George Mason University
College of Education & Human Development (CEHD)
School of Education (GSE)
EDUC 815 001 - Research Inquiries in International Education 3 credits
Online Summer 2020 – June 1-August 5th 2020

Professor

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Course Description

A. *Prerequisites:* EDUC 880 OR permission of instructor and advisor
B. *University Catalog Course Description:* EDUC 815 focuses on the intersection of international education and research methodologies in educational settings. Students will delve into the construction, implementation, and impact of research in international settings or with an internationally minded perspective. Through critical inquiry into practice, the course offers students the opportunity to develop more sophisticated understandings of the research process in international education settings.
C. *Expanded Course Description:* As the field of comparative and international education grows, there is a greater need for educators and scholars to understand the role of research in the practice of the field. This course will provide opportunities for advanced students to better understand the structures, procedures, and nuances of international research, while also building knowledge of and expertise in methodologies in the field of international education. This course serves as an extension of students' foundational experiences with research methods introduced earlier in their doctoral programs. While a range of research methods were presented in these earlier courses, this class focuses students on questions related to their identities as researchers who are interested in conducting research studies in and across international settings. As US-based and/or trained scholars working in increasingly global contexts, it is especially important for students to complicate, understand, and articulate their unique cross-contexts roles and positions.

Course Delivery

This course will be delivered online (76% or more) using an asynchronous format via Blackboard Learning Management system (LMS) housed in the MyMason portal. You will log in to the Blackboard (Bb) course site using your Mason email name (everything before @masonlive.gmu.edu) and email password. The course site will be available on June 1, 2020. **Under no circumstances, may candidates/students participate in online class sessions (either by phone or Internet) while operating motor vehicles. Further, as expected in a face-to-face class meeting, such online participation requires undivided attention to course content and communication.**

Technical Requirements

To participate in this course, students will need to satisfy the following technical requirements:
* High-speed Internet access with standard up-to-date browsers. To get a list of Blackboard's supported browsers see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#supported-browsers
  To get a list of supported operation systems on different devices see:
  https://help.blackboard.com/Learn/Student/Getting_Started/Browser_Support#tested-devices-and-operating-systems
* Students must maintain consistent and reliable access to their GMU email and Blackboard, as these are the official methods of communication for this course.
* Students will need a headset microphone for use with the Blackboard Collaborate web conferencing tool. [Delete this sentence if not applicable.]
* Students may be asked to create logins and passwords on supplemental websites and/or to download trial software to their computer or tablet as part of course requirements.
* The following software plug-ins for PCs and Macs, respectively, are available for free download: [Add or delete options, as desire.]

- o   Adobe Acrobat Reader: **https://get.adobe.com/reader/**
- o   Windows Media Player:
  https://support.microsoft.com/en-us/help/14209/get-windows-media-player
- o   Apple Quick Time Player: **www.apple.com/quicktime/download/**

Expectations

- Course Week: Because asynchronous courses do not have a "fixed" meeting day, our week will start on Tuesday, and finish on Monday.
- Log-in Frequency:
  Students must actively check the course Blackboard site and their GMU email for communications from the instructor, class discussions, and/or access to course materials at least 3 times per week.
- Participation:
  Students are expected to actively engage in all course activities throughout the semester, which includes viewing all course materials, completing course activities and assignments, and participating in course discussions and group interactions.
- Technical Competence:
  Students are expected to demonstrate competence in the use of all course technology. Students who are struggling with technical components of the course are expected to seek assistance from the instructor and/or College or University technical services.
- Technical Issues:
  Students should anticipate some technical difficulties during the semester and should, therefore, budget their time accordingly. Late work will not be accepted based on individual technical issues.
- Workload:
  Please be aware that this course is **not** self-paced. Students are expected to meet *specific deadlines* and *due dates* listed in the **Class Schedule** section of this syllabus. It is the student's responsibility to keep track of the weekly course schedule of topics, readings, activities and assignments due.
- Instructor Support:
  Students may schedule a one-on-one meeting to discuss course requirements, content or other course-related issues. Those unable to come to a Mason campus can meet with the instructor via telephone or web conference. Students should email the instructor to schedule a one-on-one session, including their preferred meeting method and suggested dates/times.
- Netiquette:
  The course environment is a collaborative space. Experience shows that even an innocent remark typed in the online environment can be misconstrued. Students must always re-read their responses carefully before posting them, so as others do not consider them as personal offenses. *Be positive in your approach with others and diplomatic in selecting your words.* Remember that you are not competing with classmates but sharing information and learning from others. All faculty are similarly expected to be respectful in all communications.
- Accommodations:
  Online learners who require effective accommodations to ensure accessibility must be registered with George Mason University Disability Services.

