

EFOP 3006 - Social Change in Local and Global Contexts

University of Pittsburgh - School of Education | Syllabus - Fall 2023

Navigating the Syllabus

Welcome to EFOP 3006! This syllabus provides a general overview of the course. Details will be posted on Canvas. The syllabus is divided into multiple sections with corresponding headings, which you can view, search, and navigate by selecting the icon titled “Show Document Outline” on the left-hand side of this Google Doc. Headings are also color-coded, if you find this helpful: **general information is blue**, **modules are yellow**, **readings are green**, and **assignments are pink**. The syllabus may be updated periodically to meet class needs. Therefore, revisiting this Google Doc (rather than downloading it as a file) will ensure you have the most accurate information.

Contact Information

Instructor: Dr. Mariko Yoshisato Cavey (she/her)

Email me: mcavey@pitt.edu

Meet with me:

- Select “SOE Student Meeting” on my scheduling page, and book a 20-30 minute chat with me anytime. If you would like to meet for a longer conversation, or if you have an urgent concern to discuss, please email me to find a time for us to connect instead.

Course Description

EFOP 3006: Today's rapid social changes affect the education policies embedded in our social systems. It is one way in which the past helps shape the present and future. In this course, comparative policy approaches are used to study how systems' policies are constructed and experienced locally, nationally, and globally, often all at the same time. Complex and often conflicted policy perspectives can help us better understand the effects of time, technology, history, politics, and culture. Multiple perspectives of these policies in systems can help us better describe, predict, give voice to, frame, interpret, and map their consequences.

Learning Outcomes

Upon completion of this course, students will be able to:

- Provide examples of the dilemmas of education reforms within the “typology of dilemmas” presented in the core text, making connections to places of practice.
- Evaluate the research trajectories and methodological considerations presented in the “framework for education policy studies,” making connections to problems of practice.

- Analyze multiple perspectives on the tensions between globalization, democratization, and education reforms in local and global contexts, and assess their implications for education practitioners, researchers, and policy-makers.
- Describe the affordances and constraints of the conceptual frameworks for education policy studies presented in the core text, and their potential applications for social change in local and global contexts.

Course Materials

The core text for this course is: <https://link.springer.com/book/10.1007/978-981-13-8347-2>

Fan, G. & Popkewitz, T. S. (2020). *Handbook of education policy studies: Values, governance, globalization, and methodology* (Vol. 1). Springer.

This open-access book is available to everyone online. **You do not need to purchase a copy.** Assigned chapters from this text will also be uploaded to Canvas, with any additional readings.

Course Meeting Structure

We will meet in person once a month (four times throughout the semester). Attendance at these meetings is required. All other coursework will be done asynchronously online, via Canvas. Please complete all preparatory readings and assignments by the time we meet for each class.

- Dates: September 9, October 7, November 4, December 2
- Time: 1:00-5:00 pm
- Location: WWPH 05405

Usually, in-person classes will loosely follow a three-part structure, with breaks incorporated:

- Part 1: Group connection and orientation to the topics from the assigned module
- Part 2: Presentation and discussion facilitated by assigned peer leaders
- Part 3: Debrief, reflection, group-work collaboration time, and individual check-ins

Overall, everyone's engagement and participation sets the tone and foundation for our learning. Engagement and participation look different from person to person. Some students may have different comfort levels with the activities expected of the class. As a learning community, it is important for us to trust that individuals know how they can be most present with the group. My hope is that our in-person sessions will offer a supportive environment in which everyone can contribute and have their strengths recognized, while creating space for uncertainty and growth. If you would like to discuss anything with me, please reach out via email or schedule a meeting.

Grading Overview

I approach this course with hopes that you will feel pushed to your learning edge, find value in the concepts presented and discussed, make connections to your work and future research, and grow as a student, by engaging with curiosity and humility in critical thought, self-reflection, collaborative experiences, peer and instructor input, and support from the learning community.

Coursework is graded for full credit on a “satisfactory/unsatisfactory” basis. Assuming all of your assignments are “satisfactory,” you can expect to earn an overall “A” grade in the course. If your assignment does not meet the requirements for “satisfactory” credit, you will be offered the opportunity to incorporate feedback, make improvements, and resubmit it to meet expectations.

Assignment	Percentage of Grade	Due Date
Individual Virtual Meeting	5%	9/9
Individual Presentation	5%	9/9
Reading Reflections	20% (across four classes)	9/9, 10/7, 11/4, 12/2
Annotated Bibliography Entries	20% (across four classes)	9/9, 10/7, 11/4, 12/2
Peer Feedback	20% (across four classes)	9/11, 10/9, 11/6, 12/4
Group Presentation	20%	Assigned class session
Final Synthesis Paper	10%	12/9

Course Modules and Pacing

The course content is divided into four modules, as noted below and on Canvas. Each class session will focus on the concepts presented in one module, while building towards synthesis. Each module has consistent expectations for reading, writing, and presenting/participating.

You will **read** two assigned articles/chapters, and two articles of your choice, for each module.

