds.uoregon.edu/

IX. Expected Classroom Behavior

Classroom expectations include:
1. Participating in class activities
2. Respecting the diversity of cultures, opinions, viewpoints in the classroom
3. Listening to fellow students, professors, and lecturers with respect
4. Arriving on time, prepared for class
5. Attending for the duration of class; not reading other materials, books, newspapers
6. Racist, homophobic, sexist, and other disrespectful comments will not be tolerated.

X. Grievance

A student or group of students of the College of Education may appeal decisions or actions pertaining to admissions, programs, evaluation of performance and program retention and completion. Students who decide to file a grievance should follow the student grievance procedure, or alternative ways to file a grievance outlined in the Student Grievance Policy (http://education.uoregon.edu/feature.htm?id=399) or enter search: student grievance.

XI. Inclement Weather

In the event the university operates on a curtailed schedule or closes, UO media relations will notify the Eugene-Springfield area radio and television stations as quickly as possible. In addition, a notice regarding the university’s schedule will be posted on the UO main home page (in the “News” section) at http://www.uoregon.edu.

If an individual class must be canceled due to inclement weather, illness, or other reason, a notice will be posted on Blackboard or via email. During periods of inclement weather, please check Blackboard and your email rather than contact department personnel. Due to unsafe travel conditions, departmental staff may be limited and unable to handle the volume of calls from you and others.

Student Engagement

Please identify the number of hours a typical or average student would expect to spend in each of the following activities: (Graduate Students)

<table>
<thead>
<tr>
<th>Educational activity</th>
<th>Hours student engaged</th>
<th>Explanatory comments (if any):</th>
</tr>
</thead>
</table>

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<table>
<thead>
<tr>
<th>Educational activity</th>
<th>Hours student engaged</th>
<th>Explanatory comments (if any):</th>
</tr>
</thead>
<tbody>
<tr>
<td>Course attendance</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td>Assigned readings</td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Project</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Writing assignments</td>
<td>20</td>
<td></td>
</tr>
<tr>
<td>Online interaction</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td>Total hours:</td>
<td>120</td>
<td></td>
</tr>
</tbody>
</table>
EDLD 422/522 Reading List*

* My teaching philosophy is that students should develop a common base of knowledge, terminology, and concepts as soon as possible for the class. I also believe that students should be encouraged to explore more than what is required. Hence, I tend to front-load the readings and allow students to control their reading assignment, as long as they complete the readings before the topics are covered in a course. Thus while the course list topics for each week, students are not assigned a specific number of pages to read weekly. To give a sense of the amount of reading assignment for this course, the total number of pages for graduate students is about 1,500 and for undergraduate 623. In addition, they are required to watch 100 minutes of video about educational systems around the globe.

Required for Graduate Students, Optional for Undergraduates


Alternative for undergraduate reading: Course pack/website (articles)


Required for all

Books:


**Videos:**


**Article:**