Learner Outcomes

This course is designed to enable students to:

1. Explore their identities as scholars conducting research in and across international education settings, including explorations of their intercultural competencies and dispositions and capacities necessary to operate successfully as internationally-minded scholars.
2. Develop research questions and methods that are particularly relevant to studies conducted in and across international education settings.
3. Understand the nuances of questions such as: How might US-based researchers and scholars committed to studying educational phenomena and school structures use scholarship for the improvement of educational outcomes in and across international settings? What research questions and methods are most relevant to, responsive to, and ethical in researchers' explorations in and across international settings? And, finally, who are the players involved in educational research conducted in and across international settings and how do we determine the roles these players might take on?
4. Support the development of knowledge as it pertains to cultural, regional, and national issues around conducting

research and the mechanics of better understanding and developing contingencies in the development of research protocols in international education contexts. Students will be presented with multiple forms of international research publications to better understand the role education stakeholders play in international settings while also working to deconstruct how international research takes place both within and outside the international contexts they are studying.

5. Learn more about research methods with relevance in and across international education settings, with special attention paid to methods that can be implemented in these settings focusing on visual and sensory methods—those tools that reach beyond traditional language-centered techniques and provide data that can be "translated" without the benefit of language, which can be a primary barrier to interpreting, analyzing, and drawing conclusions from data related to phenomena in international settings.

Professional Standards

International and comparative education is a growing and important field within education and as a result there are a growing number of organizations that are oriented to specific international education audiences, such as the NAFSA: The Association of International Educators, the Association for the Advancement of International Education (AAIE), which serves international schools; the Institute of International Education (IIE), The Alliance for International Education (AIE) focused on developing partnerships between higher education institutions and international schools; the Comparative and International Education Society (CIES), whose purpose is to promote cross-cultural understanding and social development through international education research, policy and practices, and many others. This course addresses some of the aims and goals of the above international education organizations and is intended for policymakers, practitioners and researchers who are interested in international education. This course is also aligned with the following vision statements: GSE Priorities--Diversity and Equity, and Children, Families and Communities, CEHD's Center for Language and Culture (CLC) and the National Association for Multicultural Education.

Required Texts and Readings

Bartlett, L. & Vavrus, F. (2017). *Rethinking case study research: A comparative approach.* New York, NY: Routledge.

Vavrus, F. & Bartlett, L. (2013*). Critical approaches to comparative education.* New York, NY: Palgrave Macmillan.

Please see the course schedule for a full list of all journal articles scheduled for each week. Full references listed at the end of the syllabus as well. These readings will also be available on Blackboard.

Course Requirements

Each Tuesday, I will be posting an announcement on Blackboard that will also be emailed to you. These weekly emails are VERY important for your success in the course. Material will be suggested to you for readings, general observations from your BB posts will be shared, and deadlines and mini-assignments that are part of your grade will be provided. Please ensure that you are RECEIVING and READING these emails each week. I am definitely stressing this point because I have found the rare student does neither and then is quite upset that they didn't know what was going on.

All assignments should be turned in on the due date indicated in the schedule below via email. All projects must be typed, in 11- or 12-point font, with one inch margins, double-spaced, in Times New Roman font. Writing quality (including mechanics, organization, and content) is figured into the overall points for each writing assignment, so please proofread carefully.

Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances. I am happy to clarify and lend assistance on projects and assignments, but please contact me within a reasonable timeframe. Note: I reserve the right to add, alter, or omit any assignment as necessary during the course of the semester.

Course Performance Evaluation

All assignments should be turned in on the due date indicated in the schedule below via email. Formatting must be consistent with APA (6th or 7th edition) guidelines. Late papers and projects will not be accepted without penalty, excepting extraordinary circumstances.

Blackboard Projects (36 points)

Each week you will have a specific task assigned to you to work individually, in small groups, or in the whole group. These tasks will be shared (usually) by Sunday and should take 4-5 hours during the week to complete. This is equivalent to CLASS time, for a 10 week course for a three-credit class. This does not include time for you to complete your readings and other graded assignments. Please be aware that time for reading and graded assignments will take additional time. Each task will tell you how many times you will have to log into BB, whom you might be paired with to do collaborative work or other specific tasks/tools that you might need to use that week to make progress in the course.

