

# **EFOP 3006 - Social Change in Local and Global Contexts**

## **University of Pittsburgh - School of Education | Syllabus - Fall 2024**

### **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.

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### **Contact Information**

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

### **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.

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## 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 7, October 5, November 2, December 7
- Time: 1:00-5:00 pm
- Location: 4318 Wesley W Posvar Hall

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.

## Attendance and Absences

In accordance with the EdD program design, attendance is required for the in-person class sessions held once a month. Absences will be addressed on a case-by-case basis. If you are unable to attend a session, please inform me ahead of time via email. To catch up on missed material after class, draw upon the learning community resources provided by peers: reading summaries, in-class notes, Q&A, etc. View them on the discussion board for each module.

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## 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.

The listed due dates are intended to help everyone stay “on track” with overall course pacing, and allow ample time for feedback to be offered as needed before in-person class sessions. If you find it challenging to meet a due date, you may still submit the assignment later (and earn full credit, as long as it is complete). If I see missing assignments from you, I might reach out to check in about your plan and timeline for submission. However, I encourage you to proactively inform me if you will need an extension so that I can support you to the best of my ability.

### Table of Assignments, Percentage of Grade, and Due Dates

Assignment	Percentage of Grade	Due Date
Individual Virtual Meeting	5%	9/7 (on Zoom before class)
Individual Presentation	5%	9/7 (during class)
Peer Feedback	5%	9/7 (during class)
Reading Reflections	5% per module (20% total)	9/7, 10/5, 11/2, 12/7
Annotated Bibliography Entries	5% per module (20% total)	9/7, 10/5, 11/2, 12/7
<a href="#">Learning Community Role</a>	5% per module (20% total)	9/7, 10/5, 11/2, 12/7
Mid-Semester Progress Check-In	5%	11/21
<a href="#">Group Presentation</a>	10%	Assigned class session
<a href="#">Final Synthesis Product</a>	10%	12/12

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## 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. Details will be posted on Canvas. We will discuss the course expectations together during our first in-person session.

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### Module 1: Framing the Course and Learning Community (September 7)

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>

Overview of assignments due (see detailed expectations on Canvas):

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 brief informal conversation will help us get to know one another before we meet for class. Plan to meet on Zoom for about 20 minutes.
2. **Introductory presentation (5%):** Prepare a 5-7 minute presentation about yourself, which you will share with the group during our first class. This is an informal introduction of yourself to the learning community. What would you like for your peers to know about you? Consider one or more of the prompts provided. 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. If you tend to move quickly, you might cover all these topics with brief snippets of information. If you tend to dive into great detail, you might focus on a few topics in-depth. To submit this assignment on Canvas, provide your Google Slides/PowerPoint/other materials.
3. **Reading reflection (5%):** Answer the questions provided about the readings. 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 about this piece, and how might it help you and your peers?

Aim to write approximately one paragraph per 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.*

5. **Peer feedback (5%):** During class, write a supportive comment for each student who presented a self-intro. Respond to one or more of the questions provided on Canvas.

- 6. Learning community role (5%):** During class, agree upon your individual role through consensus-building with peers. Write a comment on the Canvas discussion board confirming your duties. You may also contribute any other input you wish to share. Additional comments on this discussion board are welcome anytime throughout the course, as we all navigate the learning community roles together.
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## Module 2: Contextualizing Education Policy - Local and Global Perspectives (October 5)

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.

Overview of assignments due (see detailed expectations on Canvas):

- 1. Reading reflection (5%):** Answer the questions provided about the assigned readings.
  - 2. Annotated bibliography entries (5%):** Select two publications to read, supporting your understanding of the assigned texts. To find pieces, start by looking at the references in the assigned chapters. Each annotation should include: summary, relevance, reflection.
  - 3. Learning community role (5%):** Fulfill your commitment and write a check-in comment.
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## Module 3: Globalization and Education Policy Reform (November 2)

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.

