

Course Description

MEDD8928 Educational Change in a Global Era: Theories and Debates

Course description	
<p>This course explores the rapid and global changes occurring in education. It examines the driving forces behind these changes and whether there is a consensus or coercive progress. Six theories, namely Functionalism, Micro-Realism, Historical Institutionalism, Macro-Realism (Marxism), World Culture (Neo-Institutionalism), and post/de-colonialism, are presented as a roadmap to understanding and analysing these changes. The course emphasises the importance of theory in East Asian research, as it helps make educational research more visible on a global scale and allows for engaging with theories from Western contexts. Students will learn the historical backdrop of these theoretical schools, see how such theories are mobilised to explain empirical realities, and see the rich debates between the different theoretical schools.</p>	
Course objectives	
<ul style="list-style-type: none"> • To help students understand the background, major theories, and leading concepts in the field of comparative education (the dominant Anglo-American strands), and think about missing elements • To assist students in understanding the major theoretical debates at present, and how their empirical work may be linked to these larger questions • To encourage students to be more self-reflective about which theories they utilize in their empirical work, enrich student's understanding of the relationship between theoretical and empirical research, and develop attentiveness to the mismatch between the two • To help students develop the knowledge, analytical skills, and critical judgement necessary for careful cross-cultural and/or global research • To expand students' range of potential hypotheses and analytical tools, and by develop new theories • To enable students to become critical consumers of new research in this area 	
Course learning outcomes (CLOs)	Aligned programme learning outcomes (PLOs)
1. Demonstration of an understanding of major theories, concepts, assumptions, strengths, and weaknesses found in recent comparative educational research focusing on educational change	PLOs 1, 2, 5
2. Identification of various theories utilized in existing empirical studies, and critical evaluation of how well empirical data supports or challenges dominant theories	PLOs 1, 2, 3, 5
3. Critical reflections on research in this domain by identifying philosophical, theoretical, methodological, and/or pragmatic gaps in existing approaches	PLOs 2, 3, 4
4. Analysis and ability to recognize potential areas for original theory development, and/or challenge to existing theoretical models	PLOs 1-5
Course assessment methods	
<ul style="list-style-type: none"> • Group presentation/Moodle reflections • Individual written Essay 1 • Individual written Essay 2 • Individual final Essay 	
Course content and topics	
<p>Micro-Theories I/II: Functionalism and Micro-Realism Micro-Theories III: Historical Institutionalism Macro-Theories I: Macro-Realism (Political Economy, Marxist) Macro-Theories II: World Culture Theory Post/De-Colonial II</p>	

Toward New Theories & Conclusion
Required / recommended readings and online materials <ul style="list-style-type: none"> - Auld, Rappleye, Morris (2019) PISA for Development: How the OECD and World Bank shaped education governance post-2015. Comparative Education. - Fuller, B. (1991) Growing-Up Modern: The Western State Builds Third-World Schools. New York: Routledge. - Griffiths, T. (2021) Dependency Theory and World-Systems Analysis in Comparative and International Education: Critical Accounts of Education and Development. - Hanushek (2016) Economic Growth in Developing Countries” in The Handbook of Education Policy (81-92) - Hayashi, A., M. Karasawa, and J. Tobin. 2009. “The Japanese Preschool’s Pedagogy of Feeling: Cultural Strategies for Supporting Young Children’s Emotional Development.” Ethos (Berkeley, Calif) 37 (1): 32–49. https://doi.org/10.1111/j.1548-1352.2009.01030.x. - Moon and Koo (2011) “Global Citizenship and Human Rights: a longitudinal analysis of social studies and ethics textbooks in the Republic of Korea.” Comparative Education Review 55(4), 574-599. - Mundy et al. (2016) “The Globalization of Education Policy – Key Approaches and Debates” (Introduction) in The Handbook of Educational Policy. - Rappleye, Komatsu, and Nishiyama (2024) School Lunch, Sustainability, and Interdependence: Learning from Japan’s Shokuiku? Oxford Review of Education. - Rappleye, Komatsu, Silova (2021) Student-Centered Learning and Sustainability: Solution or Problem. Comparative Education Review - Ramirez (2012) “The World Society Perspective: concepts, assumptions, and strategies” (17-32) - Steiner-Khamsi (2012) “The global/local nexus in comparative policy studies: analyzing the triple bonus system in Mongolia over time” (49-64) - Stromquist, N. (2015) Explaining the expansion of feminist ideas: cultural diffusion or political struggle?, Globalisation, Societies and Education, 13:1. - Silova, Rappleye, Auld (2020) Beyond the Western Horizon. - Takayama (2015) “Provincializing the World Culture Debate” Globalisation, Societies and Education 13(1) - Tobin et al., (2009) “Looking Across Time and Cultures” (224-245) - Verger (2016) The Global Diffusion of Education Privatization: Unpacking and Theorizing Policy Adoption (Handbook, 64-80) - Yang (2013) Indigenizing the Western Concept of the University, Asia-Pacific Education Review <p>Other Resources:</p> <ul style="list-style-type: none"> - Special Issue of Globalisation, Societies, and Education entitled “Beyond the World Culture Debate in Comparative Education” (2015), edited by I. Silova and J. Rappleye - Jules, T. et al. (2021) The Bloomsbury Handbook of Theory in Comparative and International Education. London: Bloomsbury.
Other additional course information
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