

HIED 744/844
COMPARATIVE HIGHER EDUCATION SYSTEMS
Spring 2018

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Wednesdays
4:20-7:00 pm

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Office Hours: By appointment

Location: Bangkok, Thailand
Travel Dates: March 1-10, 2018

Credit Hours: 1 or 3 credits

Course Description

The course examines current developments in higher education systems internationally, with a focus on Thailand, as it relates to the development of the three primary systems of higher education in the world today: the U.S., British and European (Continental) systems. The course consists of two interrelated components: (1) on-campus class sessions and discussions intended to provide a background and framework for comparison of higher education systems in Thailand and the U.S. and (2) a study abroad portion that enables students to examine both the culture and several different higher education institutions in Thailand.

The course will engage students with the social complexity of Thailand's response to globalization and introduce issues involved in the role of universities in a global knowledge economy. The engaged component of the course will allow students to actively participate in the life of Thai universities. Students will engage with Thai educational leadership in their efforts to develop the capacity of the entire educational pipeline from K-12, technical colleges, universities, all the way through employment in industries that must compete in the global economy. Students will also attend workshops and seminars to engage with governmental officials, researchers, and non-state agencies to learn about how the Thai educational system is a product of its culture, history, politics, and socioeconomic development as the Thai system evolves towards mass higher education.

Learning Outcomes

The primary purpose of this course is to examine current developments in higher education systems internationally, with a focus on Thailand, as it relates to the development of the three primary systems of higher education in the world today: the U.S., British and European (Continental) systems.

The successful completion of this course should result in the following learning outcomes for students:

- providing a foundation in the theory and practice of comparative and international education;
- understanding the distinctive features of the main variants of higher education systems in the contemporary world;

- exposure to the research base and documentary resources in comparative higher education;
- developing skills in analysis, synthesis, critique; and communication of information about comparative higher education; and
- understanding the nature of development of an integrated higher education system in Thailand.

Students will achieve these learning outcomes through five types of activities and experiences: (1) extended engagement with staff at Srinakharinwirot University; (2) excursions to learn more about the educational system and student pipeline; (3) intercultural experiences to explore Thai life and culture; (4) cultural excursions to cultural and history sites; and (5) involvement and campus activities. Adequate break times and planned free days will allow the students individual time for relaxation, reflection, and exploration.

Country Purpose

A primary goal is mutual learning and knowledge exchanges where teams of faculty and students will be responsible for giving major presentations, facilitating workshops, and interacting in meetings with institutional leaders, faculty members, and student affairs staff. The goal is learning via “ground-up” community engagement and inter-institutional collaboration between ODU and Srinakharinwirot University. Students will link knowledge and skills they gain as scholars and practitioners in higher education to practical issues and challenges in an international context, as well as learn about higher education in another country, how to engage in organizational analysis with sensitivity to local culture and context, and how to relate specific theoretical and content knowledge to actual issues and problems. In addition to the collaborative work at Srinakharinwirot University, the group will learn about Thailand through informal conversations and visits with diverse students, faculty, and townspeople, a day visiting two animal preserves, and special meals hosted by university leaders. In addition, there will be educational system excursions to nearby universities such as Bangkok University (private university), Assumption University (Catholic private university), and Ramkhamhaeng University (open university), as well as K-12 schools, government (e.g., Commission of Higher Education), and/or other organizations (e.g., EducationUSA) to allow students to engage with researchers and senior officials about higher education issues. There will be intercultural experiences that explore Thai-life, such as the Bang Sai Royal Folk Arts and Crafts Center, as well as an exploration of the city Bangkok and surrounding areas, visiting markets and historical sites.

Thailand is a newly industrialized country that has maintained its independence from colonial rule; however, its rulers were strongly influenced by Western ideas and have voluntarily adopted Western models of higher education. In Thailand, the French and British models were closely followed until World War II, after which the American influence became particularly strong. Globalization is a multi-dimensional process with economic, social, political and cultural implications for education. The effects of economic globalization in Thailand is very much in line with the global trend of changing universities into enterprises and to develop corporate culture and practices that enable them to compete in the marketplace. This trend is reflected in the changing of public universities into “autonomous universities” in Thailand. The privatization of higher education in this region has helped to ease the budgetary constraints faced by national

governments in their effort to widen access to higher education. This move is also aligned with the global trend of commodification and marketization of higher education. Thailand also has three open institutions of higher learning, including Ramkhamhaeng University and Sukothai Thammarthirat Open University, which enrolled about half of the total number of tertiary students in the country. All these developments have implications for higher education in terms of quality, access, diversity and funding. However, globalization affects each country in different ways due to each country's history, traditions, culture, resources and priorities.

