APPLICATION FOR NEW COURSE

1. Submitted by College of Education __________________________ Date 3/9/05 ____________

Department/Division offering course Educational Leadership Studies __________________________

2. Proposed designation and Bulletin description of this course

   a. Prefix and Number EDL 705

   b. Title* International Perspectives on Educational Reform

      *NOTE: If the title is longer than 24 characters (including spaces), write
      A sensible title (not exceeding 24 characters) for use on transcripts International Reform

   c. Lecture/Discussion hours per week 3 hours

   d. Laboratory hours per week ______________________

   e. Studio hours per week ______________________

   f. Credits 3 credit hours

   g. Course description

      The course focuses on international education reform, the function of schools in national social, economic and political development, as well as emerging perspectives on educational leadership and professional preparation.

   h. Prerequisites (if any)

      Admission to a Doctoral Degree Program at the University of Kentucky, completion of EPE 555 Comparative Education, its equivalent, or consent of the instructor.

   i. May be repeated to a maximum of __________________________ (if applicable)

4. To be cross-listed as

Prefix and Number __________________________

Signature, Chairman, cross-listing department __________________________

5. Effective Date Fall, 2005 (semester and year)

6. Course to be offered ☑ Fall ☑ Spring ☑ Summer

7. Will the course be offered each year? ☑ Yes ☐ No

(Explain if not annually)

8. Why is this course needed?

The Department of Educational Leadership Studies is developing bi-lateral agreements with several countries (i.e., Finland, South Africa, China) to study educational leadership. A course that includes perspectives on leadership and current trends in education would benefit the international and American students. The course outline provides students with the opportunity to understand the function of education and the role of leaders in national economic and social development.

9. a. By whom will the course be taught? Dr. Lars G. Bjork

b. Are facilities for teaching the course now available? ☑ Yes ☐ No

If not, what plans have been made for providing them?
APPLICATION FOR NEW COURSE

10. What enrollment may be reasonably anticipated? 15 - 20 students per year

11. Will this course serve students in the Department primarily? ☑ Yes ☐ No
Will it be of service to a significant number of students outside the Department? ☐ Yes ☑ No
If so, explain.

12. Check the category most applicable to this course

☐ traditional; offered in corresponding departments elsewhere;
☐ relatively new, now being widely established
☐ not yet to be found in many (or any) other universities

13. Is this course applicable to the requirements for at least one degree or certificate at the University of Kentucky? ☑ Yes ☐ No

14. Is this course part of a proposed new program:
If yes, which?

15. Will adding this course change the degree requirements in one or more programs?*
If yes, explain the change(s) below

16. Attach a list of the major teaching objectives of the proposed course and outline and/or reference list to be used.

17. If the course is a 100-200 level course, please submit evidence (e.g., correspondence) that the Community College System has been consulted. ☐ Check here if 100-200.

18. If the course is 400G or 500 level, include syllabi or course statement showing differentiation for undergraduate and graduate students in assignments, grading criteria, and grading scales. ☐ Check here if 400G-500.

19. Within the Department, who should be contacted for further information about the proposed course?

Name  Dr. Lars G. Bjork or Dr. James S. Rinehart  Phone Extension  257-2450 or 257-4293

*NOTE: Approval of this course will constitute approval of the program change unless other program modifications are proposed.
APPLICATION FOR NEW COURSE

Signatures of Approval:

James A. Ranch S
Department Chair

Dean of the College

March 9, 2005

Date

3/14/05

Date

Date of Notice to the Faculty

Date

Date

Date

Date

Date of Notice to University Senate

*Undergraduate Council

*University Studies

*Graduate Council

*Academic Council for the Medical Center

*Senate Council (Chair)

*If applicable, as provided by the Rules of the University Senate

ACTION OTHER THAN APPROVAL

Rev 3/04
EDL 705 COURSE OBJECTIVES

The purposes of this course are to prepare students to understand the function of schooling and the role of education leaders in national development and how other nations are reforming their education systems. Educational reform initiatives are changing the nature of leadership and the direction of professional preparation in countries around the globe. Specific objectives of this course include:

