Introduction to Education and Development

Module II, Spring 2014
HS 310f Mondays, 2:00-4:50 PM
March 17 – April 28, 2014
Room Sch G-055

Instructor: Dr. Shirley Burchfield

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Course Description:

Education is a powerful tool for creating opportunities, eliminating inequalities, and enabling people to lift themselves out of poverty. Educational development and poverty reduction are integrally linked. Education, especially for girls, is essential to promoting national economic growth and improving lives. Access to education is considered by many to be not only a means to development but also a basic human right. How can governments, non-government organizations and other institutions create and support educational systems that develop leadership and foster learning and creativity of all students? What does comparative educational research reveal about the effectiveness of pedagogical approaches to teaching and learning in various national contexts? What are the roles of parents and communities in supporting and improving schools? What methods can be used to measure the effectiveness of varying approaches? These and other questions will be explored in this introductory seven-week module. We will also examine topics such as the effectiveness of “child-driven education,” and the role of technology, (including “Khan Academy,” “TED Talks,” radio instruction, and other innovations) in U.S. and developing country contexts. This course will make use of a variety of media, including readings, lectures and classroom discussions, guest speakers from the field, and videos.

In some of the classes, we will also have guest speakers during a portion of the class. All out guest speakers have extensive experience in the field of international education. Students should feel free to ask questions and engage in discussion with our visitors.

Objectives:

Students will develop an understanding of:

- the way in which different educational systems, pedagogical approaches, and organizational structures have evolved in a variety of cultures and country contexts;
- current research on approaches to comparative and international education;
- the role that education, particularly girls’ education, plays in a country’s national development;
- the role of international organizations, including donors and non-governmental organizations (NGOs), in educational development around the world;
- the potential impact of new technologies and innovations on developing countries; and ways of measuring educational outcomes.

Requirements:

- This is an introductory class. No prerequisites are required.
- Students are expected to attend all classes and arrive on time, having completed all assignments.
- A group project and a two-part take home exam will be required.

Class Expectations:

- Please treat all members of the class with courtesy and respect.
- Please turn off or silence your cell phone and other non-computer electronic communication devices.
- Please do not text or email during class.
• Please limit your laptop use solely for note taking or if required by a classroom activity.

Grading:

• Class attendance and participation (10% of final grade). Class participation is an essential component of the course. All students are expected to complete the assigned readings before class and to come to every class prepared to discuss them. Participation in class contributes to the learning process, aids in thinking about the ideas presented in the readings and videos, and helps students present their ideas more effectively.

• Group project (70% of final grade). You will work together in groups throughout the course to address an education policy issue or design a program to address a specific education problem in a country or region of your choice. You will work with the same group throughout the course. During the first two classes, I will propose several topics for possible group projects, or you may propose your own policy issue or problem to be addressed. Each group should consist of four to five students. You should join a group addressing a topic that most interests you. By the end of the second class, I will assign any students who have not yet identified a topic or group to one of the groups. After the topics have been identified and the groups formed, all work on the group projects will take place outside the classroom.

Summary of Student Assignment Due Dates

• Class 1: March 17—First class day—show up
• Class 2: March 24—No assignments due
• Class 3: March 31—Take home exam distributed
• Class 4: April 7—Outlines of class group projects due
• Class 5: April 14—Feedback provided on outlines (no assignment due)
• Class 6: April 28—Take home exam due
• Class 7: May 5—Class projects/presentations due

• Individual take home exam 20% of final grade. You will be given a take home exam. This exam should reflect your own thinking and views about the reading assignments and videos and must be written independently.
University Notices:

1. Please see me before the second class if you are a student with a documented disability on record at Brandeis University and wish to have a correlated and reasonable accommodation made for you in this class or contact me by email.

2. The University policy on academic honesty is distributed each year and is found in Section 5 of the Rights and Responsibilities handbook. All students are expected to adhere to the highest standards of honesty and academic integrity in their work. The Office of the Dean of the Heller Graduate School will be notified of any allegations of dishonesty in the course. Possible sanctions include failure in the course and suspension from the University. I am happy to discuss any aspects of this policy that need clarification.

3. Individual class assignments should be completed independently. For group projects, students are encouraged to work collaboratively, sharing idea and approaches. However, all students are expected to make their own individual contributions to the project in their own words. For both individual assignments and collaborative projects, you must place direct quotes from another source in quotation marks and use footnotes to indicate the source.

In keeping with the underlying goals of the Program on Sustainable International Development, we will pay particular attention to the sustainability and gender dimensions of education.

Sustainable Development Statement:

The issue of sustainability will be addressed throughout the course. We will consider the role of education in promoting sustainable development in a variety of contexts.

Gender Statement:

Throughout the course, we will consider the gender dimensions of educational policies and programs. Special focus will be placed on the role that the education of girls and women plays in a country’s development. We will examine the extent to which progress has been made in achieving education for all, particularly the goal of achieving gender equality in education.

Readings:

I have listed the readings for each week in alphabetical order. In each class, I will discuss which articles or chapters for the next class should be read in depth and which require only skimming to get the general ideas being presented. I will also provide a few key discussion questions to guide what you should emphasize in your readings. In the past, I found reading/discussion groups to be especially helpful to students.