Required Texts

There is no textbook for this course. All readings will be posted on the Blackboard course site.

Course Requirements

Class Attendance. Class attendance is very important to the success of the course. If you must be absent from class for reasons of illness or extraordinary circumstances, please send me an email in advance of class. If you miss class, please arrange to review class activities with a classmate. You will be responsible for the material covered and any handouts distributed during that class session.

Absence Policy. Course grades reflect not only performance on written assignments, but also participation during class periods. As discussions cannot be reproduced, many times absences cannot truly be made up. Therefore, a student's final grade will be reduced by 5 points for each absence where the student does not either (a) notify the instructor in advance or (b) does not provide documented representation at University-sponsored athletic or academic functions, mandatory military training, and documented illness within one week of an absence. Excessive absences have a negative effect on learning and performance; therefore, students who are absent from two or more class periods must document extended absence with the Office of the Students Ombudsperson Services. If documentation is not submitted to the course instructor, the student will receive a 'WF' in the course.

Late Assignments. Success in this course necessitates that all assignments be handed in on time. A student's final grade will be reduced by 5 points for any assignment submitted after the deadline then an additional 5 points for each week thereafter. Exceptions to this may be made in extraordinary circumstances so long as students notify the instructor well in advance of the deadline. Late assignments will receive a grade, but no written feedback will be provided.

Electronic Devices. A student's final grade will be reduced by 5 points for each instance when a student is observed using a device with non-course pertinent materials visible during class discussions or activities.

APA. Papers should be prepared according to the APA style manual (6th Ed), including cover page, in-text citations, pagination, headings, and reference list; an abstract is not required. Papers should be double-spaced with 1-inch margins and use 12-point Times New Roman font. Cover page, references, tables, and figures are not included in the page limit or word count. All papers

should be clear, succinct, free of grammatical mistakes, and free of jargon and gender-biased language. Proofread all written work and always cite your sources.

Honors Pledge. Students are responsible for the Code of Student Conduct posted on the Office of Student Conduct & Academic Integrity (OSCAI) website. Each student is expected to abide by the honor system of Old Dominion University. "I pledge to support the honor system of Old Dominion University. I will refrain from any form of academic dishonesty or deception, such as cheating or plagiarism. I am aware that as a member of the academic community, it is my responsibility to turn in all suspected violators of the honor system. I will report to the Honor Council hearings if summoned."

Blackboard. As part of regularly scheduled Blackboard maintenance, the university automatically removes courses over 1-year old on a rolling semester-by-semester basis. Be sure to download any materials from Blackboard that you wish to keep for future reference, e.g. comps, dissertation, etc.

Technical Assistance. Technical assistance for Blackboard is available at Information Technology Services (ITS) at <http://www.odu.edu/ts/helpdesk> or by calling (757) 683-3192 or (877) 348-6503 (toll free).

Students with Special Needs. Old Dominion University is committed to ensuring equal access to all qualified students with disabilities in accordance with the Americans with Disabilities Act. The Office of Educational Accessibility (OEA) is the campus office that works with students who have disabilities to provide and/or arrange reasonable accommodations.

- If you experience a disability which will impact your ability to access any aspect of my class, please present me with an accommodation letter from OEA so that we can work together to ensure that appropriate accommodations are available to you.
- If you feel that you will experience barriers to your ability to learn and/or testing in my class but do not have an accommodation letter, please consider scheduling an appointment with OEA to determine if academic accommodations are necessary.

Students are encouraged to self-disclose disabilities that have been verified by the Office of Educational Accessibility by providing Accommodation Letters to their instructors early in the semester in order to start receiving accommodations. Accommodations will not be made until the Accommodation Letters are provided to instructors each semester.

The Office of Educational Accessibility is located at 1021 Student Success Center and their phone number is (757) 683-4655. Additional information is available at the OEA website: <http://www.odu.edu/educationalaccessibility/>

Appointments. I am happy to meet with you in-person, by phone, or via Skype to discuss course assignments, your learning and success, and/or your concerns about the course. Most graduate students are non-traditional students, so I try to be available both during the workday as well as during non-traditional hours, e.g., evenings and weekends. Please visit <http://doodle.com/chrisrglass> to see my availability then use Doodle to set up an appointment.

Please enter your name in the meeting request text box. If the appointment is by phone or Skype, please enter your phone number or Skype ID for the location.