1. To understand comparative and international education perspectives;
2. To understand social and economic aspects of educational reform;
3. To foster greater awareness of the role of the state in educational reform;
4. To study educational reform initiatives in selected countries;
5. To understand changing conceptions of leadership in nations engaged in educational reform and,
6. To discuss implications of emerging leadership perspectives for professional preparation programs.
EDL 705 - International Perspectives on Educational Reform

LARS G. BJÖRK, Associate Professor
111 Dickey Hall
College of Education
University of Kentucky
Lexington, Kentucky 40506-0017
Telephone: (859)-257-2450
FAX: (859)-257-1015
E-MAIL: Lbjorl@pop.uky.edu

CLASS MEETINGS:
TBA

I. DESCRIPTIVE INFORMATION

A. GRADUATE BULLETIN DESCRIPTION
The course focuses on international educational reform, the function of schools in national social, economic and political development as well as emerging perspectives on educational leadership and professional preparation.

B. COURSE CREDIT
3 Credit hours

C. PREREQUISITES:
Admission to a Doctoral Degree Program at the University of Kentucky, completion of EPE 555 Comparative Education, its equivalent, or consent of the instructor.

D. COURSE OVERVIEW:
This multidisciplinary course analyzes and compares educational reform initiatives, leadership and professional preparation practices of selected countries around the world. Students will examine the role of schools in national social, economic and political development as well as discuss the role of education leaders and leadership practices. Students are required to develop a brief paper introducing comparative and international education concepts presented in assigned readings that address social and economic origins of educational reform and the role of the state in improving schools. Students will also collaborate in presenting a group report on one country and complete an analysis of reform on a single country or aspect of educational reform in one country.
II. STATEMENT OF COURSE OBJECTIVES

The purposes of this course are to prepare students to understand the function of schooling and the role of education leaders in national development and how other nations are reforming their education systems. Educational reform initiatives are changing the nature of leadership and the direction of professional preparation in countries around the globe. Specific objectives of this course include:

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6. To discuss implications of emerging leadership perspectives for professional preparation programs.

KEY RESOURCES:


ADMINISTRATIVE COURSE REQUIREMENTS AND POLICIES

The instructor will adhere to all University of Kentucky policies pertaining to attendance, make-up tests, cheating/plagiarism, withdrawals, incomplete grades and examinations. Students are expected to read and understand these policies prior to course work. (See the Graduate Bulletin posted on the Graduate School web sit at: [http://www.rgs.uky.edu/gs/bulletin/bullinfo.html] will become the official Graduate Bulletin. It will be updated on a quarterly basis). Specific policies that obtain to the course include:

Standards for Written Work

All written work must be typed or produced from a word processor. American Psychological Association (APA) style is required for UK students.
EVALUATION AND COURSE GRADING

Your grade for this course will be based upon the instructor's judgment regarding the quality of your performance in the areas noted below. The relative weight given to each of these areas in determining your grade is indicated in parentheses. **Note:** The instructor’s assessment of each student’s genuine and informed participation in applying ideas/concepts from assigned readings to class discussions will count 25% of the final course grade.

ASSIGNMENTS

Course assignments will be distributed over the summer and are designed to build your capacity to complete a comparative analysis of a one country’s education system.

1. Paper #1-Comparative Education- 25%
2. Group presentation 25%
3. Paper #2-Country Case Analysis Paper- 50%

**Note:** Course assignments will be distributed over three parts of the symposium and are intended to assist students in completing a comparative analysis paper of a one country’s or one aspect of a country’s education system.

PAPER #1 (25%): OVERVIEW OF COMPARATIVE EDUCATION PAPER

The first assignment is a brief paper (5-6 pages) that reviews the notion of comparative education and introduces two paradigms or concepts that guide comparative education analysis that may be helpful in understanding origins of national educational reform initiatives: (a) social processes and stability and (b) economic and social development as well as levels of analysis. The former focuses on cultural processes and social stability that enhances social belief and practices. The latter focuses on the role of education in advancing economic development and social justice.

