EDLD 422/522 Globalization and Education – Winter, 2015

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

EDLD 610 School and Systems Reform

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

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

<table>
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<td>Office Hours: By appointment</td>
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COURSE DESCRIPTION AND OBJECTIVES

This course is intended to help students develop a comprehensive, global, and balanced understanding of education reforms at the school and systems levels. By critically examining the motivation, policies, strategies, and outcomes of major reform efforts in the United States and a set of selected nations worldwide, the course aims to cultivate a broad perspective about education changes and the capacity for assessing reform policies, strategies, and outcomes. Another goal of the course is to help students develop an understanding of factors that affect the success of reform efforts at the system level.

The course takes a personalized approach. Given the complexity of educational changes, it is impossible to cover all aspects of reform efforts for all students. Thus the course enables students to choose to focus on one or more aspect of educational change at the school and system level, while providing a survey of the foundational elements of reforms. The students are asked to develop an authentic product that reflects their learning. The product can be in any format agreed upon through discussions with the course instructor. For example, it can be a research paper examining a particular issue in educational reform, or

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.


COURSE STRUCTURE

The course (EDLD 610) 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, 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. 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. Grades will be determined by:
   a. Participation: active participation in class and online discussions is required (35%)
   b. Reflective essay (30%)
   c. Course product (35%)

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.

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

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<tr>
<th>WEEK</th>
<th>TOPIC</th>
<th>ASSIGNMENT</th>
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<tbody>
<tr>
<td>1</td>
<td>Introduction: Education Reforms</td>
<td>Readings: Ravitch</td>
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<tr>
<td>2</td>
<td>The rhetoric of reforms: what</td>
<td>Readings: Ravitch</td>
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<tr>
<td>3</td>
<td>The rhetoric of reforms: outcomes</td>
<td>Readings: Berliner</td>
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<td>4</td>
<td>Why reform</td>
<td>Readings: Berliner</td>
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<td>5</td>
<td>How to reform: models (I)</td>
<td>Readings: Tucker</td>
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<tr>
<td>6</td>
<td>How to reform: models (II)</td>
<td>Readings: Tucker</td>
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<tr>
<td>7</td>
<td>Successful reform strategies</td>
<td>Readings: Salhberg</td>
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<td>8</td>
<td>Factors affecting the success of reforms</td>
<td>Reading: Salhberg</td>
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<td>9</td>
<td>Reforms in the future: Global Trends</td>
<td>Project: Drafts and discussions</td>
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<td>10</td>
<td>Paradigm shift in education</td>
<td>No reading</td>
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<tr>
<td>11</td>
<td>Finals Week</td>
<td>Course Project Presentation</td>
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### Course Policies

1. **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 sureendra@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:
  - Participating in class activities
  - Respecting the diversity of cultures, opinions, viewpoints in the classroom
  - Listening to fellow students, professors, and lecturers with respect
  - Arriving on time, prepared for class
  - Attending for the duration of class; not reading other materials, books, newspapers
  - 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 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.