**Overview of assignments due (see detailed expectations on Canvas):**

1. **Reading reflection (5%):** Answer the questions provided about the assigned readings.
  2. **Annotated bibliography entries (5%):** Select two publications to read, supporting your understanding of the assigned texts. To find pieces, start by looking at the references in the assigned chapters. Each annotation should include: summary, relevance, reflection.
  3. **Learning community role (5%):** Fulfill your commitment and write a check-in comment.
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#### Module 4: Approaches for Researchers of Education Policy and Practice (December 7)

**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.

**Overview of assignments due (see detailed expectations on Canvas):**

1. **Reading reflection (5%):** Answer the questions provided about the assigned readings.
  2. **Annotated bibliography entries (5%):** Select two publications to read, supporting your understanding of the assigned texts. To find pieces, start by looking at the references in the assigned chapters. Each annotation should include: summary, relevance, reflection.
  3. **Learning community role (5%):** Fulfill your commitment and write a check-in comment.
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## Learning Community Role ([Return to Table of Assignments](#))

Each student will self-select a “learning community role” to hold throughout the semester. Each role is intended to serve as an opportunity to contribute to collective learning. Everyone brings valuable qualities to the collective. You might choose a role that aligns with your strengths, or one you hope to grow into. You will get credit for this assignment based on completing your role for each of the four modules. Each role may be held by up to two students max, who may work together to fulfill their assigned duties. We will agree upon specifics in our first in-person class.

Proposed roles to be discussed collectively:

1. **Summarizer:** Prepare a summary/outline of key points from each assigned reading. Summaries may include main topics, definitions, theories etc., not personal opinions.
  2. **Notetaker:** Take real-time notes during each class to capture contributions/takeaways. Notes may include material from lecture, small group discussions, presentations, etc.
  3. **Icebreaker:** Facilitate a brief community-building activity for each class (10-20 mins). Activities may involve fun group experiences, grounding exercises, morale-boosting, etc.
  4. **Clarifier:** Answer questions from peers to support their understanding of course content. Content may include assigned readings, class lectures, assignment expectations, etc.
  5. **Tech Support:** Answer questions from peers on how to access/utilize online materials. Tech may include Google, Canvas, Zoom, accessibility checks on shared resources, etc.
  6. **Monitor:** Keep track of everyone’s progress with their roles, and support peers’ success. Tracking may involve checking in 1-1, sending reminders, providing suggestions, etc.
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## Group Presentation ([Return to Table of Assignments](#))

I trust you all have developed strong skills in facilitation, given your professional backgrounds, but here are some guidelines to help provide some parameters for this assignment. If you have any concerns about facilitation, let me know and I can provide some suggestions to consider.

There are three key components to this assignment:

1. **Preparation:** In the weeks ahead of your assigned Saturday session, you will need to collaborate with your group to plan your presentation. If helpful, consider these prompts:
  - a. When will you meet for collaboration, and/or how will you collaborate asynchronously? How do you plan to use your presentation time? Who will prepare which aspects of your facilitation plan? What learning activities might you incorporate into your facilitation? What relevant article or other scholarly resource will you share? Will you use a slide deck or other visual aid?
2. **Facilitation:** In class, you will have **75 minutes** to help build the class’ understanding of the concepts raised in this module, and how the topics relate to social change in local and global contexts. Collective learning can occur through various activities. Consider

what approach works best for your group to facilitate an engaging experience for your peers (e.g., question-and-answer, “think-pair-share,” multimedia, analyzing a compelling quote or passage, etc.). Additionally, you must share **one supplemental resource** that supports understanding of this module (e.g., articles, videos, etc.). Explain its relevance through your presentation. If desired, you may use a group member’s self-selected additional reading for this module, material from another class, or something new.

3. **Credit:** To get credit for this assignment, submit a brief check-in comment via Canvas by the end of class on the date you present (you may submit sooner if desired). Let me know how you feel the collaborative experience went, and/or share feedback about the assignment structure overall. This part is individual, so your group members will not see what you have submitted here.