Constructing Research Questions Project (CRPQ) (40 points)

The CRQP is an exercise driven project that depends on two important qualities for doctoral students to develop – curiosity and self-direction. The project is made up of four parts, which will be due at different times during the semester. This project is driven by the understanding that as doctoral students you are reading topics related to your research interests above and beyond what is assigned to you in classes. The project aims to help you understand the iterative process of scholarship, the necessity of embedding your question in literature, grounding your interests in theory and developing the skills to ask a researchable question.

1. *Part I (5 points)* - CRQP Neighborhood – On one page, please provide a clear understanding of the topic in which you are interested in situating your research questions. You can use words, images, graphics or tables to present your ideas.
2. *Part II (8 points)* - CRQP Reading List – Prepare a 1-2 page reading list of articles that are helping you or will help you better understand your "neighborhood". (Please note –this list must follow APA guidelines and some of these must be read to gather a clear and effective list).
3. *Part III (12 points)* - CRQP Synthesis – Prepare a 4-6 page paper that synthesizes the ideas that are emerging from your literature review. Please do not summarize any article –rather, present the ideas that are emerging from your reading and cite the authors, but no paragraph should be devoted to solely one reading
4. *Part IV (15 points)* - CRQP Final – Prepare a 4-6 page paper that presents 4-6 potential research questions that emerge from the literature and might be considered "researchable" and why and supported by literature.

Final Exam (24 points)

This course will require a final exam. Details will be shared during the first week of class.

Assessment and Mastery Grading

Blackboard Projects	36 points
CRQP Project	40 points
Final Exam	24 points
Total	**100 points**

All assignments will be evaluated holistically using a mastery grading system; the general rubric is described below. A student must demonstrate "mastery" of each requirement of an assignment; doing so will result in a "B" level score. Only if a student additionally exceeds the expectations for that requirement—through quality, quantity, or the creativity of her/his work—will she/he be assessed with an "A" level score. With a mastery grading system, students must *choose* to "go above and beyond" in order to earn "A" level scores.

- "A" level score = Student work is well-organized, exceptionally thorough and thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines, as well as including additional relevant component. Student supports assertions with multiple concrete examples and/or explanations. Significance and/or implications of observations are fully specified and extended to other contexts. Student work is exceptionally creative, includes additional artifacts, and/or intentionally supports peers' efforts.
- "B" level score = Student work is well organized, thorough, thoughtful, candid, and completed in a professional and timely manner. Student followed all format and component guidelines. Student supports assertions with concrete examples and/or explanations. Significance and/or implications of observations are fully specified.
- "C" level score = Student provides cursory responses to assignment requirements. Student followed all format and component guidelines. Development of ideas is somewhat vague, incomplete, or rudimentary. Compelling support for assertions is typically not provided.

- "F" level score = Student work is so brief that any reasonably accurate assessment is impossible

GRADING POLICY

At George Mason University course work is measured in terms of quantity and quality. A credit normally represents one hour per week of lecture or recitation or not fewer than two hours per week of laboratory work throughout a semester. The number of credits is a measure of quantity. The grade is a measure of quality. The university-wide system for grading graduate courses is as follows:

Grade	GRADING	Grade Points	Interpretation
A+	=100	4.00	Represents mastery of the subject through effort beyond basic requirements
A	94-99	4.00	
A-	90-93	3.67	
B+	85-89	3.33	Reflects an understanding of and the ability to apply theories and principles at a basic level
B	80-84	3.00	
C*	70-79	2.00	Denotes an unacceptable level of understanding and application of the basic elements of the course
F*	<69	0.00	

Note: "C" is not satisfactory for a licensure course; "F" does not meet requirements of the School of Education

Professional Dispositions

See **https://cehd.gmu.edu/students/polices-procedures/**
[Additional course or program specific language may be added.]

HONOR CODE & INTEGRITY OF WORK

Integrity of Work: TCLDEL students must adhere to the guidelines of the George Mason University Honor Code (**http://oai.gmu.edu/honor-code/**). The principle of academic integrity is taken very seriously and violations are treated as such.
Violations of the Honor Code include:
1. Copying a paper or part of a paper from another student (current or past);
2. Reusing work that you have already submitted for another class (unless express permission has been granted by your current professor **before** you submit the work);
3. Copying the words of an author from a textbook or any printed source (including the Internet) or closely paraphrasing without providing a citation to credit the author. For examples of what should be cited, please refer to: **https://owl.english.purdue.edu/owl/resource/589/02/**
4. You may also not "reuse" fieldwork hours. Each placement must have 20 documented hours that are solely for each course that you are in; you may be at the same site, but the same hours may not be counted towards the same course.

