

**George Mason University**  
**College of Education & Human Development (CEHD)**  
**School of Education**  
**EDUC 815 001 - Research Inquiries in International Education - 3 credits**  
**Summer 2022 – June 27-July-29<sup>th</sup> 2022**

**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 includes a variety of learning activities: discussions in seminar format, text-based/multi-media presentation of course materials, experiential learning activities including interactive assignments, cooperative learning group activities, online discussions and activities, and lecture.

My philosophy towards the content of this course is exploratory and investigative. Students are expected to be prepared, engage actively, and question their assumptions critically, and support peers in exploring their own perceptions towards research. Systematic study of an issue requires a deeper understanding of why the research matters, how it can be undertaken ethically, and the role the researcher plays in the process. As the instructor, it is my job to press students to question their own knowledge and beliefs, and as such, the course will depend on the active presence of students' over the 15 weeks.

**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**

Please see the course schedule for a full list of all journal articles scheduled for each week. The instructor might add additional readings. These readings will also be available on Blackboard.

### **Course Performance Evaluation**

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.

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

### **Assignments and/or Examinations**

#### **Constructing Research Questions Project (CRQP) (35 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 (5 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 (10 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.

**Emerging Scholars Research Summaries (25 points)**

Please see - <https://www.ojed.org/index.php/jcihe/about>

**Final Exam (25 points)**

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

**Attendance and Participation (15 points)**

Class participation is important not only for each individual student’s learning, but for the learning and success of our class as a whole. Class participation is a factor in grading; instructors may use absences, tardiness, or early departure in both on-line and campus class sessions as de facto evidence of non-participation and as a result lower a student’s grade (Mason Catalog 2011-12).

Please note the following attendance and participation policies:

1. Two tardies are equal to one absence, and missing 30% or more of class sessions will result in automatic course failure. For each unexcused absence (a determination made by the instructor) one point will be deducted from your attendance and class participation points up to a total of 15 points.
2. Participants are expected to read the assigned materials, complete on-line activities including pre-session Blackboard assignments, arrive promptly, attend all class meetings for the entire session, and participate in on-line and face-to-face class discussions.
3. If, due to an emergency, you will not be able to participate during a given week of class, please contact the professor as soon as possible. Students are responsible for obtaining information given during class discussions/sessions despite attendance from a classmate.

**Grading**

CRQP Project	35 points
Emerging Scholars Research Summaries	25 points
Final Exam	25 points
Participation	15 points
<b>Total</b>	<b>100 points</b>

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/policies-procedures/>  
 [Additional course or program specific language may be added.]

### HONOR CODE & INTEGRITY OF WORK

**Integrity of Work:** 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.*

### Proposed Class Schedule and Readings

<b>June 27 2022</b>	Research in International Comparative Education – tracing a history	<p>Baily, S. Shah, P. &amp; Call-Cummings, M. (2015). Reframing the center: New directions in qualitative methodology in international and comparative education. In A.W. Wiseman &amp; E. Anderson (Eds.), <i>Annual Review of Comparative and International Education</i> (pp. TBD). Bingley, UK: Emerald Publishing.</p> <p>Carey, R. D. (1966). Conceptual tools for research in comparative education. <i>Comparative Education Review</i>, 10(3), 418-425.</p> <p>Hawkins, J. N., &amp; Rust, V. D. (2001). Shifting perspectives on comparative research: A view from the USA. <i>Comparative Education</i>, 37(4), 501–506.</p>
<b>June 28 2022</b>	Who am I as a researcher? What do I want to know about international research?	Nóvoa, A., & Yariv-Mashal, T. (2003). Comparative research in education: A mode of governance or a historical journey? <i>Comparative Education</i> , 39(4), 423-439.

	How does one “do” international research?	Levin, H (1984) Sweeting (1999) <b>CRQP I DUE</b>
<b>July 7</b>	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	Spivak – can the subaltern speak
<b>July 8<sup>th</sup></b>	Exploring, critiquing and understanding the style and substance of international education research Case studies from the field	<b>CRQP II DUE</b>  Pryor, J., Kuupole, A., Kutor, N., Dunne, M., & Adu-Yeboah, C. (2009). Exploring the fault lines of cross-cultural collaborative research. <i>Compare: Journal of Comparative and International Education</i> , 39(6), 769–782.  Troman and Jeffrey 2007  Kennedy, 2007  Ebbutt, D. (1998). Evaluation of projects in the developing world: Some cultural and methodological issues. <i>International Journal of Educational Development</i> , 18(1), 415-424  Francis 2010  Ferguson D. L., & Meyer, G. (1998). Talking across borders and languages: Encouraging international research discussions and collaboration. <i>International Journal of Educational Research</i> 29(2), 89-93.
<b>July 14</b>	Exploring, critiquing and understanding the style and substance of international education research Case studies from the field	Diallo, M. (2007). People from different backgrounds write different histories: An essay on historiography (Britain and India). <i>African and Asian Studies</i> , 6(1/2), 155–172.  Tseng, Y. (2002). From ‘us’ to ‘them’: Diasporic linkages and identity politics. <i>Identities: Global Studies in Power and Culture</i> , 9(3), 383–405.  Ghaffar-Kucher, A. (2014a). Writing Culture; inscribing lives: a reflective treatise on the burden of representation in native research. <i>International Journal of Qualitative Studies in Education</i>  Ghaffar-Kucher, A. (2014b)
<b>July 19</b>	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	White, M. T. (2007). A right to benefit from international research: A new approach to capacity building in less-developed countries. <i>Accountability in Research: Policies and Quality Assurance</i> , 14(2), 73–93.  Niranjana, T. (2000). Alternative frames? Questions for comparative research in the third world. <i>Inter-Asia Cultural Studies</i> , 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. <i>International Journal of Lifelong Education</i> , 20(5), 405–416.
July 21	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	<b>CRQP III DUE</b>  Saini, 2022  Sobe, 2018 Presidential Address
July 26	IDEOLOGICAL AND ETHICAL DILEMMAS IN INTERNATIONAL RESEARCH Understanding the ramifications of ideological and ethical dilemmas in research	<b>CRQP IV DUE</b>
July 28 <sup>th</sup>		<b>RESEARCH SUMMARY DUE</b>
<b>FINAL EXAM – July 29<sup>th</sup></b>		

### 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/> <http://oai.gmu.edu/the-mason-honor-code/>).
- 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/>).
- Students must silence all sound emitting devices during class unless otherwise authorized by the instructor.

#### Campus Resources

- Support for submission of assignments to VIA should be directed to [viahelp@gmu.edu](mailto:viahelp@gmu.edu) or <https://cehd.gmu.edu/aero/assessments> . 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, sexual harassment, interpersonal violence, and stalking:**

As a faculty member, I am designated as a “Non-Confidential Employee,” and must report all disclosures of sexual assault, sexual harassment, 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 or support measures from Mason’s Title IX Coordinator by calling 703-993-8730, or emailing [titleix@gmu.edu](mailto:titleix@gmu.edu).

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