## Final Synthesis Product ([Return to Table of Assignments](#))

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 and how it applies to your work and/or future research. Your annotations and reading reflections will inform this assignment. **Choose one of two options:**

### Option 1: Annotated Bibliography Reading Guide

Synthesize a collection of annotated bibliography entries to compose a reading guide for other learners. You may complete this assignment individually, or with a partner. Individuals should build a collection of approximately 5-8 readings/annotations. Partners should build a collection of approximately 10-15 ten readings/annotations. You may build the reading guide using the annotations you wrote, annotations provided by classmates, or a mix (see discussion boards).

1. **Thematic analysis:** Identify themes in the sources you have selected for your annotated bibliography throughout the semester, and themes in the annotations about them.
2. **Scaffolding readings:** Based on your thematic analysis, arrange the sources to be read in the order that you believe would be most helpful to others in building deeper understandings of the concepts.
3. **Framing the reading guide:**
  - a. Write an introduction that explains: (1) the subject matter and scope of your annotated bibliography; (2) what types of sources are cited, and how they were selected and arranged; (3) purpose of the reading guide and intended audience.
  - b. Write a conclusion that explains: (1) main ideas, agreements, and disagreements across the sources as related to issues of social change in local and global contexts; (2) limitations of the annotated bibliography; (3) suggestions for how readers can further expand their learning on the subject matter.
4. **Citations:** At the end of the guide, provide a reference list of all sources in APA format.

## 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 me on Zoom.

1. **Introduction (descriptive):** Draw from your introductory presentation and reading reflection on positionality to highlight the most salient points about who you are, how you are situated in your professional context, and what experiences inform your work.
2. **Thematic analysis (analytic):** Identify themes that arose across all of your reading reflections, considering which topics resonated, ways that you thought about concepts, how you made connections to research and practice, what lingering questions you had, or other thematic dimensions you feel may be relevant to your synthesis.
3. **Synthesis (critical):** Explain (1) what was most important about the themes you identified in your reflections; (2) what you have learned about yourself as a student, practitioner, and researcher, including strengths and areas for growth; (3) how your thinking about social change in local and global contexts has changed across time.
4. **Conclusion:** Discuss (1) how this course challenged you and how your learning could have been pushed further; (2) suggestions for how future students could approach this course and engage with the material most effectively; (3) how you will leverage the outcomes of this course to inform your future work.

Submit your paper or self-recorded presentation, or email me to schedule a live oral dialogue.

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## University Policies

Source, unless otherwise noted: [University Center for Teaching and Learning](#)

### Academic Integrity

Students in this course will be expected to comply with the [University of Pittsburgh's Policy on Academic Integrity](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

To learn more about Academic Integrity, visit the [Academic Integrity Guide](#) for an overview of the topic. For hands-on practice, complete the [Academic Integrity Modules](#).

## Ethical Use of Generative AI

Intellectual integrity is vital to an academic community and for my fair evaluation of your work. All work completed and/or submitted in this course must be your own, completed in accordance with the University's Guidelines on Academic Integrity.

You may choose to use AI tools to help brainstorm assignments or projects or to revise existing work you have written. However, to adhere to scholarly values, students must cite any AI-generated material that informed their work (this includes in-text citations and/or use of quotations, and in your reference list). Using an AI tool to generate content without proper attribution qualifies as academic dishonesty.

As a new and rapidly evolving tool that will powerfully affect education and most other social and cultural domains, generative AI presents fundamental concerns about how AI tools can or ought to be used. As those concerns develop and as ways of addressing them emerge and change in turn, we will all need to pivot frequently and reassess how we use those tools. An uncritical use of generative AI tools – one that assumes that AI-generated material is always correct, accurate, fair, and unbiased, for example –can be harmful.