LATE WORK POLICY

At the graduate level all work is expected to be of high quality and submitted on the dates due. *Work submitted late will be reduced one letter grade for every day of delay.* Because we live in uncertain times, if you have any extraordinary circumstances (*think* flood, earthquake, evacuation) that prevent you from submitting your work in a timely manner, it is your responsibility to contact the instructor as soon as possible after the circumstances occur and make arrangements to complete your work. *It is up to the discretion of the instructor to approve the late/makeup work.*

NETIQUETTE
As we will be working together in an online environment, netiquette will be significantly important in terms of creating a community of thinkers and learners. Netiquette is a way of defining professionalism through network communication; it is a way to foster a safe on-line learning environment. All opinions and experiences, no matter how different or controversial they may be perceived, must be respected in the tolerant spirit of academic discourse. You are encouraged to comment, question, or critique an idea but you are not to attack an individual.
For our class, here are the netiquette guidelines for working and communicating online:

- Do not use offensive language.
- Never make fun of someone's ability to read or write.
- Keep an "open-mind" and be willing to express even your minority opinion.
- Think before you push the "Send" button.
- Do not hesitate to ask for feedback.
- When in doubt, always check with your instructor for clarification
- Popular emoticons such as 😊 or / can be helpful to convey your tone but do not overdo or overuse them.

Core Values Commitment

The College of Education and Human Development is committed to collaboration, ethical leadership, innovation, research-based practice, and social justice. Students are expected to adhere to these principles: **http://cehd.gmu.edu/values/**.

GMU Policies and Resources for Students

Policies
- Students must adhere to the guidelines of the Mason Honor Code (see **https://catalog.gmu.edu/policies/honor-code-system/**).
- Students must follow the university policy for Responsible Use of Computing (see **https://universitypolicy.gmu.edu/policies/responsible-use-of-computing/**).
- Students are responsible for the content of university communications sent to their Mason email account and are required to activate their account and check it regularly. All communication from the university, college, school, and program will be sent to students **solely** through their Mason email account.
- Students with disabilities who seek accommodations in a course must be registered with George Mason University Disability Services. Approved accommodations will begin at the time the written letter from Disability Services is received by the instructor (see **https://ds.gmu.edu/**).

Campus Resources
- Support for submission of assignments to Tk20 should be directed to **tk20help@gmu.edu** or **https://cehd.gmu.edu/aero/tk20**. Questions or concerns regarding use of Blackboard should be directed to **https://its.gmu.edu/knowledge-base/blackboard-instructional-technology-support-for-students/**.
- For information on student support resources on campus, see **https://ctfe.gmu.edu/teaching/student-support-resources-on-campus**

Notice of mandatory reporting of sexual assault, interpersonal violence, and stalking:
As a faculty member, I am designated as a "Responsible Employee," and must report all disclosures of sexual assault, interpersonal violence, and stalking to Mason's Title IX Coordinator per University Policy 1202. If you wish to speak with someone confidentially, please contact one of Mason's confidential resources, such as Student Support and Advocacy Center (SSAC) at 703-380-1434 or Counseling and Psychological Services (CAPS) at 703-993-2380. You may also seek assistance from Mason's Title IX Coordinator by calling 703-993-8730, or emailing **titleix@gmu.edu**.

For additional information on the College of Education and Human Development, please visit our website https://cehd.gmu.edu/students/ .

Proposed Class Schedule

| Week 1 June 2-8 | Research in International Comparative Education – tracing a history | Baily, S. Shah, P. & Call-Cummings, M. (2015). Reframing the center: New directions in qualitative methodology in international and comparative education. In A.W. Wiseman & E. Anderson (Eds.), Annual Review of Comparative and International Education (pp. TBD). Bingley, UK: Emerald Publishing.

 Bartlett and Vavrus (2017) NJCIE article on BB

 Carey, R. D. (1966). Conceptual tools for research in comparative education. *Comparative Education Review, 10*(3), 418-425. |