GROUP PRESENTATION (25%): Groups of students will have the opportunity to select one country on which they will be responsible for making a seminar presentation. The purpose of this assignment is to summarize key elements of national education system and present an overview of reform initiatives. Presentations will be between 25-30 minutes in length and will provide a basis for class discussion. Students will be able to select their nation-topics before the Symposium convenes to allow time for background readings and preparation. Students will be encouraged to work via electronic means as they prepare and plan their work.
PAPER #2 (50%): ANALYSIS OF EDUCATIONAL REFORM AND LEADERSHIP

Students will complete an analysis paper that focuses on understanding educational reform and leadership changes in a single country. The analysis paper will be divided into three parts:

Part I: Analysis of Educational Reform. (10-15 pages) Students will select and analyze an educational reform initiative or an aspect of the reform in a single country discussed in the seminar. This section of the paper will present a description of the reform initiative; (b) Discuss its origins, practices, processes or processes using one of the two major paradigms presented in Part I (i.e.) social processes and stability or economic and social development that will be used to analyze the education. If you are using the notion of social processes you should relate how education is functional to sustaining the culture. If you are using economic or social development concepts be sure to discuss stated and unstated economic and social goals of schooling as well as reform strategies.

Part II: (3-5 pages). Analysis of Emerging Leadership Perspectives in the nation selected. This section of the paper will discuss the nature and direction of educational leadership in the selected nation as well commonalities and differences among countries examined during seminar.

GENERAL MARKING SYSTEM

A grading curve will not be used to determine letter grades.
A = 90-100 represents exceptionally high achievement as a result of aptitude, effort, and intellectual initiative. It is valued at four grade points for each credit hour.
B = 80-89 represents a high achievement as a result of ability and effort. It is valued at three grade points for each credit hour.
C = 70-79 represents average achievement. It is valued at two grade points for each credit hour.
E = 0-59 represents unsatisfactory performance and indicates failure in the course. It is valued at zero (0) grade points and zero (0) credit hours.

MAJOR TOPICS OF THE COURSE

This course will examine reform initiatives and education systems around the globe (e.g.) Scandinavia (Finland, Sweden); Western Europe (The United Kingdom and France); Asia (China, Australia and New Zealand); Africa (the Republic of South Africa), and North America (The United States of America and Canada), and Central and Latin America (Brazil and Mexico) et al.

1. Overview of comparative educational analysis,
2. Discussion of international perspectives on educational reform and leadership,
3. The role of the state in educational reform.
4. Purposes of educational reform (social justice and economic development).
5. Student achievement and assessment
6. Emerging leadership perspectives
7. Perspectives on professional preparation
MODE OF INSTRUCTION

1. Lecture/guest speakers-50%
2. Class discussion/analysis-50%

RETURN OF PAPERS

All papers will be returned by the instructor in a timely manner and discussed in class to contribute to the teaching and learning process. I encourage students to submit papers using email.

STUDENT COURSE EVALUATION

At the close of the semester, students will also be asked to complete a University of Kentucky teaching evaluation questionnaire which focuses on teaching, instructional processes, and general substance of the course. Student responses will be anonymous.

DISCUSSION TOPICS, ASSIGNMENTS, AND EXAMINATIONS

1. INTRODUCTION & COURSE OVERVIEW:

2. COMPARATIVE AND INTERNATIONAL EDUCATION:
   THEORY, PRACTICE, AND CRITIQUE

Required Readings:

dialectic of the global and the local. Rowan & Littlefield, NY.
Chapter 3: The state, social movements, and educational
reform.