Final Course Grades. Final grades will be assigned as follows, based on the total number of points you earn:

94 to 100 = A	87 to 89.9 = B+	77 to 79.9 = C+	60 to 69.9 = D
90 to 93.9 = A-	84 to 86.9 = B	74 to 76.9 = C	Below 60 = F
	80 to 83.9 = B-	70 to 73.9 = C-	

Grading Criteria. Grades on written assignments and presentations will be assigned based on the following basic criteria:

Assignments earning an A will address assignment criteria comprehensively; take a clear position, using a strong, independent voice to effectively organize and synthesize evidence to develop a coherent analysis; demonstrate in-depth understanding of major course concepts; demonstrate skillful integration of high-quality, credible, relevant course literature; and follow APA 6 guidelines for cover page, in-text citations, quotations, and reference list, demonstrate a clear and concise writing style, and be free of errors in syntax and grammar. Minor deductions in any of these areas might result in an A-.

Assignments earning a B will address some assignment criteria more thoroughly than others; use the passive voice or rely on direct quotations from readings in the development of the analysis; demonstrate a sufficiently broad understanding of major course concepts; integrate relevant literature course literature; and follow APA 6 guidelines for cover page, in-text citations, quotations, and reference list, use a mostly clear, but occasionally wordy, writing style, and/or contain a few minor spelling and/or grammatical errors. The extent of these issues will, in part, determine the difference between a B+, B and B-.

Assignments earning a C or below will have not sufficiently addressed at least one of the major assignment criteria, take an equivocal or multiple positions, organizing evidence related to various ideas, but not sufficiently develop a focused, coherent analysis, demonstrate knowledge of a few course readings, but an insufficient understanding of major course concepts or theme; demonstrate an uneven use of relevant literature; and contain significant issues following APA 6 guidelines for cover page, in-text citations, quotations, and reference list, an unclear or wordy writing style, and/or noticeable spelling and/or grammatical issues. The extent of these issues will, in part, determine the difference between a C, D and F.

Minimum Requirements. Assignments submitted with unmet minimum requirements will be returned and must be resubmitted within seven (7) days to receive credit. Resubmitted assignments will receive the equivalent maximum grade of "C" or below.

Incomplete "I" Grades. An incomplete "I" grade will be awarded only in exceptional circumstances beyond the student's control, such as illness, and only if substantial progress has been made towards completion of course requirements.

<u>Assignment</u>	<u>Points</u>	<u>Due Date</u>
Class Attendance and Participation	10 pts	–
Participation in the Study Abroad Activities	20 pts	–
On-Site Presentation	20 pts	–
Reflective Paper	20 pts	TBD
Research Paper	30 pts	TBD

Course Assignments

Class Attendance and Participation – 10 pts.

Students are expected to attend class session, including cultural sessions, prior to departure. Students also engage in pre-reading about Thailand, including its history and higher education system, reflective writing, and a paper on a topic of choice. The course will be facilitated as a seminar in which all participants come prepared to take an active role in creating a vibrant learning community. Students are expected to come to class prepared to discuss the salient issues, questions, and problems emerging from the readings, as well as share relevant professional experiences. Participation is assessed based on the student's in-class contribution to class-wide and small group discussions and activities throughout the semester.

Participation in the Study Abroad Activities – 20 pts

During in-country travel abroad, students must participate in all planned group activities and arrive on-time. Students will be evaluated on the extent to which they actively participate in in-country sessions. Adequate break times and planned free days will allow the students individual time while not limiting the group learning experience.

Reflective Paper – 20 pts

Students will write a 5-7 page reflective paper of personal and professional growth and knowledge in which they write about the professional skills gained, discoveries about self and other, deeper understanding of issues they have studied in class but about which they now have been more nuanced views, and new perspectives about how they want to use their professional and academic skills.

On-Site Project or Presentation – 20 pts

Students will demonstrate knowledge gained in the course by applying it to an on-site project in-country. A detailed outline of key components will be provided in class.

Research Paper – 30 pts.

All students will prepare a research paper, 10-15 pages for students in HIED 744 and 15-20 pages for students in HIED 844. All students must submit a prospectus for their proposed research paper to the instructor by the fourth week of class. Students will make a brief presentation of their prospectus to their colleagues during the fifth class meeting. The paper will compare an issue, process, structure, trend, or activity that occurs across the system of higher education and institutions that will be studied and visited during the course. Examples of topics include accreditation, strategic planning, quality assurance, student mobility, international student services, student affairs, governance, curriculum development, and future trends in higher education. The paper should be prepared per the APA style manual (see APA). Cite a minimum of 12 high-quality sources to make clear connections between your paper and the course.