		Hawkins, J. N., & Rust, V. D. (2001). Shifting perspectives on comparative research: A view from the USA. *Comparative Education, 37*(4), 501–506.
Week 2 **June 9-15**	Who am I as a researcher? What do I want to know about international research? How does one "do" international research? ==CRQP 1 – due June 14==	Bartlett and Vavrus – 1-2 Nóvoa, A., & Yariv-Mashal, T. (2003). Comparative research in education: A mode of governance or a historical journey? *Comparative Education, 39*(4), 423-439. Hayhoe, R. (2007). The use of ideal types in comparative education: A personal reflection. *Comparative Education, 43*(2), 189–207. Spivak - Can the Subaltern Speak (BB) IICIE book – chapter 3
Week 3 **June 16-22**	Our identities as researchers and scholars in and across international settings The complexity, nuances and challenges of comparison – fighting our inclination to make judgments across setting	Bartlett and Vavrus – 3-4 Smyth, J., Shacklock, G., & Hattam, R. (1999). Doing critical cultural studies: An antidote to being done to. *Studies in the Cultural Politics of Education, 20*(1), 73-89. Alexander, R. J. (2001). Border crossings: Towards a comparative pedagogy. *Comparative Education, 37*(4), 507–523. IICIE book – chapter 6
Week 4 **June 23-29**	Understanding the Framework of the Vertical Case Study and how it makes sense in CIE. ==CRQP 2 – Due June 30==	Bartlett and Vavrus – 6 Vavrus and Bartlett - Introduction IICIE book – chapter 11
Week 5 **June 30-July 6**	Exploring, critiquing and understanding the style and substance of international education research Case studies from the field	Part 1 – Vavrus and Bartlett – Chapters 1-3 Francis, D. (1998). A voice in the wilderness: Meetings as ritual in a cross-cultural context. *International Journal of Qualitative Studies in Education, 11*(4), 583-603. Cain, T., & Milovic, S. (2010). Action research as a tool of professional development of advisers and teachers in Croatia. *European Journal of Teacher Education 33*(1), 19–30. IICIE book – chapter 13
Week 6 **July 7-13**	Exploring, critiquing and understanding the style and substance of international education research Case studies from the field	Part 2 – Vavrus and Bartlett – Chapters 4-6 Diallo, M. (2007). People from different backgrounds write different histories: An essay on historiography (Britain and India). *African and Asian Studies, 6*(1/2), 155–172.

		Martin, T. J. (2003). Divergent ontologies with converging conclusions: A case study comparison of comparative methodologies. *Comparative Education, 39*(1), 105-119.
	==CRQP 3 – Due July 14==	
		IICIE book – chapter 14
Week 7 – July 14-20	LEARNING TO SEE HOW IT IS DONE (CONT). Exploring, critiquing and understanding the style and substance of international education research Case studies from the field	Part 3 – Vavrus and Bartlett – Chapters 7-9
		Ebbutt, D. (1998). Evaluation of projects in the developing world: Some cultural and methodological issues. *International Journal of Educational Development, 18*(1), 415-424
		Pérez, Á., Soto, E., & Serván, M. J. (2010). Participatory action research and the reconstruction of teachers' practical thinking: Lesson studies and core reflection; An experience in Spain. *Educational Action Research, 18*(1), 73–87.
		Ghaffar-Kucher, A. (2014). Writing Culture; inscribing lives: a reflective treatise on the burden of representation in native research. *International Journal of Qualitative Studies in Education.*
Week 8 July 21-27	LEARNING TO SEE HOW IT IS DONE (CONT). Exploring, critiquing and understanding the style and substance of international education research Case studies from the field ==CRQP 4 – Due July 28==	Part 4 – Vavrus and Bartlett – Chapters 10-12
		Tseng, Y. (2002). From 'us' to 'them': Diasporic linkages and identity politics. *Identities: Global Studies in Power and Culture, 9*(3), 383–405.
		Ferguson D. L., & Meyer, G. (1998). Talking across borders and languages: Encouraging international research discussions and collaboration. International Journal of Educational Research 29(2), 89-93.
		Sobe, 2018 Presidential Address
Week 9 July 27- August 3	IDEOLOGICAL AND ETHICAL DILEMMAS IN INTERNATIONAL RESEARCH Understanding the ramifications of ideological and ethical dilemmas in research	Niranjana, T. (2000). Alternative frames? Questions for comparative research in the third world. *Inter-Asia Cultural Studies, 1*(1). 97-109.
		Merriam, S. B., Johnson-Bailey, J., Lee, M., Kee, Y., Ntseane, G., & Muhamad, M. (2001). Power and positionality: Negotiating insider/outsider status within and across cultures. *International Journal of Lifelong Education, 20*(5), 405–416.
		Pryor, J., Kuupole, A., Kutor, N., Dunne, M., & Adu-Yeboah, C. (2009). Exploring the fault lines of cross-cultural collaborative research. Compare: Journal of Comparative and International Education, 39(6), 769–782.
		White, M. T. (2007). A right to benefit from international research: A new approach to capacity building in less-developed countries. Accountability in Research: Policies and Quality Assurance, 14(2), 73–93.
	==FINAL EXAM – August 4th==	