You will **write** a reflection on each assigned text, and an annotated bibliography entry for each article you choose as a supplemental reading to enhance your (and the class’) understanding. (You do not need to complete these writing assignments during the week your group presents.)

This amounts to four readings and short writing assignments due per class session, with four weeks between class meeting dates. To balance the workload, you might consider completing one reading and its corresponding writing assignment each week leading up to each class. Or,

you might try pairing the reading + writing in a way that makes sense for you (e.g., a chapter + reflection and an article + annotation, two articles + annotations, etc.). If you prefer to complete all the preparatory work in a compressed period of time, that is fine. This pacing is up to you.

You will **present** two times. For Module 1, you will give an individual presentation during class. Then, you will join a group that will collaboratively present and facilitate a discussion about one of the remaining three modules. When not presenting, you will participate in others' facilitation.

To connect the modules, you will complete a **final synthesis product** at the end of the course.

The outline below offers an overview of how modules are structured, using Module 1 as an example. Details for Modules 2-4 will be posted on Canvas, and discussed on Sept 9.

Module 1: Framing the Course and Learning Community (September 9)

Core text readings: None for Unit 1 – we will begin the core text in Unit 2.

Article readings: Suggested sequence is to read Holmes (2020) first, then Acevedo et al. (2015), particularly if the concept of positionality in research is new to you.

Acevedo, S. M., Aho, M., Cela, E., Chao, J. C., Garcia-Gonzales, I., MacLeod, A., Moutray, C., & Olague, C. (2015). Positionality as knowledge: From pedagogy to praxis. *Integral Review*, 11(1), 28-46.

Holmes, A. G. D. (2020). Researcher positionality: A consideration of its influence and place in qualitative research - A new researcher guide. *Shanlax International Journal of Education*, 8(4), 1-10. <https://doi.org/10.34293/Education.v8i4.3232>

Assignments due before class: Submit on Canvas by 8:00 am on Saturday, September 9

1. **Individual virtual meeting (5%):** Sign up to meet with me for a 1-1 introduction via my Calendly scheduling page. If none of the available options work for you, please email me to find a different time to connect. This informal conversation will help us get to know one another before we meet for class.

Here are some topics you might think about in advance:

- a. What brings you to this program? How has your experience here been thus far?
- b. What excites or interests you about this course? What are you unsure about?
- c. What should I know about you as a student? How can I support you in this class?

2. **Introductory presentation (5%):** Prepare a 5-minute presentation about yourself, which you will share in our first class. This serves as your informal introduction to the learning community. What would you like the class to know about you? Consider these prompts:
 - a. **Current work:** What is your profession? What was your journey into this role? What do you aspire to do in the future?
 - b. **Program experience:** How did you come to be in this doctoral program? What expertise do you see yourself contributing? In what areas do you hope to grow?
 - c. **Positionality:** How does the concept of positionality (from the assigned readings) show up in your scholarship and practice? How do your identity and holistic life experiences shape your values, approaches, or other dimensions of your work? Which theoretical frameworks inform your practice and scholarship?

These prompts are not exhaustive, and you are not required to address all of these questions in your presentation. Share what feels right for you, in the style you prefer, within the allotted time. You might cover all these topics briefly, or if you tend to dive into detail, you might focus on a few topics in-depth. To submit this assignment on Canvas, provide a link to your presentation.

3. **Reading reflection (5%):** Answer the following questions about the assigned readings:
 - a. Which concepts or perspectives presented in the readings align with your views?
 - b. How did the texts challenge, complicate, or enhance your thinking in new ways?
 - c. How do these readings relate to your current work and/or future research?

Aim to write approximately one page single-spaced/two pages double-spaced for the reflection.

**For all future modules, you will write two reading reflections (one per assigned chapter from the core text). For Module 1, you only need to write one reflection, given that there are just two weeks between the start of the semester and our first in-person class. Your reflection may focus on one article or both, but both articles are required reading in preparation for class discussion.*

4. **Annotated bibliography entry (5%):** Select one additional publication to read, which you think may support your understanding of the assigned texts. To find relevant pieces, start by looking at the references in the assigned articles. Include this information:
 - a. **Summary:** What are the main points, theories, and conclusions presented?
 - b. **Relevance:** How does this piece relate to the assigned texts for this module?
 - c. **Reflection:** What are your thoughts on the piece? How might it help your work?

Aim to write approximately one paragraph for your annotation. These should be concise, so try to keep your summary, relevance, and reflection points to a maximum of three sentences each.

**For all future modules, you will write two annotated bibliography entries (one per self-selected supplementary article you have chosen). For Module 1, you only need to read one additional article and write an annotated bibliography entry about it. Think of this as a practice version.*

Assignments due after class: Submit on Canvas by 8:00 am on Monday, September 11

1. **Peer feedback for presenters (5%):** For each person who presented today, provide a few sentences of supportive feedback. Respond to one or more of these questions:
 - a. **What is one thing this person did that made a difference in your learning?**
For example, they may have helped you think about a concept in novel ways, encouraged you to try something new, or impacted you in other ways.
 - b. **What is a quality or contribution of this person that you appreciate?**
For example, this might be a strength that you strive to embody yourself, a characteristic you hope to see in future collaborators, or something else.
 - c. **What do you look forward to in your collegial relationship with this person?**
For example, you may wish to explore shared interests with them, collaborate on a project for class or other work, forge connections with new networks, or more.
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Module 2: Contextualizing Education Policy - Local and Global Perspectives (October 7)

Core text readings: Introduction and Chapter 1

Fan, G. & Popkewitz, T. S. (2020). Introduction: Education policy and reform in the changing world. In G. Fan & T. S. Popkewitz (Eds.), *Handbook of education policy studies: Values, governance, globalization, and methodology* (pp. v-xxii). Springer.