Source: [University Center for Teaching and Learning](#)

## Disability Services

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and [Disability Resources and Services](#) (DRS), 140 William Pitt Union, (412) 648-7890, [drsrecep@pitt.edu](mailto:drsrecep@pitt.edu), (412) 228-5347 for P3 ASL users, as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

## Equity, Diversity, and Inclusion

The University of Pittsburgh does not tolerate any form of discrimination, harassment, or retaliation based on disability, race, color, religion, national origin, ancestry, genetic information, marital status, familial status, sex, age, sexual orientation, veteran status or gender identity or other factors as stated in the University's Title IX policy. The University is committed to taking prompt action to end a hostile environment that interferes with the University's mission. For more information about policies, procedures, and practices, visit the [Civil Rights & Title IX Compliance web page](#).

I ask that everyone in the class strive to help ensure that other members of this class can learn in a supportive and respectful environment. If there are instances of the aforementioned issues, contact the Title IX Coordinator, by calling 412-648-7860, or emailing [titleixcoordinator@pitt.edu](mailto:titleixcoordinator@pitt.edu). Reports can also be [filed online](#). You may also choose to report this to a faculty/staff member;

they are required to communicate this to the University's Office of Diversity and Inclusion. If you wish to maintain complete confidentiality, you may also contact the University Counseling Center (412-648-7930).

## Gender Inclusive Language Statement

Language is gender-inclusive and non-sexist when we use words that affirm and respect how people describe, express, and experience their gender. Gender-inclusive/non-sexist language acknowledges people of all genders (for example, first year student versus freshman, chair versus chairman, humankind versus mankind, everyone versus ladies and gentlemen, etc.). It also affirms non-binary gender identifications, and recognizes both gender identity and expression. Identities including trans, intersex, and genderqueer reflect personal descriptions, expressions, and experiences. Just as sexist language excludes women's experiences, gendered language excludes the experiences of individuals whose identities may not fit the gender binary, and/or who may not identify with the sex they were assigned at birth. Students, faculty, and staff have the right to control their own identity and to be referred to by the name and pronouns with which they identify. People also have the right to maintain their privacy regarding information they do not wish to share about their identities, including gender identity and pronouns.

Source: [School of Social Work](#)

## Religious Observances

The observance of religious holidays (activities observed by a religious group of which a student is a member) and cultural practices are an important reflection of diversity. As your instructor, I am committed to providing equivalent educational opportunities to students of all belief systems. At the beginning of the semester, you should review the course requirements to identify foreseeable conflicts with assignments, exams, or other required attendance. If at all possible, please contact me (your course coordinator/s) within the first two weeks of the first class meeting to allow time for us to discuss and make fair and reasonable adjustments to the schedule and/or tasks.

## Statement on Classroom Recording

To ensure the free and open discussion of ideas, students may not record classroom lectures, discussion, or activities without the advance written permission of the instructor, and any such recording properly approved in advance can be used solely for the student's own private use.

## Your Well-Being Matters

College/Graduate school can be an exciting and challenging time for students. Taking time to maintain your well-being and seek appropriate support can help you achieve your goals and lead a fulfilling life. It can be helpful to remember that we all benefit from assistance and

guidance at times, and there are many resources available to support your well-being while you are at Pitt. You are encouraged to visit [Thrive@Pitt](#) to learn more about well-being and the many campus resources available to help you thrive.

If you or anyone you know experiences overwhelming academic stress, persistent difficult feelings and/or challenging life events, you are strongly encouraged to seek support. In addition to reaching out to friends and loved ones, consider connecting with a faculty member you trust for assistance connecting to helpful resources.

The [University Counseling Center](#) is also here for you. You can call 412-648-7930 at any time to connect with a clinician. If you or someone you know is feeling suicidal, please call the University Counseling Center at any time at 412-648-7930. You can also contact the Resolve Crisis Network at 888-796-8226. If the situation is life threatening, call Pitt Police at 412-624-2121 or dial 911.