Part 1: Dramatic political/economic change

Swing, E., Schriever and Orivel, F. (2000). Problems and prospects in
European education. Westport, CT: Praeger.
Chapter 5: Zymek, B. Equality of opportunity: Expansion of
European school systems since the Second World
War.
Suggested Reading:


**Class Discussion:** Preparing a critique of a country case study (Handout)

3. CROSS CULTURAL PERSPECTIVES OF SCHOOL LEADERSHIP

Required Readings:


**Due:** Comparative Education paper

4. EDUCATION AND REFORM IN FINLAND

Required Readings:

Alava, J. (2002). The development of educational leadership in Finland and the foundation of the Institute of Educational Leadership in the University of Jyväskylä: A socio-historical perspective.


Suggested Readings:

**Country Studies:** [http://www.country-studies.com/](http://www.country-studies.com/)

The OECD first report 2003 -
[http://www.pisa.oecd.org/dataoecd/1/60/34002216.pdf](http://www.pisa.oecd.org/dataoecd/1/60/34002216.pdf)

Finnish press release:
5.

EDUCATION AND REFORM IN SWEDEN:

Required Readings:


Suggested Readings:

Country Studies: http://www.country-studies.com/


PISA National Report-Sweden
http://www.oecd.org/infobycountry/0,2646,en_2649_201185_1_1_1_1,00.html


Skolverket, [www.skolverket.se] Website of the Swedish National Agency for Education. (Contains information on the Swedish school system in English).
6. **EDUCATION AND REFORM IN THE UNITED KINGDOM:**

**Required Readings:**


**Chapter 6:** Garner, P. Vision or revision? Conflicting ideologies in the English education system.


**Suggested Readings:**

Country Studies: http://www.country-studies.com/

PISA National Report-United Kingdom:
http://www.oecd.org/infobycountry/0,2646,en_2649_201185_1_1_1_1_1,00.html


7. **EDUCATION AND REFORM IN THE UNITED STATES**

**Required Readings:**


**Chapter 9:** Educational reform in the 1980's and 1990's and the search for excellence.


**Suggested Readings:**

Country Studies: http://www.country-studies.com/
Pisa National Report—United States
http://www.oecd.org/infobycountry/0,2646,en_2649_201185_1_1_1_1,00.html

Chapter 7: American education: 1918 to the present.

8. PART I: EDUCATION AND REFORM IN CHINA

Required Readings:


Suggested Readings:

Country Studies: http://www.country-studies.com/

Pisa National Report—China
http://www.oecd.org/infobycountry/0,2646,en_2649_201185_1_1_1_1,00.html

9. EDUCATION AND REFORM IN NEW ZEALAND:

Required Readings:


Duigan, P. (2002). Forming capable leaders: From competencies to capabilities (pp.5-13).

Suggested Readings:

PISA Report: The New Zealand Context

Country Studies: http://www.country-studies.com/

10. EDUCATIONAL REFORM IN AUSTRALIA

Required Readings:


Suggested Readings:
Country Studies: http://www.country-studies.com/


11. EDUCATIONAL REFORM IN SOUTH AFRICA

Required Reading:


Suggested Readings:

PISA Report Country Studies:  
http://www.country-studies.com/south-africa/


12.  

**EDUCATIONAL REFORM IN FRANCE**

Required Reading:


13.  

**INTERNATIONAL REFORM: RETROSECT AND PROSECT**

Required Reading:


14.  

**Final Class-County Analysis Papers Due**
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Application for New Course Department of Educational Leadership Studies

Prefix and Number: EDL 705

Title: International Perspectives on Educational Reform

Lecture / Discussion: hours per week 3 hours

Course description: The course focuses on international education reform, the function of schools in national social, economic and political development, as well as emerging perspectives on educational leadership and professional preparation.

Prerequisites: Admission to a Doctoral Degree Program at the University of Kentucky, completion of EPE 555 Comparative Education, its equivalent, or consent of the instructor.

Rational The Department of Educational Leadership Studies is developing bi-lateral agreements with several countries (i.e., Finland, South Africa, China) to study educational leadership. A course that includes perspectives on leadership and current trends in education would benefit the international and American students. This course outline provides students with the opportunity to understand the function of education and the role of leaders in national economic and social development.