Silova, I., Rappleye, J., & Auld, E. (2020). Beyond the western horizon: Rethinking education, values, and policy transfer. In G. Fan & T. S. Popkewitz (Eds.), *Handbook of education policy studies: Values, governance, globalization, and methodology* (pp. 3-29). Springer.

Article readings: Self-select one article from the reference list for each of the assigned chapters.

Assignments due before class: Reading reflection (5%) and annotated bibliography entry (5%)

Assignments due after class: Peer feedback (5%) – see presenters' feedback form on Canvas

Module 3: Globalization and Education Policy Reform (November 4)

Core text readings: Chapters 5 and 13

Cheng, Y. C. (2020). Education reform phenomenon: A typology of multiple dilemmas. In G. Fan & T. S. Popkewitz (Eds.), *Handbook of education policy studies: Values, governance, globalization, and methodology* (pp. 85-109). Springer.

Zajda, J. (2020). Globalization, education, and policy reform. In G. Fan & T. S. Popkewitz (Eds.),

Handbook of education policy studies: Values, governance, globalization, and methodology (pp. 289-307). Springer.

Article readings: Self-select one article from the reference list for each of the assigned chapters.

Assignments due before class: Reading reflection (5%) and annotated bibliography entry (5%)

Assignments due after class: Peer feedback (5%) – see presenters' feedback form on Canvas

Module 4: Approaches for Researchers of Education Policy and Practice (December 2)

Core text readings: Chapters 17 and 19

Levinson, B. A., Winstead, T., & Sutton, M. (2020). An anthropological approach to education policy as a practice of power: Concepts and methods. In G. Fan & T. S. Popkewitz (Eds.), *Handbook of education policy studies: Values, governance, globalization, and methodology* (pp. 363-379). Springer.

Whitty, G. & Wisby, E. (2020). Evidence-informed policy and practice in a 'post-truth' society. In G. Fan & T. S. Popkewitz (Eds.), *Handbook of education policy studies: Values, governance, globalization, and methodology* (pp. 399-413). Springer.

Article readings: Self-select one article from the reference list for each of the assigned chapters.

Assignments due before class: Reading reflection (5%) and annotated bibliography entry (5%)

Assignments due after class: Peer feedback (5%) – see presenters' feedback form on Canvas

Group Presentation

Preparatory meeting:

Presentation groups will be determined on the first day of class. Your group will schedule a time to meet with me for a prep session at least one week before your presentation date. We will discuss your thoughts about the readings, your facilitation plan, and any materials you have prepared for your presentation. This is an opportunity to ask questions and plan ahead.

As a facilitator, you are not required to submit the reading reflections and annotated bibliography entries for your assigned module. However, please review the reading reflection prompts for your facilitation week (on Canvas), so you are familiar with what your peers have been asked to think about beforehand. You might draw on some of this framing to shape your facilitation plan.

Assignment expectations:

These guidelines provide some parameters for this assignment. If you have any concerns about facilitation, let me know and I can provide some recommendations.

There are three key components to this assignment:

1. You have **90 minutes** to help build the class' understanding of the assigned chapters for this module, and how the concepts relate to social change in local and global contexts. Group learning can occur through discussion, activities, or other styles of facilitation.
 2. Provide **two supplemental resources** that support understanding of this module's content, which can be shared for future reference (e.g., relevant articles, videos, etc.).
 3. Create a system to **gather feedback** from your classmates, which will help you understand how your facilitation supported their learning (such as an informal assessment). This will serve as your classmates' "peer feedback" assignment for the module, worth 5% of their course grade. See the "Module 1: Peer Feedback" for a very general example I have provided if needed, but design your own feedback process.
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Final Synthesis Product

To connect the modules, you will complete a **final synthesis product** at the end of the course. This is designed to be a relatively brief – but thoughtful – assignment that reflects your thinking about what you learned in this course and how it applies to your work and future research. Your annotations and reading reflections will inform this assignment. **Choose one of two options:**

Option 1: Annotated Bibliography Reading Guide

Synthesize your annotated bibliography entries to compose a reading guide for other learners. Detailed assignment expectations are posted on Canvas, and will be discussed in class on 12/2.

Option 2: Reading Reflection Synthesis

Synthesize your reading reflections to compose a summary of your learning in this course, with descriptive, analytic, and critical components of introspection. You may deliver this assignment as a written paper, a self-recorded presentation, or a live oral dialogue with the professor. Detailed assignment expectations are posted on Canvas, and will be discussed in class on 12/2.