I have included additional sources for further reading. You are not expected to read these materials for the course but may find them particularly useful for exploring many of the topics in the class in more depth.
Class 1: Monday March 17

Discussion Topics

- Discussion of class group projects and individual papers
- Education and the developing world
- Introduction to education and development
  - What is development? (~2 minute video and discussion)
  - What is the impact of education on development?
  - Should education be considered a basic human right or a means to development?
- The colonial legacy on education in developing countries
- Elitist education systems; education as an exercise in domination; narrative education vs. problem-posing education
- The emergence of compulsory education
- The role of international organizations in educational development
  - Impact on compulsory education in newly independent countries
  - Relevance of international models in local contexts
- Educational innovations: potential alternatives, creative supplemental resources, or trendy gimmicks?
  - Peer driven education (“Hole in the Wall Computers”).

Class Activities/Assignments

- Introductions
- Expectations for class
- Course and individual goals

Required Readings


http://www.cgdev.org/sites/default/files/rebirth-education-introduction_0.pdf
**Suggested Viewing (Online Video)**

[http://www.ted.com/talks/sugata_mitra_shows_how_kids_teach_themselves.html](http://www.ted.com/talks/sugata_mitra_shows_how_kids_teach_themselves.html)

**Further Readings**


**Additional Online Videos**

Class 2: Monday March 24

Discussion Topics

- Achieving universal education/measuring progress
- Approaches to comparative and international education
- USAID’s 2015 reading goal (100 million children reading) and All Children Reading

Required Readings


Ouane, A. and Glanz, C (Eds.) (2011). Glossary (pp. 7-15) & Executive summary. (pp. 23-46). In Optimising learning, education and publishing in Africa: The language factor: A review and analysis of theory and practice in mother-tongue and bilingual education in sub-Saharan Africa. Published jointly by the UNESCO Institute for Lifelong Learning (UIL), Feldbrunnenstrasse 58, 20148 Hamburg, Germany and the Association for the Development of Education in Africa (ADEA) / African Development Bank, Tunis Belvédère, Tunisia [26 pages]

Class Activities/Assignments

- Organization of groups for class projects/discussion of class project topics.
- Questions for a take home exam based on the readings, videos and classroom lectures/discussions will be distributed. Responses are due on April 28. This assignment should be completed independently. Responses should be approximately 4 double-spaced pages.

Additional Online Videos

USAID Grand Challenge: All Children Reading


Further Readings
Bray, M. (2007). Chapter 15: Scholarly enquiry and the field of comparative education (pp. 341-362). In M. Bray, B. Adamson & M. Mason (Eds.), Comparative education research: approaches and methods. Hong Kong: Comparative Education Research Centre, Faculty of Education, University of Hong Kong. [22 pages]

Bray, M. & Mason, M. (2007). Chapter 16: Different models, different emphases, different Insights (pp. 363-380). In M. Bray, B. Adamson & M. Mason (Eds.), Comparative education research: approaches and methods. Hong Kong: Comparative Education Research Centre, Faculty of Education, University of Hong Kong. [18 pages]


Ouane, A. and Glanz, C (Eds.) (2011). In Optimising learning, education and publishing in Africa: The language factor: A review and analysis of theory and practice in mother-tongue and bilingual education in sub-Saharan Africa. Published jointly by the UNESCO Institute for Lifelong Learning (UIL), Feldbrunnenstrasse 58, 20148 Hamburg, Germany and the Association for the Development of Education in Africa (ADEA) / African Development Bank, P.O. Box 323, 1002, Tunis Belvédère, Tunisia [380 pages].

**Class 3: Monday March 31**

**Discussion Topics**

- Exploring assumptions about education
- Education in the industrial age
- Achieving universal education/measuring progress (continued)
- Involving communities in public education
- Genuine vs. pseudo participation
- Community partnerships
- Community financing of education
- Evolving role of parents in public schools
Required Readings


Further Readings


Class 4: Monday April 7

Discussion Topics

- International donor organizations: whose interests are being served?
- Education system reform
- Educating the most vulnerable children
- Public access resources
  - Khan Academy (~18 minute video/demonstration & discussion)

Guest Speaker: Ms. Suzanne Van Hook, World Education Africa Division Budget Director--program budgeting
**Required Readings**


**Suggested Viewing (Online Videos)**


**Class Activities/Assignments**

- Draft outlines of class projects are due.

**Further Readings**


Class Activities/Assignments

Feedback on draft outlines will be provided.

Additional Online Videos


Class 5: Monday April 14

Discussion Topics

- Public access resources (continued); open source textbooks/tools
- Equality and gender parity in education
- Cultural and social relevance of education systems

Guest Speaker: Ms. Mehlika Hoodbhoy. Deputy Director, Office of Gender Equality and Women’s Empowerment (GENDEV) at USAID

Required Readings


**Suggested Viewing (Online Videos)**


**Further Readings**


**Additional Online Videos**

http://video.google.com/videoplay?docid=6852287090518403675#

**Class 6: Monday April 28**

**Discussion Topics**

- Education system reform and effectiveness
- Measuring educational progress
- Challenging what we think we know about education and development

**Guest Speaker:** Dr. Thomas Welsh, via Skype. Former Senior Analyst, Harvard Institute for International Development; Adjunct Lecturer Harvard Graduate School of Education.

**Class Activities/Assignments**

*Take home exams are due.*

**Required Readings**


Further Readings


Class Activities/Assignments

Class group projects due.

Students will present group class projects.

Class 7: Monday May 5

Suggested Readings
