“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

2016 Spring Term Syllabus
Meeting Days/Time: As Scheduled
Location: 115 Lockey/Adobe Connect

<table>
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<tr>
<th>Instructor: Yong Zhao, Ph.D.</th>
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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. For this term, we will focus on recent reform efforts (over the past 30 years or so) undertaken by major education systems around the world. We will discuss what systems we would like to include in our analysis for this course. Our intention is to understand what kind of future these systems are intended to create as well as the factors that drove these visions. The questions we will explore include:

What are the reform efforts (policies, strategies, actions etc.)?
What changes are expected? What does each system want to stop doing and start doing more or less?
What has been achieved or not? And why?
Course Plan for Spring 2016

The course (EDLD 610) uses a product-oriented learning approach. As a class we will conduct authentic research on major education reform efforts around the world. We will then write a book together. The instructor will work with students to identify issues, develop research plan, conduct the research, and write the report (chapters). Lectures and discussions are only used to guide the development and revision of the final product (reports/chapters). Students can work together or individually, but no more than three students can work on one chapter.

The tentative title of the book is Dreams and Nightmares: Education Reforms around the World. The tentative publisher is Corwin Press. I will serve as the chief editor and Brian Gearin as a co-editor.

The plan for this class is as follows. For the first two weeks, you will read four books and one research report. The purpose of this intensive reading is for you to quickly build a common understanding of research about educational reform issues and different approaches to understand reforms at the system level. When you read these materials, please consider how the authors approach the issues and how they write about their findings.

For the third week, we will then meet to discuss our research plan and writing plan. Thereafter, you will have time to implement the plan and start writing and revision. While I do not expect all chapters will be ready for final publication. I expect by the end of the term, we will have at least a decent draft, after two revisions. I will work with you to continue the revision process after the term ends.

My expectation is that you are interested in this approach and committed to producing high quality work.

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.


1 Reading assignments can change to reflect current research and scholarship as this course deals with issues that are constantly and rapidly evolving.
COURSE STRUCTURE

This course will be a combination of independent readings, lectures, group discussions, independent research, and group writing.

ASSIGNMENTS AND GRADING POLICY

1. Students are expected to complete all assigned readings and complete two drafts of the final report/chapter.
2. Grades will be determined by:
   a. Participation: active participation in class and online discussions is required (35%)
   b. Course product (65%)

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.

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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<tr>
<td>1 (Mar 28)</td>
<td>No group meeting: Understanding Reforms</td>
<td>Readings: Zhao, Ravitch, Berliner</td>
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<tr>
<td>2 (Apr 4)</td>
<td>No group meeting: Understanding Reforms</td>
<td>Readings: Tucker, Salhberg</td>
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<td>3 (Apr 11)</td>
<td>Group Meeting: Researching and Reporting about Education Reforms</td>
<td>Personal Research Ideas</td>
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<td>4 (Apr 18)</td>
<td>No group meeting: Researching Reforms</td>
<td>Initial literature review and information gathering</td>
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<td>5 (Apr 25)</td>
<td>Group meeting: Reporting Initial Findings</td>
<td>Develop outline of research report</td>
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<td>6 (May 2)</td>
<td>No Group Meeting</td>
<td>Continue Research and Writing</td>
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<td>7 (May 9)</td>
<td>Group meeting: Discussing Findings</td>
<td>First Draft of Report Due</td>
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<td>8 (May 16)</td>
<td>Group Meeting: Feedback on report</td>
<td>Revise Report</td>
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<td>9 (May 23)</td>
<td>Group meeting: Discuss revision</td>
<td>Revise report</td>
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<td>10 (May 30)</td>
<td>No group meeting</td>
<td>Final report due</td>
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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 mailto: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
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: (a) Participating in class activities; (b) Respecting the diversity of cultures, opinions, viewpoints in the classroom; (c) Listening to fellow students, professors, and lecturers with respect; (d) Arriving on time, prepared for class; (e) Attending for the duration of class; (f) Not reading other materials, books, newspapers; (g) 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.